

CARL D. PERKINS
CAREER AND TECHNICAL
EDUCATION ACT OF 2006
Northeast Higher Education Consortium
Revised Application
An Act that Supports
**Career and Technical Education
in Minnesota**

**LOCAL APPLICATION for the
FY 2008 Transition Year
Perkins Basic and Tech Prep**

July 1, 2007- June 30, 2008

**Minnesota State Colleges and Universities
&
Minnesota Department Education**

Section II – Local Application

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

1. High School to College Transitions: describe your primary intent to support the successful transition of students from high school to post secondary education.

Consider the following guiding questions:

- How will you determine career pathways and programs of study that will be implemented in your consortium?
- How will you measure technical skill attainment within career and technical programs in your consortium?
- How do you propose to communicate college and work readiness standards to students and teachers?
- How will you improve both academic and technical skills of participants in your career and technical education programs?
- What role will your consortium play in ensuring that students will be able to continue a program of study that was started within your consortium but for which no postsecondary program exists within your current/proposed consortium?¹
- Given multiple entry and exit points in programs, how will you provide transitions for adult learners from entry to completion?
- How will you address the professional development needs of your career and technical education teachers/faculty and their academic colleagues?
- How will you modify or design your CTE programs to prepare students for high skill, high wage, or high demand occupations that lead to self sufficiency?

What are your plans for addressing high school to college transitions under Perkins IV?

There will be significant involvement of secondary stakeholders driving the new partnerships of northeaster Minnesota. Those partnerships will assist students in transitioning to the new growth that will sustain business and industry in the region. There will be articulation of courses that encompass the medical careers, mining industry, paper and wood products, maintenance industry and entrepreneurship development. The new applied learning initiative will provide a framework which will afford us a delivery system that will allow us reproducible results in assisting students in their Programs of Study.

The Applied learning project will be parceled out into four districts; East Range, Central Range, West Range and North Range. Each district heads an initiative for articulating courses in the Industrial Technology program. The concepts surround skill attainment and increased graduation rates for college graduates by introducing students to technical programming in secondary settings. When a student enters into post secondary programs, prior knowledge is such that ramping up to higher ed programs will not prove to be as difficult. Thereby the direct effect will be increased graduation rates, better GPA, and increased skill attainment for graduating students. Each consortium school who transitions students to post secondary will measure technical skill attainment through external measures; such as, CNA certification, Automotive Service Excellence & Ford Trouble Shooting State test, and American Welding Society Certification tests.

The roll of the consortium partners (secondary schools- Virginia High School, Mesabi East, Eveleth, Mountain Iron, St. Louis County Schools, Ely High school, International Falls, Lake of the Woods Baudette, and Big Fork)will be to offer career planning and career opportunities by bring articulated courses which will count for post secondary credit.

There are no exit points in technical programs that assist post secondary in achieving federally negotiated levels. If a student exists without diploma, degree or certificate, there is no completion.

There will be institutional dollars and contractual obligations from faculty unions that will supplement continued program improvement in the form of professional

development and new program development.

Each student entering into will be required to take a 1 credit College Seminar which encompasses learning strategies, drug and alcohol awareness, and Financial Planning. College faculty will have sole control over curriculum design and curriculum approval.

New dollars through grants, will provide funding for transportation to Eveleth campus to provide technical courses (which are articulated) for regional consortium partners in the POS courses, and Applied Learning Initiatives.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>Applied Learning Initiative that will create Programs of study for medical careers, industrial technology, and entrepreneurship development</p> <p>Strengthen partnership with the medical careers program of study with local secondary providers</p> <p>Development of entrepreneurship program of study with secondary partnership</p> <p>Assess all students' skill level in Reading, English Writing, and Math as determined by the placement test and place students into appropriate courses accordingly.</p> <p>Increase completion rates in prerequisite courses for a smoother transition into the main courses of the programs. Students in the prerequisite courses will have a check sheet which clearly outlines their program status and define the courses that specifically align with their program. This should create a better commitment to the program and improve retention.</p> <p>Integrate general education outcomes into career and technical education Curricula To increase the participation and completion of special populations in CTE programs.</p> <p>Support participation of special population learners</p> <p>Evaluate career and technical programs through the Higher Learning Commission (HLC) Program Review process to ensure effectiveness of programming and curricula</p>	<p>The Applied Learning initiative will create program of study by the development new curriculum and sharing curriculum with secondary partners</p> <p>Increase student participation and program development</p> <p>Create program of study with secondary partnership and articulated courses for credit</p> <p>Make the MnSCU assessment available to consortium members so that students maybe assessed for college level work and POS</p> <p>The Academic Resource Center (ARC) Director provides direct mentoring for students in prerequisite courses and provides supplemental services for students in prerequisite math courses.</p> <ul style="list-style-type: none"> • Provide note takers for special population learners. • Provide tutorial services to special population learners • Provide proof readers for papers • Provide special hardware and software • Provide supplemental instruction <p>Program advisory boards will recommend strategies to integrate general education with career and technical education curricula. CTE faculty will also collaborate with those faculty who teach general education outcomes.</p> <p>Provide disability, advocacy, and support services as needed through the Office of Students with Disabilities, SSS, and counseling center.</p> <p>Participate in HLC assessment measures and workshop seminar Selected programs will have outside accreditation curriculum benchmarks in place</p>	<p>The development of one industrial technology program of study - the creation of one new course for the consortium.</p> <p>Gather baseline data for student involvement and measure student matriculation to post secondary partnership- Because this is a single consortium, previous data will prove to be irrelevant.</p> <p>Track baseline data for new student numbers in POS for entrepreneurship program, Industrial technology and medical careers. New student data will include the number of students who take external assessment instruments.</p> <p>Gather new data for the numbers of students who were administered the Assessment test</p> <p>Track disability accommodations and students served in the consortium for Post Secondary</p> <p>100 percent of technical programs and Program of study will have general education courses imbedded into the curriculum</p> <p>9 CTE programs will have third party industry certifications/ evaluations built into curriculum EIAT, Nursing, Masonry, Millwright, Welding, Auto, Graphic Arts, Industrial Technology, and Paramedic</p>	<p>10,481.00</p>

List the required and permissible activities addressed above.

1) Integration of academic and technical education, 3) Programs of Study, 3) Development, improvement or expansion of the use of technology, 4)

1. **Brokering of Services:** A new consortium structure involving secondary and postsecondary partners will, by design, facilitate student transitions from secondary programs to postsecondary programs within Programs of Study. To facilitate the movement of CTE students from high school to college, it is the expectation of the state that each Perkins recipient will identify, and expedite transfer into, a Minnesota postsecondary program within each secondary Program of Study. The recipient is not required to have both secondary and postsecondary components within its Programs of Study.

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

2. **Collaboration:** Minnesota's State Plan for Career and Technical Education places high emphasis on collaboration to support student success and life-long access to career and technical education. It is required for this Local Transition Plan approval that at least 10% of funds (not including targeted funds) be reserved for collaboration. Under this one-year transitional plan, effective collaboration may be focused on the identification and development of your FY09 consortium structure.

Consider the following guiding questions:

- o How will you provide collaboration for CTE Program Improvement purposes among your partners?
- o What best practice collaboration activities will you continue/carry over from Perkins III?
- o How will you assure CTE students of smooth transitions between pathways within career clusters?
- o What common collaborative goals will you and your partners develop for FY08?
- o How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- o How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?

What are your plans for collaboration during the transition year (2007-2008)?

In this transition year of FY 08 a new consortium of post secondary partners was developed. This consortium will investigate the complete articulation of Programs of study with the northeast region. The new post secondary consortium will also partner with secondary consortium members in the region. The new alignment of post secondary partners will invest dollars to the development of Programs of study within the region and encompassing secondary districts. There will also be dollars invested into the development of Sector Strategies to ensure that the programs of study will be able to transition students and learners into the workforce with the requisite skills and training.

The commitment has been made among high school principals to transport regional secondary students to MRCTC – Eveleth campus for blocks of courses that fit into POS for the Applied learning Initiative- in Industrial Technology and Medical Careers.

Common goals and objectives will be registering 10-12 grade students in new courses for college credit in the Applied Learning Project. Have those students matriculate into a post sec. program.

Sharing student retention goals will allow for students to be retained in secondary courses, this will transition to better completion rate in post sec. programs.

Trust will be the only currency that will be shared when holding each partner to stated mutual goals. There will be shared actions with the new Applied Learning Initiative funding objectives with the grant that was awarded.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>Pursue collaborative relationships with community, business and academic institutions for educational and skill attainment purposes</p> <p>.Increased communications, transition and partnering for Disability Services Providers in NE Minnesota</p> <p>Development of entrepreneurship program of study with secondary partnership</p> <p>Development of Applied Learning Strategies for Northeast consortium partners</p> <p>Provide facilities for community & organizations and business and industry as needed.</p> <p>Program alignment for FY 08 with tech prep, and secondary Perkins, and post sec</p> <p>Increased involvement of Northeast Office of Job Training- through secondary student exposure to technical programs</p> <p>Fantastic Fridays- Bring students from regional county schools to specific technical programs for 9 Fridays' through out the academic calendar</p>	<p>Conduct Project Wet and Wild High School Educator workshop in collaboration with the MN DNR, VCC, and Minnesota high school science instructors. Minnesota DNR provides 3 days of class instruction and they provide all of the necessary specialized equipment for the training.</p> <p>Collaborate with high school counselors and special education providers to transition students with disability needs into post secondary technical programs</p> <p>Create program of study with secondary partnership and articulated courses for credit</p> <p>Development of Curriculum for technical programs that will be articulated among several technical programs</p> <p>Continue offering space and technical assistance to stakeholders that make-up community</p> <p>Monthly meetings and streamlined communication to strengthen new consortium</p> <p>Bring students enrolled in Work based learning projects through the office of job training to Mesabi Range</p> <p>Bus students to Mesabi Range so that they can participate in several technical programs- students will be exposed to lab projects and exposed to high wage/ high demand careers</p>	<p>20 High school educators will attend the Wet/Wild workshop on VCC's campus and receive detailed information on Vermilion's CTE programs to share with their students</p> <p>Establish baseline numbers of students from NE MN who enter into new consortium colleges</p> <p>Create for credit course that will fill a need in MN transfer curriculum.. Create 2 courses that will fulfill applied learning project initiatives (medical careers and Industrial technology)</p> <p>Bring Adult Basic Education partners back to one campus</p> <p>10 (ten) secondary and 5 (five) post secondary faculty joint curricular planning</p> <p>1 (one) aligned grant application with universal goals and objectives</p> <p>Bring in 50 students to campus to offer technical programs exposure</p> <p>35 students will participate in Fantastic Fridays Fifty percent will be native Americans</p>	<p>34,966.00</p>
<p>List the required and permissible activities addressed above. Regional Programs of study, provide community support through activities that assist in the preparation of tax documents.</p>			

Goals, Objectives, Strategies, Outcomes, and Budget

3. Employer, Community, and Education Partnerships

Consider the following guiding questions:

- How will you involve parents, business, and labor to advise in the design, implementation, and evaluation of CTE programs of study?
- What will you do to provide student experience in, and an understanding of, All Aspects of the Industry which may include work-based experiences?
- How will you identify high skill, high wage, or high demand occupations within your region?
- How will you provide transition for adult learners into the workforce?
- How will you address collaboration with other organizations (e.g., WorkForce Center, non-profits, service organization, Chambers, Economic Agencies, etc.)

What are your plans to develop, expand, and improve partnerships with employers, community members, and other educational institutions during the FY07-08 transition plan? Provide opportunities to engage in conversation to create venues to articulate courses and provide credits and courses that will transition students into college level courses. Create opportunities for STEM fair initiatives and projects. Foster deeper relationships with heavy industry to develop curriculum goals and meet employer needs.

Work in conjunction with Northeast Minnesota office of Job Training, and continue to grow our relationship. Continued conversations with DEED, MN Workforce center and MNSCU. As Adam Smith's theory relates to economics, so too must our technical programs follow the natural life and death cycle of technical programs. The quality process will be ensured through active advisory boards and collaboration with a variety of technical fields.

Collaboration objectives will be identified through new advisory board groups. Through this venue employer needs will be identified and discussed as to how the college can meet the growing and diversifying workforce needs.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>Provide experience in varied industries related to the region. To expose STEM initiatives to local students.</p> <p>Project STEM – Summer STEM institute at MRCTC – 5 various technical faculty and three industry reps from high wage and high demand fields to introduce students to components of technical careers</p> <p>Create, develop and deliver Programs of Study to local area consortium</p> <p>To expand access to courses and services.</p> <p>Increase program completer’s knowledge and skills in current and emerging technologies related to their career areas that will enhance their employability.</p> <p>Inform parents, community and business and industry of post-secondary CTE programs, Tech Prep (TP) initiatives and nontraditional careers.</p>	<p>Tour of industries that relate to technical programs, and interactive project-based curriculum</p> <p>Integrate community and business partners with STEM projects. Bring in Ironwood bat company, UTAC business rep to create industry experiences in the classroom thought work based learning projects</p> <p>Provide a series of articulated courses in Industrial technology and Medical Careers – Students will be eligible to take one course in each area for post sec credit to transition into multiple technical programs in high education programming (ie- Welding, millwright, industrial technology –mining emphasis)</p> <p>Create on-line orientation for students to process through</p> <p>Grow advisory boards for technical programs and advisory board for the colleges</p> <p>Host open houses to inform stakeholders of employment growth and industry needs and projects based on curriculum development</p> <p>Host Skills fair for area secondary schools</p>	<p>15 students from region will participate in STEM project</p> <p>Parents, business and students will attend STEM project fair (collect base line data)</p> <p>Register over 20 students in area consortium for courses that will transfer to a variety of technical programs</p> <p>100 percent of students will participate in on-orientation process prior to registration</p> <p>Increase 3p1 and gather consortium baseline data for advisory board meetings with new consortium colleges</p> <p>Host three open house informational sessions</p> <p>Increase participation of skills fair by 10% from 220 to 242</p>	<p>9500.00</p>
<p>List the required and permissible activities addressed above. Stem Fair summer project, Skills Fair,</p>			

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

4. Service to Special Populations

Consider the following guiding questions:

- What will you do to provide success for special populations in career and technical education for high skill, high wage, or high demand occupations that lead to self sufficiency?
- What steps will you take to improve nontraditional (gender) participation, retention, and completion in your CTE programs?

What are your plans to ensure that members of special populations will be able to fully participate in activities/programs supported by Perkins/Tech Prep? Maintain relationships with the Special Education Cooperative in region to communicate transition needs for special education students. Continue Northern Bridge connection to provide services to special populations in northeast Minnesota.

Regional secondary special education teachers and the Northland Special education cooperative will be involved in three workshop seminars through out FY 08 to assist students with disabilities to transition into post secondary. The region has unified the transitional components for secondary students with disabilities by aligning post secondary missions, community organizations, and workforce rehab services, through streamlined communication and continued work through Northern Bridge (www.northernbridge.blogspot.com).

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>To increase secondary faculty awareness of post-secondary career and technical education programs, Tech Prep and Perkins initiatives</p> <p>Determine effectiveness of Student Services and impact on students</p> <p>Recruit special populations through collaborative efforts with local workforce centers and human service agencies.</p> <p>Provide access to technical programs including technical and academic support and appropriate accommodations/modifications</p>	<p>Continuous communication with secondary counselors, rehabilitation services, office of job training and workforce centers</p> <p>Conduct an annual evaluation of Student Services, College Lab Assistants, Financial Aid, and Registration to determine effectiveness of services</p> <p>Continued participation in Northern Bridge group</p> <p>Provide Office of Disability services resources to provide accommodations and coordination services with secondary schools and rehab services- and MN office of Job Training</p>	<p>Grow participation of non-traditional students (gather baseline consortium data)</p> <p>70 percent of students surveyed will rate services as satisfied or very satisfied</p> <p>Over 120 special education teachers/ counselors will participate in Northern Bridge collaborative</p> <p>Gather base line data of regional students of special needs that attend local post secondary schools</p>	<p>96,700.00</p>
<p>List the required and permissible activities addressed above.</p> <p>Northern Bridge consortium</p>			

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

5. New Consortium Structure, Planning, and Development

Beginning in FY08-09, a new structure of Perkins consortia will be implemented in Minnesota under which each consortium must include at least one Perkins-eligible postsecondary institution and at least one Perkins-eligible secondary school district. While the state reserves the right to make a *final determination* on this consortium structure to ensure that all interested schools and institutions may participate under Perkins IV, we would like you to identify your secondary and postsecondary partners.

Consider the following guiding questions:

- Identify with whom you propose to partner under the FY08-09 new structure. In making this determination, you should consider current effective relationships, anticipated programs of study, and the role you anticipate in brokering services with other secondary schools and postsecondary institutions in your geographic area, dual and concurrent enrollment opportunities, and the region's history of high school to postsecondary matriculation.
- Effective partnerships require time and commitment to lead all partnering schools/institutions. How will you meet the needs for leadership time and commitment to develop and operate the new structure?
- How do you propose to emphasize program improvement and secondary/postsecondary relationships under your new consortium?
- How do you envision your new consortium operating?
- Describe your current activities under Perkins III/Tech Prep that you propose to continue under your new proposed Perkins IV consortium?

What are your plans for developing a new consortium structure by December 31, 2007?

Have continued conversation with consortium partners. The new consortium currently has engaged in conversation with regions tech prep partners to anticipate the regional consortium. There is currently an alignment of secondary Perkins grant, Tech prep initiatives, and Pos-Sec Perkins.

Virginia High School, Eveleth High school, Mesabi East, International Falls, Ely High school, Big Fork, Baudette Lake of the Woods, Mt. Iron and St. Louis County schools will work together on the Applied Learning Initiatives- These schools will work with MRCTC to develop curriculum that will ladder into a post sec technical program.

The campus at MRCTC- Eveleth will host secondary students that are taking courses through the Applied Learning Initiatives.

Please note New Consortium Structure Planning Worksheet that follows this page. Due December 31, 2007.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>Provide transfer opportunities to four year bachelor degree programs for graduates of the CTE programs.</p> <p>Increase access and opportunity for individuals to career ladder in the nursing field.</p> <p>Increased communications and partnering for Disability Services Providers in NE Minnesota</p> <p>Provide distant education program in the field of Paramedics</p> <p>To provide training and education opportunities for dislocated worker, disability populations, and students emerging into Post Secondary Institutions.</p>	<p>Maintain articulation agreements to provide transfer of technical courses to senior institutions. Develop new articulation agreements with universities to provide transfer options for students.</p> <p>To invest in career laddering opportunities in nursing by providing training, stipends, and continual support for development and implementation of Programs of study/ITV courses/ online courses in the health care field.</p> <p>Host three informational workshops through the Northern Bridge partnership to communication transition needs for students</p> <p>Continued support of off campus distance programs</p> <p>Employee technical recruiter/ liaison for high schools and community partners</p>	<p>Develop 4 new articulation agreements in Fisheries and Wildlife, Wildlife, Surveying, and Forestry with 2 universities, Michigan Tech and Bemidji State.</p> <p>Report base line data of registered students who complete CNA program within the high school POS for medical careers</p> <p>Have over 120 participants attend workshops</p> <p>Register 15 students for distance paramedic program</p> <p>Increase CTE program participants for all CTE programs</p>	<p>8900.00</p>

MnSCU/MDE
CARL D. PERKINS AND TECH PREP LOCAL APPLICATION
BUDGET

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

JULY 1, 2007 – JUNE 30, 2008

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '08		
		Required Activities	Permissible Activities	Total Budget
1	High School to College Transitions	10,481.00	Local funds	10,481.00
2	<u>COLLABORATION: (NOTE: A minimum of 10% - old Activity 12 dollars- of eligible Perkins Basic funds must be budgeted for this category. This category must be planned for with Employer, Community, and Education Partnership input.)</u>	34,966.00	Local funds	
3	Employer, Community, and Education Partnerships	9500.00	Local funds	9500.00
4	Service to Special Populations	96,700.00	Local funds	96,700.00
5	New Consortium Structure, Planning, and Development	8900.00	Local funds	8900.00
Administration not to exceed 5%				
Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008		\$160,547.00	\$	\$\$160,547.00

Additional Informational Items:

1. Coordination Time for Perkins Basic Grant or Tech Prep		
	% of Total Time	Total Budget
Total Time for Coordination of Perkins or Tech Prep (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	.35% & .50%	\$53,500.00
2. Perkins Basic Grant and Tech Prep Collaboration with WorkForce Centers for FY2008		
A. Total Perkins and Tech Prep Funds (dollars) used in collaboration with WorkForce Centers		3500.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		3000.00
Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]		\$6500.00

**MnSCU/MDE CARL D. PERKINS AND TECH PREP
LOCAL APPLICATION BUDGET:
Notes and Reminders
JULY 1, 2007 – JUNE 30, 2008**

NOTE:

1. Postsecondary Basic broad goal budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissive category.
2. Broad goals budget changes for secondary Perkins Basic and Tech Prep must be pre-approved by MDE or MnSCU if they change 10% or more between any given required or permissive category.
3. For Secondary Perkins, any expenditure over \$1,000.00 MUST receive prior approval from MDE.

DIRECTIONS & REMINDERS

- / Cost of all funded personnel must be split out between the five (5) Broad Goals
 - o High School to College Transitions
 - o Collaboration
 - o Employer, Community, and Education Partners
 - o Serving Special Populations,
 - o New Consortium Structure, Planning and Development

- / Federal Carl D. Perkins and Tech Prep funds **cannot supplant** funds from other sources.

- / The Carl D. Perkins Education Act of 2006 requires *Personnel Activity Reports (PAR)* to be filled out on all personnel funded by Perkins and Tech Prep resources. PARs do not need to be sent to MnSCU/MDE, but do need to be kept and monitored at the local level.

- / Each eligible sub-recipient receiving funds under this Act shall not use more than five (5) percent of the funds for administrative costs associated with the administration of this law.

- / Identify the amount of total Perkins or Tech Prep resources that were used in collaboration efforts with WorkForce Centers.

MnSCU/MDE

CARL D. PERKINS AND TECH PREP LOCAL APPLICATION

BUDGET NARRATIVE 2008

GOALS	Brief Description:	Total Budget
	<ul style="list-style-type: none"> • include information on salary, staff development, and other relevant expenditures • Needs to be tied to objectives and strategies 	
High School to College Transitions	Applied Learning Initiatives and develop programs of study with east range partnership- provide direct mentoring for students in CTE programs through learning center resources- provide disability, advocacy and support services to students with disabilities	From Projected Budget Goal 1 10,481.00
Collaboration	Partner with local businesses to increase skill attainment and meet industry needs- Development of applied learning strategies- Look at creating sector strategies with workforce involvement and region office of northeast Minnesota office of Job training- offer space and technical assistance to community organizations- Employee technical recruiter and liaison for 7-12 at .65%	From Projected Budget Goal 2 34,966.00
Employer, Community, and Education Partnerships	Expose students to STEM initiatives and have them interact with CTE programs- provide on-line orientation program for incoming college students- Grow advisory boards for development of CTE and college goals- Host skills fairs and open houses for CTE programs-	From Projected Budget Goal 3 9500.00
Service to Special Populations	Employ counselor .25%, employee two Perkins directors at .50- regional Perkins coordinator at stipend- Evaluate Six CTE programs with third party assessment- continued involvement and technical assistance with Northern Bridge partnership- coordination services with secondary SPED directors and teachers for transitional needs	From Projected Budget Goal 4 96,700.00
New Consortium Structure, Planning, and Development	The Perkins director will be center figure in gathering individuals who will develop the new consortium. The goals of the new consortia will be centered on maximizing student opportunities and exposure to CTE programs and courses. The East Range partnership will create a structure with the Northeast Higher Ed District colleges to streamline activities and programming for students in the 7-16 educational structure.	From Projected Budget Goal 5 8900.00

Notes:

1. The total budget for each broad goal must be obtained from the projected budgets that you provided in the narrative for the five goals (pages 4 through 7).
2. Dollars allocated to new consortium development under goals 1 through 4 should be added to the identified budget for goal 5 and reported here under New Consortium Structure, Planning and Development rather than under its other goal. Do not duplicate report budget figures.

