

CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF
2006

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 of 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?

In an effort to address the Perkins IV objectives, NHCC has created two positions: A Director of High School Transitions and a Perkins Consortium Coordinator (see goal 5). The Director of High School Transitions (this position has already been established) will provide transitions services to students in two local area high schools, Osseo Senior High and Park Center Senior High School.. HS transitions director will work to recruit and prepare any student for the transition to Post-secondary institutions in CTE fields. The Director will serve as a broker of services to high school students by providing opportunities offered by the college and serving as a liaison between college and high school. Services will include placement testing, career exploration help through use of the Discover as well as access to service opportunities that provide students with the foundation to make decisions about their career choices. Working with the Director of Consortium and Collaboration (See goal 5) the DHST will assist in the creation of the career pathways for the programs of study that the consortium decides are appropriate. The DHST will then work directly with students to facilitate the development of their skill building needs, career choice, understanding of career pathways, direct experience with the rigorous requirements of programs of study, the requirements of evidence needed to document skill attainment, and the job readiness skills needed for the attainment of high skill, high wage, and high demand jobs. This information will be developed from the Perkins Consortium Coordinator (See Goal 5) and be accessible to all students in the district. Included in this information will be college and work readiness standards for admission success and job attainment. Director will work to show students (from information drawn from the Perkins Consortium) how academic and technical education are united. Director will provide readiness instruction and preparation such as: financial aid talks, college visits, and work to strengthen the connections between the college and high school. Director will advise students to take harder level courses in science and math to ensure college readiness. Additionally, director will work to ensure that all students graduate and are prepared for the transition to college. Initiatives supporting high school to college transitions will be supported by the Student Success division of the college. Director will have a small budget from Perkins Grant. HS transitions will also be supported by various grant opportunities such as the diversity council and Americorps fellowships. Programs of study will be developed to facilitate smooth transition from secondary to post-secondary education. Opportunities to create programs of study will be researched by the Perkins consortium. The consortium will decide which programs of study are most appropriate to begin with based on already established technical skill attainment measures. Where there are HS-College-employer connections

already established they will be enhanced and continued. Information on Programs of study will be given to all students in the high schools. Consortium will work to develop program of study for all students to access. Technical skill attainment will be addressed by the consortium's work with business/industry partners in developing measures of technical skill attainment. This will be done by increasing connections and meeting opportunities with local business/industry partners and facilitating the planning of developing these measures. Industry standards, certification, and program outcomes will drive the depth and breath of kinds of technical skills that will be required. After school tutoring will be supported by the financial aid office at NHCC, Americorps grants (a fellowship given to each of the tutors). This tutoring program aims to prepare all students for academic skill attainment and college-readiness. The skills that the students gain will directly influence their abilities to prepare for high skill, high wage high demand jobs. Students who receive tutoring in core subjects like math, English, social studies etc will be more prepared for the transition to CTE programs in college. This will in turn prepare them for success in their post-secondary classes and attaining technical skills.

The students participating in the college readiness program will prepare for higher education as well attain academic and technical skills. The services offered by the Transitions Director will communicate career pathways and programs of study by advising students on the necessary pathways associated with various careers. Academic and technical skill attainment will be improved by intrusive advising efforts, clear information and easily navigated pathways that allow students to enter and exit at multiple points. Further, the created programs of study, highlighting all the various career and job choices, will result in the smooth transition within and between the high school, college, and employment. Consequently, these efforts will support the attainment of academic and technical skills. Students, equipped with an understanding of what their interests, the career pathways and programs of study available to them, will be able to easily identify the necessary steps in achieving employment in high skill, high demand and high wage jobs. Finally, transitions services such as; skills assessment, tutoring, summer bridge programming, service learning/cultural expedition trips and opportunities for educational and social activities will strengthen students commitment to higher education and skill attainment, through their engagement with peer-groups, mentors and the college environment. These opportunities will facilitate interpersonal growth which will lead to stronger leadership, direction and ultimately academic and technical skill attainment. The Summer Bridge Program will prepare students for the transition to college or employment by providing them academic and technical skills as well as the facilitating their transition through a career pathway or program of study.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>To provide college readiness information and services to local area high school students.</p>	<ol style="list-style-type: none"> 1. Director of High School Transitions will be employed to create, develop, and implement a high school transitions program that provides college readiness services and information to underrepresented and underserved students at local area high schools. 2. Work with local area high schools to reach out to underrepresented and underserved students by providing transitions services including testing and skills assessment, brokering of services and information and access to educational and social opportunities. 3. Create and maintain strong relationships with area high schools for the purpose of providing transition services to HS students. 4. Create Summer Bridge Program that offers services to local-area underserved and underrepresented high school students. 5. Create and manage an after-school tutoring program for underrepresented and underserved students. 6. Offer students additional opportunities including; college visits, social and educational field trips. 7. Create coherent programs of study information to share with high school students, administrators, staff and faculty. 8. Transitions Director will plan and direct a service learning/cultural expedition trip which will provide underserved and underrepresented students the opportunity to experience work-based learning. 9. Transitions Director will work with local area high schools to facilitate the administration of the ACCUPLACER test to students in transition. The results of this test will be used as a recruitment tool for the Cornerstones Summer Institute Summer Bridge Program. 10. 5 NHCC tutors will travel to local area high schools to provide this service. 	<ul style="list-style-type: none"> • Director of High School Transitions will work with two local area high schools. • 50 students will be given the ACCUPLACER Test with their results interpreted • 30 students will participate in a summer bridge program. • Programs of Study information will be created and distributed for 4 CTE programs • 50% of students participate in any of the services offered by college readiness program will enroll and be retained at a post-secondary institution. • Begin baseline tracking of high school students who receive tutoring services. 	<p>Personnel: \$50,236.76</p>
<p>List the required and permissible activities addressed above. Required: 2,3,4, 10 Permissible: 2, 4, 6</p>			

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.

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

Perkins money will be used to identify and develop a consortium of educators, including individuals at the secondary and post-secondary level. Additionally, further collaboration with business and industry will be sought out and maintained. This will be done by Perkins staff with continued involvement in advisory boards, the active search of new collaboration opportunities and the continued effort to link program faculty with business partners. Advisors will continue to improve connections with CTE business partners by serving on various advisory committees. Perkins staff and business partners will meet 2 times a year, discuss the creation of strategies for creating more comprehensive alignment between education and employment and to expand the scope of their capacity. Additionally, they will share the broad goal that our graduates will be ready to work and exhibit the skills necessary to be successful in a particular field. These efforts will highlight various opportunities available to students so that they can have numerous job opportunities within and between career clusters depending on their level of skill. New opportunities for collaboration will be sought by surveying local businesses to identify which businesses have a vested interest in our graduates and their skills. These communication efforts between the end-user and the program instructors efforts will facilitate the development of new measures of technical skill attainment and the creation of seamless education-to-work pathways. This will create alignment between programs of study and realizable jobs.

Additionally, efforts will be made to coordinate programs of study and transition from high school to college. One such opportunity will be created for local area high school students by providing training for nontraditional and underserved students in computer hardware technician industry.

Perkins advisors will provide students with information necessary for smooth transition within and between career clusters and programs of study. They will work with potential employers of our CTE graduates in providing education and job information. By giving good and consistent information students will be able to navigate programs of study with a clearer of what programs of study are most suitable to their interests and skill level. Starting with the West Metro population, increase successful high skill, high wage or high demand career education and placement for transition aged students with disabilities. Meet regularly with state Rehabilitation Services (RS), North Hennepin Community College personnel, Intermediate District 287 VECTOR personnel, and 13 member district personnel in support of Project Impact objectives, if funded. Project Impact seeks \$575,000/yr for 5 years in federal rehabilitation services administration funds to create and implement the model project and eventually provide outreach and technical assistance beyond the 13 member districts of Int Dist 287. Among other objectives, they will pair HS Work Experience Coordinators with RS Placement Coordinators to augment transition from career education to job placement for transition aged students with disabilities.If funded,

Project Impact will meet its goal of increasing the percentage of eligible transition-aged youth in Minnesota served by RS from 11% to 20% by 2012. Funded by Rehabilitation Services Project Impact Grant

NHCC will collaborate with the Osseo School district in offering College Prep classes that prepare ABE students in English, reading and writing for smooth transition to college level course work.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>To seek out, create and maintain collaborative relationships with local area high schools and business/industry parties.</p>	<ol style="list-style-type: none"> 1. Perkins staff will survey local area businesses so to identify partners who are invested in our graduates (their employees) and the level of skill that they have. 2. CTE faculty will be recruited to begin identifying businesses relevant to their field. 3. CTE faculty will be given stipends for their time searching out local businesses, meeting and discussing partnerships and creating the necessary support materials. 4. CTE and Perkins staff will meet with advisory boards 2 times a year to discuss alignment and the creation of programs of study that lead to various jobs at various skill levels. 5. 20 local area high school students will be trained in A+ certification. Nontraditional career students (females) and underserved students will be recruited to prepare all students for the A+ certification test. 6. Advisors will work to create clear program of study diagrams outlining necessary course work at the high school and college level. 7. ESOL faculty and local business hiring managers will collaborate in the creation of a ESOL work readiness certificate that prepares non-native English speakers for hire. 8. Partner with Osseo public schools in offering advising and classes for Adult Basic Education. 9. Collaborate with school districts in offering College Prep classes. 	<ul style="list-style-type: none"> • 18 local area high school students will complete A+ training. • 2 students will complete the A+ certification test. • Perkins Advisors will meet annually with all CTE departments. • Participation with 10 CTE partners by continuing to go to events. • 2 CTE faculty will be recruited to identify business partners. • 10 students will enroll and be retained in a post-secondary institution after taking College Prep classes. 	<p>\$28,000 \$12,064 (See Tech Prep)</p>
<p>List the required and permissible activities addressed above. Required: 1, 2, 3, 7, 8, 9, 11 Permissible: 1, 4, 8, 9, 16</p>			

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education 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? Perkins coordinator will work with CTE faculty, high school administration and business partners in developing CTE programs of study. This information will be made available to guidance counselors and other high school staff to share with students and parents. Perkins advisors will hold workshops in local area high schools to discuss the necessary course work and prerequisites necessary for individual fields of study. Individual advising in various CTE fields will be provided by Perkins advisors. This advising will provide students with clear information regarding various career paths and opportunities and facilitate; smooth transitions from school to work and work to school, technical skill attainment and job placement in CTE fields. Service Learning, internships and job shadowing will be offered to students so to provide them with the experience and knowledge necessary for deciding on chosen program of study. An inventory of all business relationships will be created. This database will be used by Perkins staff and CTE faculty to identify high skill, high wage, or high demand occupations within our region so to clarify employment opportunities available to students and begin developing clear programs of study. This inventory will also be used to facilitate the creation of internships. By identifying already existing relationships, Perkins staff and CTE faculty will be able to provide students with meaningful employment experience. CTE programs without job shadowing or internship opportunities will be identified and affiliated faculty consulted to discuss implementing internships into their curriculums. The Service Learning Director will help connect CTE faculty members to various business partners and agencies. Additionally, incentive opportunities will be created for faculty to begin the process of seeking out relevant businesses and engaging them in conversation about possible collaboration and the creation of technical skill measures. Finally, Perkins advisors will continue to work with local work-force centers, economic agencies and non-profits in the creation of meaningful work experiences for NHCC students that allow them to experience all aspects of industry in various careers and job opportunities. Advisors will continue to meet with advisory committees on a regular basis. Advisory committees will work to reach out to secondary partners in a move to combine advisory committees and involve them in the committee's functions.

The service learning director will provide on-going opportunities for CTE students to try out different career options, and clarify their educational and career path. Service learning director will work with CTE faculty to create job shadowing, and service opportunities for CTE students.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>Seamless pathways between high school and employment will be created and result in skill attainment and employment.</p>	<ol style="list-style-type: none"> 1. Program of Study models will be developed CTE fields. 2. College Prep classes, instruction and advising will be offered to adults returning to post secondary education. 3. Perkins advisors will partner with local area high schools in offering workshops relevant to the particular field that they advise. 4. Participate in career and education fairs, business expos on and off the campus. 5. Provide individual advising for students for smooth transition 6. Service learning director will work with local businesses and CTE faculty in offering service learning opportunities for students. 7. Local area high school students will be invited on-campus to learn college readiness skills taught by college faculty. 8. ESOL faculty and local businesses will be consulted to develop an ESOL certificate that signifies some level of work-readiness. 9. Perkins advisor will collaborate with other community and technical colleges in the coordination of LPN to RN transition. 10. Bring BSN completion programs to our campus to provide Associate Degree in Nursing to Bachelor Degree in Nursing upward mobility. 11. Provide Info Sessions for current and prospective male RN's 	<ul style="list-style-type: none"> • 4 CTE programs of study will have comprehensive models created. • 10 students will complete College Prep and enroll in a higher education institution. • Advisors will provide 2 CTE career workshops • Advisors and outreach will attend 20 career, education and business expos. • Students receiving advising will be attained at greater %'s than those that don't in the same cohort • Students who participate in college preparation and support services will enroll and be retained and complete programs at a higher rate than Non-participants in the same cohort. • Will have 2 BSN partnerships operating by 09 • Will have 2 LPN partners by 09 • To increase the number of male RN graduates to 20% of the graduating class. 	<p>Personnel: \$112,275.27</p>
<p>List the required and permissible activities addressed above. Required: 3, 10 Permissible: 2, 3, 6, 17,</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?

The Director of Disability Services will advise students with disabilities to facilitate the transition within and between education and high skill, high wage, and high demand jobs. The Director will provide the full range of services from accommodations to techniques and strategies that enhance classroom learning. This advising will result in the completion of programs of study and attainment of technical skills for CTE students with disabilities.

Funds will be used to support a student advisor for English Speakers of Other Languages. Advising services will be provided for these ESOL students. The focus of these services will be to provide outreach to attract ESOL students to CTE programs of study and assist in their transition to post-secondary education. Additionally, students will be advised for skill assessment, skill attainment, and placement into appropriate levels for English language acquisition. Career assessment to familiarize students with multiple programs of study and career pathways will be facilitated by advising and referral. Perkin advisors will encourage nontraditional participation in CTE programs by targeted marketing efforts. Retention and completion will be improved by intrusive advising efforts that consciously focus on nontraditional involvement in CTE programs.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>Students with disabilities will attain academic, vocational and technical skills, be retained in career and technical programs, and complete degree or credential requirements.</p> <p>ESOL students will attain academic, vocational and technical skills, be retained in career and technical programs, and complete degree or credential requirements.</p>	<ol style="list-style-type: none"> 1. Provide campus based support services for students with disabilities, including disability screenings, advising, accommodations, and early intervention for academic difficulties, adaptive software, and referrals. 2. Provide campus bases support services for ESOL including advising, referrals, and placement for English language acquisition and early intervention for academic difficulties. 3. Network with local agencies and organizations such as Minnesota Workforce Center Rehabilitation Services, Intermediate School District 287, 279, and other programs. 4. Monitor and encourage the prioritizing and implementation of web 508 federal accessibility guidelines. 	<ul style="list-style-type: none"> • Track and create baseline data for students with disabilities in CTE programs for retention and program completion. • Track and create baseline data for ESOL students in CTE programs for retention and program completion. • 25 % of all ESOL students received advising services that addressed career assessment and placement needs 	College Costs
<p>List the required and permissible activities addressed above. Required: 1, 2, 5, 9 Permissible: 2, 4, 6, 15, 16, 17</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?

A new position will be created to facilitate the creation of a consortium and to start a dialogue between the high school, college and employer. This Perkin's Consortium Coordinator will collaborate with the Director of High School Transitions CTE faculty and business and industry partners to discuss curriculum alignment, the creation of programs of study and the facilitation of the a dual enrollment program as well as measures for technical skill attainment. Career Pathways and Programs of Study will be determined by looking at our current degree offerings in career and technical education and building on these existing pathways. The Perkin's Coordinator will also work with the consortium in identifying the skills and readiness necessary for job placement in particular CTE fields. This information will be used to create technical skill attainment measures that will allow students to transition seamlessly into a career. Clear information outlining career pathways and programs of study will help students make career decisions and allow them to enter the field of their choosing with relative ease. Programs of study will be designed so that students can enter and exit at any point and easily transition to their new career pathway. Additionally the Perkin's Coordinator will communicate and inform students, high school administration, faculty and guidance counselors about newly creating or already existing programs of study, career pathways and technical skill attainment measures. Finally, the Perkin's Coordinator will also serve as a broker of services and information to high school students, faculty, staff and administration.

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>
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<p>Partners for consortium will be identified by December 31st, 2007.</p> <p>Consortium between secondary district 279 and NHCC will be created and maintained.</p> <p>Develop staff, faculty, administrators and advisors who are competent in delivering services that facilitate student matriculation through CTE career pathways and programs of study.</p>	<ol style="list-style-type: none"> 1. A Perkins Consortium coordinator will be hired to identify partners 2. Plan, coordinate and facilitate meetings with possible partners. 3. Most appropriate parties will selected, agreements will be made and consortium will be finalized by December 31st, 2007. 4. The consortium will begin planning dual enrollment credit options. 5. Consortium will facilitate high school campus visits. 6. Consortium will jointly plan a summer bridge program that uses ACCUPLACER test results to offer summer courses for high school students. 7. Perkins consortium coordinator will work with local area high school administration, faculty and staff as well as CTE college faculty in identifying programs of study. 8. Programs of study will be link to identified career pathways. 9. Curriculum will be aligned between High School and College CTE programs. 10. Perkins consortium coordinator will consult with CTE faculty and business partners in creating alignment between education and business and industry 11. Technical skill attainment measurement will be identified. 12. Perkins consortium coordinator will organize consortium meetings to discuss planning of the various partnerships. 13. Provide professional staff development opportunities consistent with the goals of integrated Career and Technical education. 	<ul style="list-style-type: none"> • Coordinator will be hired and begin creating a consortium of relevant parties. • Coordinator will identify 4 programs of study to begin working on with consortium. • Coordinator will identify 2 CTE faculty who have contacts with local businesses. • Will provide 3 pathways info sessions to consortium high schools • Baseline data will be collected for local area high school students transitioning into college and workplace. • Baseline data will be collected to determine the effectiveness staff development programs that enhance career and technical education. 	<p>Personnel: \$50,000</p> <p>Nonpersonnel: \$2,000</p> <p>Professional Development \$22,626.97</p>
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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	\$50,236.76		50,236.76
2	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.)	\$28,000 \$12,064		28,000 12,064
3	Employer, Community, and Education Partnerships		\$112,275.27	112,275.27
4	Service to Special Populations			
5	New Consortium Structure, Planning, and Development	\$50,000 \$2,000 \$22,626.97		50,000 2,000 22,626.97
Administration not to exceed 5%				
Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008		\$164,927.76	\$112,275.27	\$277,203

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		5%	\$2,500
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			\$1,000
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers			\$3,000
Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]			\$4,000

**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	<p>In this goal area funds will be spent supporting a fulltime Director of High School Transitions. This person will work directly with students to facilitate seamless transitions for students into programs of study. The focus of the work will be to support underserved and underrepresented student groups in their transition from secondary to post secondary education. The non personnel budget in this goal will be used fund activities that create pathways, increase skills, and develop a greater understanding of the necessary components required of life long learners to attain occupations in high wage and demand areas</p>	<p>From Projected Budget Goal 1 \$50,236.76</p>
Collaboration	<p>Perkins money will be used to support continued collaborative efforts between secondary and post-secondary institutions as well as business partners to create coherent programs of study that leads students to high skill, high wage jobs. Money will be used to give stipends to high school and college faculty in an effort to align curriculum, create programs of study, investigate involvement with local businesses, and facilitate collaboration. Additionally, Perkins funds will be used for luncheons and other costs affiliated with meetings with local area business partners.</p> <p>The collaboration that has been created over the past four years with several local area high schools for A+ training will be continued. The goal of the instruction is training secondary students to attain technical skills at a level proficient enough to pass the A+ certification test. The goal for the recruitment for the class is to attract students who are nontraditional to the industry and to attract students from underserved populations.</p> <p>Support Tech Prep coordination (see Tech Prep application). Funded by Rehabilitation Services Project Impact Grant and College and District In-Kind Funding</p>	<p>From Projected Budget Goal 2 \$13,000</p> <p>\$15,000</p> <p>\$12,064</p>
Employer, Community, and Education Partnerships	<p>Perkins money will be used to support the employment of 2 career and technical advisors in the health science technology field, and the business management, administration and communications and information systems career fields. These advisors will work to assist students to facilitate their matriculation through career pathways and programs of study resulting in the acquisition of high skill, high wage high demand occupations. Additionally these advisors will work to create and maintain partnerships with work-force centers and local businesses. These partnerships will provide students with</p>	<p>From Projected Budget Goal 3 \$112,275.27</p>

	<p>more opportunities for internships, access to technical skill attainment. Perkins money will be used to support established and emerging partnerships and the creation of CTE programs of study. Funds will be used to pay for costs affiliated with bringing high school students on campus to participate in college exposure activities and events. Additionally, funds will be used to support the College Prep program as well as the costs affiliated with travel to job and career expos. Funds will also be used to support career and technical education fairs targeting parents of underserved students to distribute information pertaining to developed programs of study.</p>	
<p>Service to Special Populations</p>	<p>College costs will be used to support the advising of ESOL students. The advising will consist of outreach efforts to local area secondary institutions and community organizations. The focus of these efforts will assist students in attaining skills that will enhance their college and work readiness. Students will transition to post secondary with greater ease and more successful results. Placement, orientation, success in the classroom, and degree completion will be the focus of advising successfully transitioned students.</p> <p>Additionally, college funds in this goal will be used to support services for students with disabilities. These services will focus on providing CTE students with required accommodations and also support services that will enhance their attainment of technical skills in high demand occupations.</p>	<p>From Projected Budget Goal 4 College Costs</p>
<p>New Consortium Structure, Planning, and Development</p>	<p>Perkins money will be used to hire a Perkins Coordinator whose job it will be to create, maintain and organize a consortium of relevant parties. This person will work with relevant parties in the creation of programs of study and distribution of this information. Additionally, this person will network and collaborate with local area businesses in the creation of technical skill attainment measures affiliated with specific programs of study. Finally, this person will work with the Perkins Fiscal Agent to coordinate and manage the efforts of other Perkins staff. Perkins money will be used to support collaborative efforts including; meeting and luncheon costs, and stipends for faculty to investigate collaborative opportunities with local businesses.</p> <p>Perkins money will be used for supporting staff in professional development that aims to: create and maintain collaborative partnership relationships, curriculum alignment and the creation of programs of study, the integration and use of challenging academic and career and technical education, teaching skills based on research, and the identification of internship programs that provide relevant business experience.</p>	<p>From Projected Budget Goal 5 Personnel: \$50,000 Non-personnel: \$2,000</p> <p>\$22,626.97</p>

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.

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient shall make this application and Personnel Activity Reports (PAR) available for review and comment by all appropriate parties as outlined in the Carl D. Perkins Career and Technical Education Act of 2006.
2. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
3. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
4. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
5. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules and regulations; and in accordance with the Minnesota Department of Education and the Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Applicant District or Consortium _____

Signature - College President, School Superintendent, CTE Director, or their designee

Date

Signature –Tech Prep Fiscal Agent

Date

FOR LOCAL CONSORTIUM MEMBERS ONLY:

- Consortium members: each district superintendent or authorized representative within your consortium must sign this form to be submitted with the application. Additional pages can be added to your local application for all signatures.

I have read and shall comply with the above assurances:

Signature - Superintendent or Authorized Representative

Date

District Name

Local District Type and Number