

**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 Education**

Section II – Local Application

TABLE OF CONTENTS

SECTION I – GENERAL INFORMATION

Table of Contents	2
Carl D Perkins and Tech Prep FY2008 Timelines & Dates	3
FY08 Perkins/Tech Prep Transition Plan Components and Instructions	4-9
I. Overview.....	4
II. Common Application Form for Tech Prep and Perkins Basic Grant.....	5
III. FY08 Transition Plan Goals	5
IV. Plan Format	6
V. Due Date	6
VI. Plan Review, Approval and Notification	6
VII. Plan Components.....	6-7
VIII. Writing the Narrative.....	7-8
IX. Use of Funds.....	8-9
Contact Information	9

SECTION II - Local Application

Table of Contents	2
* Carl D Perkins 2007-2008 Transition Year Local Application Cover Sheet	3
* Goals, Objectives, Strategies, Outcomes and Budget	4-8
* 1. High School to College Transitions	4
* 2. Collaboration	5
* 3. Employer, Community, and Education Partnerships	6
* 4. Service to Special Populations	7
* 5. New Consortium Structure, Planning and Development	8
New Consortium Structure Planning and Development Worksheet	9
* Budget	10
Budget Notes and Reminders	11
* Budget Narrative	12
Equipment Record – Secondary	13
* Statement of Assurances and Certifications	14-15

SECTION III – Appendices

Table of Contents	2
Appendix A – 2006 Overview and Summary of Minnesota Implementation	3-4
Moving Forward in Minnesota Under Perkins IV: A New Consortium Structure	5-6
Appendix B: MnSCU Perkins IV Data Requirements/MDE Data Requirements	7-8
Appendix C: Modifications to the Accountability Indicator Structure as Proposed in the State Plan Guidance	9-12
Appendix D: Minnesota High School to College Transition (Tech Prep) Expenditure Guidelines	13-14
Appendix E: Resources Helpful in Developing Local Plan	15
Appendix F: Definitions	16-31
Appendix G: Personnel Activity Report Samples	32-34
Appendix H: Carl D Perkins Technical Assistance Contact Information	35

Upon request, this Application will be made available in alternative formats, such as Braille, large print or audiotape.

* Pages due with the Local Application

**CARL D. PERKINS ACT of 2006
2007-2008 TRANSITION YEAR
LOCAL APPLICATION COVER SHEET FY2008**

Check one: Secondary Basic Postsecondary Basic Tech Prep

Using the current structure, please complete the following:

Carlton County Plus Tech Prep

Contact Person: Rich Sill
Address: 2152 Mace Farm Rd.
Duluth MN 55804
Phone: 218-525-6458 FAX: same
E-Mail: frenchriver@juno.com

Fiscal Agency: Lake Superior College
Contact Person: Mark Winson
Address: 2101 Trinity Rd. Duluth MN 55811
Phone: 218-733-2613 FAX: 218-733-5977
E-Mail: m.winson@lsc.edu

District Type: _____ District: # _____

Application Type: (Check One) Single LEA Consortium* Single College

District/Agency Name	Type & Number
Barnum School District	1 91
Carlton School District	1 93
Cloquet School District	1 94
Cromwell/Wright School District	1 95
Esko School District	1 99
Fond du Lac Ojibwe Schools	1094
Lake Superior School District	1 381
McGregor School District	1 4
Moose Lake School District	1 97
Proctor School District	1 704
Willow River School District	1 577
Wrenshall School District	1 100

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?

1. For the last dozen or so years CCTP has worked very closely with Lake Superior College on developing a strong partnership that has provided high school students in our consortium with a multitude of opportunities to transition to college possessing substantial college level accredited courses. Each year several hundred students earn credit at LSC through articulated or concurrent offerings. Currently we have in place a formal 4+2+2 welding/machining POS and are presently developing a combination classroom/online offering that would allow a student in any of our 13 schools to take the five prerequisite health care courses necessary to enter into LSC's 13 health related programs without leaving their high school site. At present, over 20 courses in 9 program areas are offered through LSC at the high school level. It is our intention to continue these programs and where possible add to them focusing on careers in high skill, high demand areas such as aeronautics, aviation and the building trades.

2. In contrast to our close relationship with LSC, CCTP has had only minimal connections with Fond du Lac Tribal and Community College. FDLTCC has not been nearly as active in promoting its technical programs at the high school level, yet with the new emphasis on collaboration that is the focus of Perkins IV our relationship with FDLTCC will need to expand. A number of programs at FDLTCC, including child care, power relay technician, and environmental studies would qualify for linkages to area high schools. CCTP in the next year will actively work with FDLTCC to promote the inclusion of these programs at the high school level. If, as may be the case, a decision is made to form two consortiums, FDLTCC will be pressured to take the lead in developing new programs. Being surrounded by 9 rural high schools their location is at the perfect geographic center point to act as the hub of transitional activity. It is the goal of CCTP to actively encourage that development.

3. Besides LSC and FDLTCC seven other colleges are located in NE Minnesota. Currently there are transition programs with two of those colleges. Plans are presently in the works to finalize a formal 4+2+2 building trades agreement between Mesabi Range Community and Technical College and Silver Bay High School. In the next year CCTP will need to explore other options for brokering services with the Range schools, especially in program areas not available at either LSC or FDLTCC.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>																									
<p>1. Develop a Health Care 4+2+2 program with LSC and/or FDLTCC that will provide secondary learners the opportunity to complete all prerequisite program courses at their high school site.</p> <p>2. Communicate the option and availability of 4+2+2 programs of study to all high schools in the consortium.</p> <p>3. Learners will have access to curriculum offerings that expand learning environments through the implementation of innovative programming and the use of technology.</p>	<p>1a. Assist in the development of a uniform set of 5 prerequisite courses that meet requirements for entry into any and all health care programs offered at the postsecondary level.</p> <p>1b. Develop and implement a procedure to deliver courses to remote sites through a variety of methods including classroom, community education, and distance learning options.</p> <p>1c. Include Certified Nursing Assistant (CNA) credentialing as a part of the course requirements as a method to determine level of technical skill attained.</p> <p>1d. Develop a 4+2+2 template that identifies the various steps and step off points available both educational and career wise in the field of health care.</p> <p>2a. Conduct a minimum of two consortium sponsored workshops for secondary instructors and administrators detailing the various 4+2+2 program options and outlining how they can be implemented at the high school level.</p> <p>3a. Encourage increased use of on-line, articulated and concurrent offerings.</p> <p>3b. Encourage the expansion and updating of curriculum, software, and resource materials.</p> <p>3c. Encourage “open campus options” between and among area high schools as a means to expand CTE offerings</p>	<p>Outcome Target The intended outcome would be to establish the exact set of 5 uniform courses that will satisfy the prerequisite list required for entry into any and all health care programs offered at either LSC, FDLTCC or both.</p> <p>Measure To have in place a formally recognized postsecondary 4+2+2 health care program in either FDLTCC or LSC (or both colleges) by January 1, 2008.</p> <p>Outcome Target Schedule two POS workshops and invite all 13 consortium high schools to send up to 2 participants to each.</p> <p>Measure Representatives from at least 10 schools will attend the workshops and at least 5 of those schools will begin implementing a 4+2+2 POS plan into their course offerings</p> <p>Outcome Target The intended outcome would be an increase in the number of CTE learners utilizing on-line, articulated concurrent and open campus options.</p> <p>Measure Using local survey and LSC data compare past years in regards to # of students/schools involved in:</p> <table border="1" data-bbox="1249 1209 1690 1364"> <thead> <tr> <th></th> <th>'04</th> <th>'05</th> <th>'06</th> <th>'07</th> </tr> </thead> <tbody> <tr> <td>On-line</td> <td>101</td> <td>134</td> <td>84</td> <td>103</td> </tr> <tr> <td>Articulated</td> <td>344</td> <td>1,085</td> <td>781</td> <td>744</td> </tr> <tr> <td>Concurrent</td> <td>na</td> <td>na</td> <td>432</td> <td>na</td> </tr> <tr> <td>Open campus</td> <td>6</td> <td>6</td> <td>7</td> <td>4</td> </tr> </tbody> </table>		'04	'05	'06	'07	On-line	101	134	84	103	Articulated	344	1,085	781	744	Concurrent	na	na	432	na	Open campus	6	6	7	4	<p>Sub costs \$ 3,120.00</p> <p>Mileage costs \$ 700.00</p> <p>Lunch costs \$ 370.00</p> <p>Curriculum costs \$ 4,320.00</p> <p>Coordinator Mileage Costs %split \$ 400.00</p>
	'04	'05	'06	'07																								
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List the required and permissible activities addressed above.

1. Integration of academic and technical education
2. Programs of study
4. Development, improvement or expansion of technology
5. Professional development
9. High skill, high wage, high demand jobs
11. Articulation, dual enrollment, concurrent, transition strategies

- 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:

- How will you provide collaboration for CTE Program Improvement purposes among your partners?
- What best practice collaboration activities will you continue/carry over from Perkins III?
- How will you assure CTE students of smooth transitions between pathways within career clusters?
- What common collaborative goals will you and your partners develop for FY08?
- How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- 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)?

1. In light of the fact that a total of seven secondary TP or Perkins consortia (in all, 18 high schools), and two colleges (Fond du Lac Tribal and Community College and Lake Superior College) will need to work together in the transition year the fact that collaboration will occur is a given (See section 5 for more details concerning the scheduling of those meetings)
2. The annual Student Expo, formerly called the Real Math and Science Student Expo and now known as the Northland Career and Technical Education Expo, has occurred now for six years and plans are being made for the seventh. This Expo brings together all the above named schools and consortia and over 600 students. Plans are for it to continue well into the future as it continues to link high school and postsecondary programs.
3. Each year at least two teacher workshops are held in the region. These workshops are made possible by the collaborative efforts of the ten regional TP and Perkins consortia in Northeast Minnesota. Teachers from Grand Marais to Willow River and McGregor to Grand Rapids and International Falls participate each year. Plans are already being made for a culinary workshop as well as a health care workshop to be scheduled in 2007-2008.

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget																				
<p>1. Learners will be given the opportunity to attend events that promote a fuller understanding of career and technical opportunities in the areas of advanced education and the workforce.</p> <p>2. Instructors/counselors will be given the opportunity to attend conferences, workshops and inservices that provide professional development opportunities.</p> <p>3. The consortium will act as a conduit of information to each member high school providing up to date and valued information to them regarding CTE issues.</p>	<p>1a. Time and resources will be devoted in a collaborative effort to plan and implement the Student Expo.</p> <p>2a. Time and resources will be devoted in a collaborative effort to inform CTE related staff about various professional development opportunities offered throughout the state and to promote/encourage their participation in those events.</p> <p>2b. Funds will be provided to member schools to underwrite sub and mileage costs.</p> <p>3a. Maintain a “school contact” in each school that will distribute information to CTE staff, be responsible for organizing the Student Expo, complete a yearly survey of CTE activity, and disseminate information on professional development opportunities.</p> <p>3b. Maintain a fall and spring mandatory Steering Committee meeting for school contacts.</p>	<p>Outcome Target The intended outcome would be a continued involvement of students in the Expo at approximately the average attendance of the last several years (500+ students)</p> <p>Measure Using local survey data compare the past years in regards to '08 attendance</p> <table border="1" data-bbox="1249 479 1837 544"> <thead> <tr> <th></th> <th>'04</th> <th>'05</th> <th>'06</th> <th>'07</th> </tr> </thead> <tbody> <tr> <td>Expo attendance</td> <td>520</td> <td>441</td> <td>421</td> <td>652</td> </tr> </tbody> </table> <p>Outcome Target The intended outcome will be to have at least an average of one CTE related teacher from each district (12) attend a professional development event over and above the consortium sponsored workshops.</p> <p>Measure 12 teachers will participate in a CTE workshop/conference.</p> <table border="1" data-bbox="1249 844 1837 909"> <thead> <tr> <th></th> <th>'04</th> <th>'05</th> <th>'06</th> <th>'07</th> </tr> </thead> <tbody> <tr> <td>Workshop attendance</td> <td>9</td> <td>12</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Outcome Target The intended outcome will be to establish a direct link to each school that will promote and encourage their participation in consortium sponsored/CTE related events.</p> <p>Measure Individual schools attendance and participation in Student Expo, teacher workshops, twice yearly steering committees, and the completion of annual survey.</p>		'04	'05	'06	'07	Expo attendance	520	441	421	652		'04	'05	'06	'07	Workshop attendance	9	12	6	6	<p>Stipends for Expo planning and work \$ 200.00</p> <p>Coordinator Mileage Costs %split \$ 400.00</p> <p>Additional staff development (fees, subs, mileage) \$ 3,600.00</p> <p>Stipend for 13 “School Contacts” \$ 5,850.00</p>
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<p>List the required and permissible activities addressed above.</p> <ol style="list-style-type: none"> 1. Integration of academic and technical education 5. Professional development 6. Evaluation of CTE programs 7. Continuous program improvement 8. Assessing size, scope and quality of each CTE program 11. Collaboration 																							



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:

- o How will you involve parents, business, and labor to advise in the design, implementation, and evaluation of CTE programs of study?
- o What will you do to provide student experience in, and an understanding of, All Aspects of the Industry which may include work-based experiences?
- o How will you identify high skill, high wage, or high demand occupations within your region?
- o How will you provide transition for adult learners into the workforce?
- o 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?

1. Our Board is composed of district superintendents, principals, parents, business and industry representatives and workforce development personnel. They are actively involved in the decision-making process and have expressed a sincere interest in being involved hands-on with the transitional planning that will take place during the 2007-2008 year.
2. The machining/welding 4+2+2 POS has an advisory Board of industry people, including a very close relationship with the Arrowhead Manufacturers and Fabricators Assoc. (AMFA) which helps design programs, secure equipment, donate supplies, and provide financial assistance and scholarships to perspective machining students. We will use this model to design a similar advisory committee for our new 4+2+2 health care program.
3. CCTP has worked with Matt Schoeppner, Labor Market Analyst for NE MN DEED, to determine workforce trends and to identify high wage, high skill, high demand jobs in the region. CCTP has also worked with *NorthlandWorks* an organization dedicated to promoting available jobs to young people in the region.
4. CCTP collaborates with local and regional WIB Workforce Centers, has invited WIB representatives to speak at Board meetings, welcomed them into schools, and collaborated with them on projects such as *Battle of the Bands*. We expect even closer collaboration with the Workforce Centers during this transition period as we see education and economic development as inseparable issues in NE Minnesota as we move through the next decade.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>																																				
<p>1. Learners are enrolled in industry recognized and supported programs that are created and sustained through active business/education partnerships.</p>	<p>1a. Continue active partnering in the areas of manufacturing and health care where coursework is tied to industry skill standards and certification. 1b. Identify business and community organizations willing to actively partner and provide assistance with the development of secondary programs. 1c. Actively seek and promote contributions of equipment, supplies and resources and act as a link connecting instructors to willing business partners. 1d. Continue our relationship with LSC as a primary postsecondary partner using the AMFA model in designing new POS advisory groups.</p>	<p>Outcome Target The intended outcome is that at least 50 students from five school settings will be enrolled in programs (focus: manufacturing and health care) created through industry partnerships. Measure Using local survey sources data will be collected each year on the THHS 9th grade class of 2005-2006 as they pass through school towards graduation in June 2009 (a total of 109 students). Data will determine how students enrolled in the industry recognized machining program fare in comparison to general CTE students and the high school population as a whole. Data will compare retention, completion, graduation, and placement of the three groups. Annual results reported, final data results available June 2010.</p>																																					
<p>2. Learners are provided career and contextual offerings that promote hands-on experiential opportunities designed to broaden their knowledge and understanding of future career pathways.</p>	<p>2a. In cooperation with industry, provide students with job shadow, internship, apprenticeship and service learning opportunities outside of the normal school experience.</p>	<p>Outcome Target The intended outcome would be an increase in the number of learners participating in internship, apprenticeship, shadowing, and service learning Experiences. Maintain overall participation rate of approx 900 students a year. Measure Using local survey data compare past years in regards to # of students involved in the four areas,</p> <table border="1" data-bbox="1249 1031 1753 1209"> <thead> <tr> <th></th> <th>'03</th> <th>'04</th> <th>'05</th> <th>'06</th> <th>'07</th> </tr> </thead> <tbody> <tr> <td>internships</td> <td>24</td> <td>42</td> <td>20</td> <td>20</td> <td>27</td> </tr> <tr> <td>apprentices</td> <td>73</td> <td>75</td> <td>74</td> <td>60</td> <td>102</td> </tr> <tr> <td>job shadows</td> <td>437</td> <td>377</td> <td>299</td> <td>319</td> <td>264</td> </tr> <tr> <td><u>service lrng</u></td> <td><u>448</u></td> <td><u>590</u></td> <td><u>488</u></td> <td><u>510</u></td> <td><u>505</u></td> </tr> <tr> <td>totals</td> <td>982</td> <td>1,084</td> <td>881</td> <td>909</td> <td>898</td> </tr> </tbody> </table>		'03	'04	'05	'06	'07	internships	24	42	20	20	27	apprentices	73	75	74	60	102	job shadows	437	377	299	319	264	<u>service lrng</u>	<u>448</u>	<u>590</u>	<u>488</u>	<u>510</u>	<u>505</u>	totals	982	1,084	881	909	898	<p>Coordinator Mileage Costs %split \$ 400.00</p>
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<p>3. Provide to students, families and community members the information and resources necessary to make informed career decisions regarding the current and future job market.</p>	<p>3a. Promote career planning tools such as MCIS, Bridges, and ISEEK to students and parents. 3b. Provide annual MCIS/ISEEK workshop to staff. 3c. Provide resources to individual schools to add the <i>Academic Practice Test Package</i> to MCIS offering</p>	<p>OutcomeTarget Increase in overall MCIS usage by 2% over 06-07 #'s. Measure Using "Login" data compare past years use of MCIS:</p> <table border="1" data-bbox="1249 1396 1753 1453"> <thead> <tr> <th></th> <th>'04</th> <th>'05</th> <th>'06</th> <th>'07</th> </tr> </thead> <tbody> <tr> <td>"logins"</td> <td>14,079</td> <td>11,827</td> <td>11,892</td> <td>13,566</td> </tr> </tbody> </table>		'04	'05	'06	'07	"logins"	14,079	11,827	11,892	13,566	<p>MCIS \$ 6,085.00 Test Package \$ 3,575.00</p>																										
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List the required and permissible activities addressed above.

2. Programs of Study
3. Work-Based Learning including all aspects of the industry
4. Development and use of technology
10. Articulation, dual enrollment, concurrent enrollment, and transition strategies

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?

1. Each year a special invitation is given out to all Area Learning Centers as well as teachers working with special populations regarding three career related events; the FDLTCC Career Fair, Rocket into the Future, and the Northland Career and Technical Education Expo. Funding and resources are provided for subs and transportation for students to attend these events. Historically, about 10% to 15% of participants in these events fall under the special pops category.
2. For the last three years CCTP has worked with Women in the Construction Trades, a group of female students in the 8-10th grades who are interested in going into the building trades area as a career. CCTP has supported this group, inviting them to participate in career events, and encouraged the students to continue on with their career pursuits. The special grant supporting this program has ended but CCTP will continue to work with nontraditional students, encouraging females to enter into established 4+2+2 programs offered by member schools (i.e. building trades and machining/welding) as well as encouraging males to explore careers in the 4+2+2 health care programming area.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1. Continue the promotion of career events to the nontraditional and special populations of students.</p> <p>1. Encourage the inclusion and promotion of non-traditional learners in industry recognized and supported programs that are created and sustained through active business/education partnerships.</p>	<p>1a. Distribute information on Rocket to the Future, the FDLTCC Career Fair, and the Northland Expo to all school contacts for dispersal to special population students and their teachers.</p> <p>1b. Directly send information on events to regional Area Learning Centers.</p> <p>1c. When needed provide funding and resources to cover sub and busing costs to these events.</p> <p>1a. Continue active partnering in the areas of manufacturing and health care where coursework is tied to industry skill standards and certification.</p> <p>1b. Identify business and community organizations willing to actively partner and provide assistance with the development of secondary programs.</p> <p>1c. Work to actively promote examples of successful non-traditional workers in the regional workforce.</p>	<p>Outcome Target The intended outcome would be to determine a baseline count of the # of students as well as the # of ALC's attend these three events mentioned</p> <p>Measure A new data collection area will be added to the annual survey to more accurately track the # of students from special populations that attend the three events.</p> <p>Outcome Target The intended outcome is that at least 10% of the students involved in the Health Care and Machining programs be nontraditional students.</p> <p>Measure Using local survey sources data will be collected each year on the THHS 9th grade class of 2005-2006 as they pass through school towards graduation in June 2009 (a total of 109 students). Each year data will record the # and % of nontraditional students enrolled in the two programs. Data will determine how nontraditional students enrolled in the industry recognized machining and health care programs fare in comparison to general CTE students and the high school population as a whole. Annual results reported, final data results will be available June, 2010. That data will compare retention, completion, graduation, and placement of the groups.</p>	<p>Cost incorporated into other sections of this plan and shared by regional Perkins consortia</p> <p>Coordinator Mileage Costs %split \$ 400.00</p>
<p>List the required and permissible activities addressed above.</p> <p>2. Programs of study</p> <p>3. Work based Learning and All Aspects of Industry</p> <p>6. Evaluation of programs including how students with special needs are participating in CTE programs.</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?

1. Present to CCTP Board at its May 10, 2007 meeting the guidelines and parameters established by the state for a new consortium structure to be in place by 7/1/08.
2. Receive from the CCTP Board an initial sense of what direction they chose to pursue in regards to a new consortium alignment (based on a 1 or 2 consortium model)
3. Meet at least once in spring of 2007 with all "interested other parties" (5 secondary Perkins, 2 secondary Tech Prep, and 2 college Perkins consortia—a total of 18 high schools and 2 colleges*) to get a collected sense of what all other groups are viewing as the best and most workable plan for the future.
4. Schedule a number of meetings from summer through the end of October encouraging all parties to meet in an effort to fine tune and rework the various plans into a consensus or unified plan to be presented to the state by December 31, 2007.
5. Work together with all parties to assure that the unified plan be balanced in regards to geographic consideration, large school/small school issues, and rural vs. metro concerns. Also attempt to the best degree possible, especially if a two consortium model is chosen, to provide a mechanism to incorporate some degree of financial equity between the consortiums to assure that student expos, teacher workshops, and other professional development opportunities are open and available to all (i.e. establish informal agreements between area consortiums to collaboratively work together in an effort to regionally provide services to students and instructors).

*There are 18 high schools and 2 colleges in our region that (for all practical purposes) need to be considered as "interested parties". All will need to be included in any decision making regarding a new alignment structure. Those schools are Willow River, Moose Lake, Barnum, Wrenshall, Carlton, Cromwell/Wright, McGregor, Fond du Lac Ojibwe, Cloquet, Esko, Proctor, Hermantown, Duluth Denfeld, Central, and East, Two Harbors, Silver Bay and Grand Marais as well as the two colleges, Fond du Lac Tribal and Community and Lake Superior. Using the guidelines given by the state only two options are available as we move forward, a one consortium model of all named schools or a two consortium model with FDLTCC and LSC heading separate consortiums. At the May 10, 2007 CCTP Board meeting a long discussion was held regarding Perkins IV and the *initial* feeling was a two consortium model was more functionally realistic and more pragmatically workable, especially if POS's are not restricted to just the consortium you are a member of (at this point there are many more technical agreements with LSC than FDLTCC and schools want to be assured that will not have to change). However, the Board made it clear that this was only a tentative decision and requested more information and face-to-face meetings with all parties before any final decision could be expected or officially voted on.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1. To establish a new consortium model that will provide full and expansive CTE opportunities for each of the 13 Carlton County Plus Tech Prep member schools.</p> <p>2. Continue to be kept updated and informed as to the process of transition from Perkins III to Perkins IV.</p>	<p>1. Provide ample opportunities to CCTP member schools for input and discussion into the make-up and design of the new consortium structure.</p> <p>2. Meet with other interested parties in the region (i.e. TP and Perkins consortia and their individual members) at least once in spring, 2007 to discuss their vision of what a new CTE alignment should look like.</p> <p>3. Schedule a series of meetings in the fall of 2007 to which all interested parties are invited for the purpose of developing a unified plan for implementation for the 2008-2009 school year.</p> <p>4. Submit unified plan to the state by early December 2007.</p> <p>2a. Attend state sponsored workshops and events that provide transitional information.</p> <p>2b. Maintain membership in organizations that are focused on keeping abreast of the developments in federal and state legislation as well as Tech Prep and Perkins issues in regards to their impact on CTE.</p>	<p>Outcome Target The intended outcome would be, by early December 2007, to have established a new consortium structure that all 13 member schools of CCTP are satisfied with, feel confident in, and is so designed as to assure that creative and progressive CTE programming will continue for all schools well into the future.</p> <p>Measure A vote will be held at the November CCTP board meeting to approve the structure and make-up of the new alignment. It would be desirous for this vote to be unanimous but, if not, passage is dependent on approval of at least 75% of the members present at the meeting. To be accepted, the majority of both large and small schools as well as schools from both geographic ends of the consortium must vote for approval.</p> <p>Outcome Target The intended outcome would be to submit a unified plan that all interested parties can agree to that balances geographic considerations, large school/small school concerns and rural vs. metro issues.</p> <p>Measure Unified plan submitted by December 31, 2007.</p>	<p>Accommodation Costs \$ 350.00</p> <p>Coordinator Mileage Costs % split \$ 400.00</p> <p>MACTA Fee \$ 325.00</p> <p>NTPN Fee \$ 75.00</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	Permissi Activities	Total Budget
1	High School to College Transitions	\$ 8,910.00		\$ 8,910.00
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.)	\$ 10,050.00		\$ 10,050.00
3	Employer, Community, and Education Partnerships	\$ 10,060.00		\$ 10,060.00
4	Service to Special Populations	\$ 400.00		\$ 400.00
5	New Consortium Structure, Planning, and Development	\$ 1,150.00		\$ 1,150.00
Administration not to exceed 5%		\$ 1,609.00		\$ 1,609.00
Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008		\$ 32,179.00		\$ 32,179.00

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			Private Contractor	\$ 5,850.00
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				\$ 500.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers				\$ 250.00
Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]				\$ 750.00

**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: <ul style="list-style-type: none"> • include information on salary, staff development, and other relevant expenditures • Needs to be tied to objectives and strategies 	Total Budget
High School to College Transitions	+Professional development workshop costs...\$4,190.00 (self explanatory) +Curriculum costs include funds dedicated to member schools to purchase curriculum enhancements, software, and texts that will support POS and various other creative program development...\$ 4,320.00 +Coordinator mileage costs split amongst all 5 categories...\$ 400.00 each goal area	From Projected Budget Goal 1 \$ 8,910.00
Collaboration	+Two stipends of \$100.00 each are paid to adult workers involved in planning and assisting with the Northland Career and Technical Expo...\$ 200.00 +\$300.00 in funds, specifically targeted for CTE workshop, conference and inservice use, are provided to each member district...\$3,600.00 +A stipend of \$ 450.00 is assigned to each high school within the consortium to cover hours and work (over and above the regular school day or school responsibilities) of the designated "School Contact". This School Contact acts as the school's "conduit of information" for TP/Perkins programs...\$ 5,850.00	From Projected Budget Goal 2 \$ 10,050.00
Employer, Community, and Education Partnerships	+Basic MCIS and Academic Test package costs to provide all students attending member district schools the availability of state-of-the-art career planning options at both their school and home locations...\$ 9,660.00	From Projected Budget Goal 3 \$ 10,060.00
Service to Special Populations	(Self explanatory)	From Projected Budget Goal 4 \$ 400.00
New Consortium Structure, Planning, and Development	+Accommodation costs are calculated on an average cost of a hotel room and taxes to be approximately \$ 87.50 a night and the normal amount of times a room is needed per year to be four (4X \$87.50 = \$350.00)...\$ 350.00 +It is estimated that our carryover from '06-'07 should be approximately \$3,000.00. This money is not listed as a part of the budget for next year that has been outlined in the plan written above. Instead, it is anticipated that carryover money will need to be dedicated to a variety of costs (over and above normal operating and program expenses) which will be associated with the development of the new consortium alignment. Amongst others, those costs will probably include; additional coordination time, mileage costs, possible additional accommodation costs, and expenses for meetings associated with the planning and implementation of Perkins IV (such as sub, mileage and lunch costs for participants).	From Projected Budget Goal 5 \$ 1,150.00

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 policies 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