

**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

Mid-MN Tech Prep Consortium

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

***Minnesota Department of Education
Minnesota State Colleges & Universities
Mid-Minnesota Tech Prep Partners
Buffalo Lake-Hector
Dassel-Cokato
Gibbon-Fairfax-Winthrop
Glencoe-Silver Lake
Hutchinson
Lester Prairie
Litchfield
McLeod West
Sibley East
Ridgewater College***

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Upon request, this document will be made available in an alternate format such as large print or cassette tape.

**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:

CARL PERKINS-Basic or TECH PREP

Contact Person: Janet Meier

Address: Ridgewater College, 2 Century Ave SE

Hutchinson, MN 55350

Phone: 320-234-8533 FAX: 320-234-????

E-Mail: janet.meier@ridgewater.edu

CARL PERKINS-Basic or TECH PREP

Fiscal Agency: Ridgewater College

Contact Person: Gary Myhre

Address: Ridgewater College, 2101 15th Ave, PO

Box 1097, Willmar, MN. 56201

Phone: 320-222-5207

E-Mail: gary.myhre@ridgewater.edu

District Type: 1 District: # _____

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

District/Agency Name	Type & Number
Buffalo Lake-Hector	1- #2159
Dassel-Cokato	1- #466
Gibbon-Fairfax-Winthrop	1- #2365
Glencoe-Silver Lake	1- #2859
Hutchinson	1- #423
Lester Prairie	1- #424
Litchfield	1- #465
McLeod West	1- #2887
Sibley East	1- #2310
Ridgewater College – Hutchinson and Willmar campuses	

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?

Mid-Minnesota Tech Prep Consortium will continue with the initiatives under Perkins III. Those goals include mini grants for school districts to develop and enhance new courses that can be articulated at the post-secondary level or improved to meet industry skill standards. Funds will be available to continue to align goals with the secondary Perkins partner –Mid-MN Perkins Partnership - and with the post-secondary partner, Ridgewater College. School districts will access funds for developing Programs of Study specifically in ag, business, and engineering/manufacturing. Funds are available to improve the articulation process. The consortium will explore expanding their involvement in the regional articulation process to also include central Minnesota partners since that makes sense for both the Mid-MN Perkins Partnership and the West Central Tech Prep consortium.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>																
<p>1. Increase the number of TP/CTE students to concentrators by curriculum that supports academics, technical skills and skill standards.</p> <p>2. Maintain and increase articulation agreements with Tech Prep partners.</p> <p>3. Instructors participate in staff development opportunities for contextual learning, integrating curriculum, and layering curriculum.</p> <p>4. Improve communication between high school and college counselors to create smooth transitions for high school students to college programs.</p> <p>5. Connect students with career information</p> <p>6. Get accurate picture of whether high school students are attending college after high school.</p>	<p>1a) Mini grants are available for school districts to purchase CTE curriculum with an emphasis on academics and to purchase applied/contextual-based curriculum for academic courses.</p> <p>1b) School districts modify CTE courses to meet industry skill standards through advisory groups/participation in articulation meeting. School districts apply for mini grants to meet industry standards by improving software/curriculum. Mini grants are available to develop/implement curriculum based on Project Lead the Way, pre-engineering and other Programs of Study.</p> <p>Instructors are encouraged to attend articulation meetings. If they spend extra time developing curriculum for articulated courses, districts encouraged to offer stipends for curriculum writing that upgrades course to articulate.</p> <p>School districts have access to curriculum and software that integrates contextual, applied instruction</p> <p>School districts continue to use on-line ordering of Tech Prep College Credit certificates</p> <p>Host annual Counselor Encounter for consortium and college counselors. Consider inviting charter school and high school career instructors also.</p> <p>Provide Career World Magazine resources for students</p> <p>Purchase Lifetrack services to monitor students.</p> <p>Involve students in high mileage competition and judging or other state or college programs that combine technical and academic curriculum.</p>	<p>Outcome Target FY2007 Mid-MN Tech Prep District Students</p> <table border="1" data-bbox="1255 293 1703 358"> <thead> <tr> <th></th> <th>FY06</th> <th>FY05</th> <th>FY04</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>2998</td> <td>3347</td> <td>3689</td> </tr> </tbody> </table> <p>FY06 from MN Secondary Data Core Data Elements</p> <p>Outcome Target FY2007 – Increase negotiated levels of performance in Math and in Reading Baseline Core Data 2005-06: Math 62.37% and in Reading 69.11% Data FY06 – 1S1 11.66% (change in reporting/calculations); 1S2 92.84%; 2S1 89.71%</p> <p>Mid-MN Tech Prep District Students</p> <table border="1" data-bbox="1255 651 1703 716"> <thead> <tr> <th>Dist.</th> <th>FY06</th> <th>FY05</th> <th>FY04</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>2998</td> <td>3347</td> <td>3689</td> </tr> </tbody> </table> <p>FY06 from MN Secondary Data Core Data</p> <p>Outcome/Measure: Increase number of certificates accepted and credits used toward a degree by 2% - 21 accepted and 50 credits used</p> <p>Articulation baseline: 2007- 19 of 30 certificates accepted/ 41 credits 2006- 21 certificates accepted/48 credits 2005 – 4 certificates accepted/8 credits</p> <p>FY06: 10 Skills Standards certificates issued</p> <p>Outcome/Measure: 5 of 9 partner schools have at least one student submit a Tech Prep College Credit certificate to Ridgewater. Baseline: 2007 – 4 schools</p> <p>12 of 12 high school counselors attend Counselor Encounter</p>		FY06	FY05	FY04	Total	2998	3347	3689	Dist.	FY06	FY05	FY04	Total	2998	3347	3689	<p>\$650 articulation Plus Mid-MN Perkins and West Central Tech Prep</p> <p>\$550 Counselor Encounter</p> <p>Schools: \$10,850</p> <p>Total: \$12,050</p>
	FY06	FY05	FY04																
Total	2998	3347	3689																
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List the required and permissible activities addressed above.

Required: #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11

- 5. 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)? Nine out of nine Tech Prep partners are members of the Mid-Minnesota Perkins Partnership- secondary Perkins consortium. The coordinator for Tech Prep is also the assistant coordinator for the secondary Perkins partnership and the Secondary Partnership and Outreach Coordinator for Ridgewater College. Consequently, the Tech Prep meetings have included discussions which align the Tech Prep initiatives with the secondary and post-secondary Perkins initiatives. Post-secondary and secondary coordinators will meet with the non-Tech Prep members (like the local charter school) to discuss the pros and cons of joining Mid-MN. The nine Tech Prep schools belong to a regional articulation partnership which will be assessed to explore whether we should also expand to the central Minnesota partners. High school students from consortium schools participate in the Window to the World of Work Regional Career Day at Ridgewater College- 10-12th-graders explore three career/program areas from among 25 + choices. Local businesses, the workforce center staff, and often other colleges are participants along with Ridgewater instructors/students.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1. Collaboration between industry, business, labor, workforce centers and educational institutions will increase awareness and participation in CTE programs.</p> <p>2. Networking and staff development opportunities for secondary and post-secondary educators, business and industry leaders promote the continuation, improvement and development of new CTE programs.</p>	<p>Regional Career Fairs will be held on Willmar and Hutchinson Ridgewater campuses for grades 10-12 from 20 area schools and alternative learning centers, plus a local charter school. Students explore 3 different programs/area of interest. Instructors from other colleges, business/industry and workforce center personnel are involved in the event.</p> <p>School districts are involved in developing, improving advisory boards. Some will explore additional involvement with Ridgewater Advisory Boards.</p> <p>Maintain partner listserves to keep partners informed of opportunities.</p> <p>One district to explore and implement a partnership with St. Cloud State for pre-engineering transfer credits.</p>	<p>Outcome and measure:</p> <p>1. 75% of career exploration event participants surveyed indicate that the event increased awareness and participation in a CTE program/career. Develop baseline for Hutchinson campus event. (Willmar campus is 78%)</p> <p>Regional Career Fair Attendance 2006 : 690 students (340- W, 350- H) 2005- 719 (330-W, 389-H) 2004- 400 (260- W, 140 H)</p> <p>2. 100% of school districts meet one or more times per school year with advisory board members. Develop baseline on advisory board participation at the local level and in collaboration with Ridgewater College advisory boards.</p>	<p>Secondary and Post-secondary Perkins</p> <p>\$340 - misc</p> <p>Schools- \$3950</p> <p>Total: \$4290</p>
<p>List the required and permissible activities addressed above. Required: #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11 Permissive: #13</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? Businesses, other colleges and the Workforce Center staff are invited to provide sessions at the Window to the World of Work Regional Career Fair. School districts have developed a Career Pathway brochure to be distributed to parents and their children as a planning guide. Funds will be available to create/print the Career Pathway brochure modeling the Programs of Study framework. School districts can apply for mini-grant(s) to provide career exploration to students through career fairs, field trips, business tours, work experience and job shadowing experiences. Funds are available for instructors, guidance counselors, and administrators to attend the NTPN and other regional/state conferences. The consortium will explore an Externship for Educator program that has been popular with the West Central Tech Prep consortium. This is a program for high school instructors to spend one or two days in a local business/industry to learn about the relevance of course(s) content to the world of work. Instructors write lesson plan(s) which are made available to other educators. Continue to support the Ridgewater College Summer Camp for students who have completed grades 8, 7, 6, and 5 by assisting with transportation either for getting students to the camp or for getting them to industry partner presenters.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
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Real life, real work experience is integrated into academic and CTE courses.

Instructors explore or participate in Externship for Educator program; if they participate, they develop lesson plans incorporating applied learning techniques, share lesson plans with colleagues.

Mini-grants to member school districts will support e-mentoring, distance learning, field trips, career fairs, skills competitions, internships, job shadowing, business tours, service and work-based learning activities.

Instructors, students and their families learn about career pathways and Programs of Study.

Improve career exploration and real world understanding of careers as young as possible and with businesses.

Educators participate in the Externship for Educator program. Participants write lesson plans that incorporate academics into the work world or the relevancy of academics in technical education. Lesson plans are shared with colleagues.

Mini-grants are available to school districts to explore careers via business tours, field trips, career fairs, skills competitions, work-based learning, internships, job shadowing, e-mentoring, distance learning, and other activities.

The Career Pathway brochures are modified to fit the framework of the Programs of Study.

Support and help plan the Ridgewater College Summer Camp, Hutchinson Campus.

Outcomes/Measure: 2 externships occur

Outcome/Measure: – 80% of 10th, 11th graders participating in the Regional Career Exploration Day who evaluate the event as having a positive impact in choosing a career pathway.

Consortium Results

Year	Shadows	Serv.Lrng
FY07		
FY06	185	182
Fy05	327	93
Fy04	372	144

Year	Dist Lrng	Skills Comp
FY07		
FY06	2	222
Fy05	82	54
Fy04	82	109

Year	Apprtshp	Work Exp
FY07		
FY06	4	86
Fy05	2	7
Fy04	9	212

FY05 74 Mentoring
FY05 Internships 19

Year	brochures	Booklets
FY07		
FY06	603 est	143est
Fy04	1115	

FY06 Missing info from some schools

Baseline: 05-06 – Transported 6 regional students to the Summer Camp and 20 students to camp industry career exploration sessions.

Consortium Pathway Resource Use

Year	brochures	Booklets
FY06	1363	143
Fy05	1361	339
Fy04	1115	616

Career Exploration resource usage

Year	MCIS	portfolio
Fy06	11846	1022
FY05	8900	891
FY04	13817	1592

Secondary and Post-secondary Perkins

\$3100
Brochures

\$300
camp

Schools:
\$3900

Total: \$7300

List the required and permissible activities addressed above.

Required: #1, #2, #3, #6, #8, #9, #10, #11

Permissive: #13

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?

School districts can apply for mini-grants to provide career exploration and career assessment for special population and at-risk (ALC) students. Resource materials including a CD, DVD's, brochures, posters are available to school districts to promote nontraditional careers for both genders. A nontraditional career presentation is available for high school students. 9-12th grade girls and boys are invited to attend EEE (Equity Exploration Event) at Ridgewater College, women working or about to work (women students) in nontraditional fields are the presenters for girls and men working or about to work (male students) in nontraditional fields are the presenters for boys. The Regional Career Exploration Day offers a session on exploring nontraditional careers/programs for both genders.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>																																		
<p>Increase enrollment for individuals in programs nontraditional for their gender</p>	<p>Mini grants are available for schools to provide career assessment and exploration for special population students.</p> <p>High school and ALC students attend a special event at the college promoting high-skill, high-wage nontraditional programs/careers.</p> <p>Promote nontraditional careers/programs through brochures, videos, high schools presentations, posters, DVD's, etc.</p>	<p>Outcome/measure: Increase nontraditional participation and completion by 2%. Baseline FY06: 41.68% and 34.41%.</p> <p>Nontrad high school outreach visits</p> <table border="1" data-bbox="1255 428 1738 594"> <thead> <tr> <th>Year</th> <th>Students</th> <th>Change</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>FY07</td> <td>n/a</td> <td></td> <td></td> </tr> <tr> <td>FY06</td> <td>264</td> <td>+99</td> <td>60%</td> </tr> <tr> <td>FY05</td> <td>165</td> <td></td> <td></td> </tr> <tr> <td>FY04</td> <td>n/a</td> <td></td> <td></td> </tr> <tr> <td>FY03</td> <td>230</td> <td></td> <td></td> </tr> </tbody> </table> <p>Nontraditional Event at Ridgewater</p> <table border="1" data-bbox="1255 656 1528 812"> <thead> <tr> <th>Year</th> <th>RC Event #s</th> </tr> </thead> <tbody> <tr> <td>FY07</td> <td>65</td> </tr> <tr> <td>FY06</td> <td>125</td> </tr> <tr> <td>FY05</td> <td>180</td> </tr> <tr> <td>FY04</td> <td>55</td> </tr> </tbody> </table>	Year	Students	Change	%	FY07	n/a			FY06	264	+99	60%	FY05	165			FY04	n/a			FY03	230			Year	RC Event #s	FY07	65	FY06	125	FY05	180	FY04	55	<p>Secondary and Post-Secondary Perkins funds and Ridgewater funds</p> <p>Schools: \$1100</p> <p>Total: \$1100</p>
Year	Students	Change	%																																		
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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? Nine out of nine Tech Prep consortium partners are currently members of the Mid-Minnesota Perkins Partnership (secondary Perkins). Plans are to review with the school districts their satisfaction with the current consortium status to determine commitment for the future and also invite a discussion with the local charter school. Plans are in place to have an informational meeting in September for current and prospective partners. The group will make recommendations for a meeting schedule, responsibilities of the coordinators, and commitment of school districts by assigning a representative to attend meetings/communicate to the local school district.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>Develop a Perkins/Tech Prep consortium that serves secondary and postsecondary partners.</p>	<p>Funds available for schools to attend informational meeting for expanded consortium structure.</p> <p>Meet with all current and interested new partners to confirm participation and commitment to the consortium.</p> <p>Meet with all partners to develop initial plans for the new consortium structure and procedures including:</p> <ul style="list-style-type: none"> • Operating procedures • Budgeting principles and strategies • Consortium collaboration opportunities • Programs of study priorities 	<p>Consortium members commit to new structure and partnership by December 2007.</p>	<p>Cons. \$3116</p> <p>Secondary and Post-secondary Perkins</p> <p>Total: \$3116</p>

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

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

JULY 1, 2007 – JUNE 30, 2008

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '08		
		Required Activities	Permissible Activities	Total Budget
1	High School to College Transitions	\$12,050	0	\$12,050
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.)	\$4290	0	\$4290
3	Employer, Community, and Education Partnerships	\$7300	0	\$7300
4	Service to Special Populations	\$1100		\$1100
5	New Consortium Structure, Planning, and Development	\$3116	0	\$3116
Administration not to exceed 5%		0	0	0
Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008		\$27,856	\$	\$27,856

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	10%	\$3,300
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		0
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		0
Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]		\$0

Grand Total: \$ 31,156

**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	Funds will be used for articulation meetings- travel/mileage, sub –pay, stipends if working off-time contract time; mini grants to fund curriculum/software in developing programs of study; Counselor networking, Lifetracks, high-milage car program	From Projected Budget Goal 1 \$12,050
Collaboration	Funds will be used for implementing advisory boards, exploring more credit transfer partnerships and some coordinator time (\$1300)	From Projected Budget Goal 2 \$4290+ Coordinator time of \$1300= \$5590
Employer, Community, and Education Partnerships	Funds are used for mini grants for schools to do career exploration, field trips, Ridgewater Summer Camps, revamp the Career Pathway brochures, and coordinator time (\$500)	From Projected Budget Goal 3 \$7300 + Coordinator time of \$500= \$7800
Service to Special Populations	Funds are used for schools to do career exploration for special population students. Coordinator time (\$200) to do nontrad high school presentations and for developing marketing materials.	From Projected Budget Goal 4 \$1100+ Coordinator time of \$200= \$1300
New Consortium Structure, Planning, and Development	Coordinator time to work with schools in developing new consortium structure (\$1300)- meetings, travel, postage, copying, printing, etc.	From Projected Budget Goal 5 \$3116 plus Coordinator time of \$1300= \$4416

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.