

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: Bev Arnston

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CARL PERKINS-Basic or TECH PREP

Fiscal Agency: Northland Community and
Technical College- Thief River Falls

Contact Person: Dennis Paisler (TRF) Karla
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56701

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District Type: _____ District: # _____

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

| District/Agency Name | Type & Number |
|--|---------------|
| Lancaster Public Schools | 01-356 |
| Marshall County Central Public Schools | 01-441 |
| Grygla Public Schools | 01-447 |
| Goodridge Public Schools | 01-561 |
| Thief River Falls Public Schools | 01-564 |
| East Grand Forks Public Schools | 01-595 |
| Fisher Public Schools | 01-600 |
| Badger Public Schools | 01-676 |
| Roseau Public Schools | 01-682 |
| Warroad Public Schools | 01-690 |
| Kittson Central Public Schools | 01-2171 |
| Warren-Alvarado-Oslo Public Schools | 01-2176 |
| Tri-County Public Schools | 01-2358 |
| Greenbush-Middle River Public Schools | 01-2683 |
| Stephen-Argyle Public Schools | 01-2856 |

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?

North Borders and Pine to Prairie will begin discussions with Deans and Perkins staff at Northland Community and Technical College to identify appropriate programs of study. We will set up advisory boards and executive boards who can make appropriate curriculum decisions from all partners. The North Borders coordinator will attend all state meetings on Programs of Study, Technical Skill attainment, and career pathways. We will utilize previous work on career pathways that has been started through Tech Prep as well as articulation agreements with local colleges. We will continue our regional efforts for on-line courses for students. As more information is available on successful models for programs of study and technical skill attainment, we will work in our collaborative structures to adopt and adapt those pieces which help our CTE students succeed in high skill, high wage, high demand programs. We will develop appropriate transition strategies so students who need to move to other areas to get a program of study can do so. We will examine all communication systems and ensure that students and parents are aware of transition avenues. We will focus on sustained, long term professional development that is designed to contribute to student success in his/her program of study.

| Objective(s) | Strategies | Outcomes and Measures (FY08) | <u>Projected Budget</u> |
|---|---|--|--------------------------|
| 1. Tech Prep students are successful in achieving academic standards. | <ul style="list-style-type: none"> a. Provide resources to support math academic standards in CTE courses with particular focus on one district falling below state average on math MCA testing. b. Disseminate math/CTE integrated curriculum modules developed in 07 through Math Works/ WIA incentive grant project. c. Through mini-grant process, provide resources to schools seeking to integrate math or science into Tech Prep classes. | FY 2008 Outcome Target: North Borders meets or exceeds 1S1 Federal Standard of performance and 1 district (currently performing below state average) meets state average. | \$3200 and other sources |
| 2. Develop a strategy to measure technical skill attainment for CTE students. | <ul style="list-style-type: none"> a. Coordinator studies skill standard measures available and works with MDE and local districts to make recommendations on appropriate skill standard testing for each program. b. Provide national skill standards training on regional basis as need is determined regionally and as training becomes available. c. Provide resources to CTE classrooms currently using or piloting industry skill assessments. | FY 2008 Outcome Target: Provide in FY09 plan, one technical skill attainment measurement strategy that has been recommended locally/and or at the state level. | \$500 and other sources |

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| <p>3. CTE/Tech Prep programs prepare students for high wage, high skill or high demand occupations.</p> | <ul style="list-style-type: none"> a. Provide local workforce/ DEED job information to districts through collaboration with the Northwest Private Industry Council and Workforce Center. b. Review programs in all districts to verify that they provide high skill, high demand, or high wage potential for students. c. Provide resources to districts advancing Project Lead the Way. d. Use community advisory councils and program approval rubric process in programs to target improvements in technology. e. Provide mini-grant process for each district to review technology, staff development, and supplemental learning resource needs through advisory council and make necessary improvements f. Provide consulting time to work with programs that are improving Tech Prep curriculum. | <p>FY 2008 Outcome Target: Demonstrate five of 15 districts completing work with community councils to improve technology ,staff development or learning resource materials that enhance high skill instruction in identified programs.</p> | <p>1800 and Other sources</p> |
| <p>4. CTE/Tech Prep programs provide students with work readiness and college readiness skills.</p> | <ul style="list-style-type: none"> a. Provide Accuplacer testing and follow-up to high school sophomores. b. Provide Accuplacer follow-up testing to seniors who have taken math as juniors and seniors. c. Develop strategies to provide classes to juniors and seniors who do not do well on the Accuplacer. d. Hire coordinator to coordinate Accuplacer activities. | <p>FY 2008 Outcome Target: Provide Accuplacer testing to four small districts out of 15 impacting at least 65 learners. In all four districts demonstrate math or reading modifications in curriculum to improve college readiness.</p> | <p>\$500 and other sources</p> |

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| <p>5. Implement continuous program improvement in career and technical education/Tech Prep programs.</p> | <ul style="list-style-type: none"> a. All districts collect data on the Carl Perkins statewide data system. b. Provide data collection results to all districts and utilize data to evaluate programs consortium wide. c. Utilize program approval meetings to discuss continuous improvement rubrics and provide professional development. d. Provide partnership consultant to assist districts in analyzing data. | <p>FY 2008 Outcome Target: All 15 districts complete program approval, report Carl Perkins data, and use data collection results to make program improvement decisions.</p> | <p>\$500 and other sources</p> |
| <p>6. Develop, improve, or expand the effective use of technology in CTE/Tech Prep classrooms.</p> | <ul style="list-style-type: none"> a. Utilize articulation/advanced standing process with colleges to continuously improve programs. b. Provide opportunities for instructors to communicate with college staff about articulation and advanced standing. c. Utilize community councils to determine needed changes in curriculum and technology. d. Determine improvement needed and provide services, training, curriculum, or technology needed to address need. e. Utilize program approval meetings to assess continuous improvement strategies in programs. | <p>FY 2008 Outcome Target: All 15 districts in the consortium improve at least one program with supplemental learning resources, articulation, staff development, or technology impacting 1200 learners.</p> | <p>\$1200 and other sources</p> |

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| <p>7. In collaboration with local colleges, establish / revise career pathways and programs of study for CTE/Tech Prep.</p> | <ul style="list-style-type: none"> a. Partner with Pine to Prairie to review current career pathway information and make necessary adjustments. b. Work with Northland Community and Technical College and other local colleges to identify programs of study for the consortium. c. Continue work with on-line college courses as an alternate learning format for CTE students and relate those courses to career pathways and programs of study. d. With Private Industry Council and Pine to Prairie, provide staff development to counselors on pathways, programs of study, high wage/high skill/high demand occupations. | <p>FY 2008 Outcome Target: With Pine to Prairie and Northland Community and Technical College, identify one program of study in consortium by FY09.</p> | <p>\$696 and other sources</p> |
| <p>8. Students benefit from instructors' participation in staff development activities.</p> | <ul style="list-style-type: none"> a. Establish long term training strategies and policies that ensure staff development is long term and sustained. b. In program approval meetings, instructors share their Best Practices. c. In accordance with sustained staff development policies, provide training as needed/requested for Tech Prep staff. d. Begin to train Counselors in career pathway and programs of study requirements through first of several on-going meetings. e. In cooperation with Pine to Prairie, provide one Work Experience training for staff in FY 08. f. Provide opportunity for staff to attend regional, national, and state meetings that inservice staff on Perkins IV. d. Hire consortium consultant to coordinate training activities. | <p>FY 2008 Outcome Target: Staff development policies are proposed for adoption in new consortium design and participation in 08 training impacts at least 900 learners.</p> | <p>\$2835</p> |

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| <p>9. Students and their family use a variety of tools for career planning.</p> | <ol style="list-style-type: none"> a. Provide career information system/and or resources to schools through mini-grants. b. Coordinator works through the Workforce Center and State to provide ISEEK and MCIS training to schools. c. Review and revise existing career pathway information and begin working with NCTC to develop a program of study. d. Work with counselors on program of study and career pathway information. e. Employ consortium coordinator to liaison with workforce center, state agencies, local business, and schools to provide and disseminate current information. e. Use industry advisory councils to provide information to students and staff about labor markets, including information on non-traditional careers. | <p>FY08 Outcome Target: Local survey shows that 100 % of all 9th or 10th graders in all 15 districts use at least one of the following tools:</p> <ul style="list-style-type: none"> • MCIS or other web based career information system • Printed career pathway and career information materials • All Aspects of Industry curriculum • Appropriate assessment materials | <p>\$ 7300</p> |
|---|--|---|----------------|

List the required and permissible activities addressed above.

Required

- 1.Integration of academic and technical education
2. Programs of Study
- 4.Development, improvement, or expansion of the use of technology
5. Professional Development
7. Continuous program improvement for CTE
- 10 . Articulation, dual enrollment, concurrent, PSEO, other transition strategies

Permissible

2. Support career guidance and academic counseling
9. Support alternative teaching and learning formats

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)?

North Borders, North Country, Pine to Prairie, Northland Community and Technical College, Northwest Technical College- Bemidji, Minnesota State Community and Technical College, Bemidji State University, and Northwest MN Workforce Center/PIC will continue throughout this year to build on strong collaborative relationships and structures developed during Perkins III and Tech Prep. We have collaborated on the Northwest MN Tech Prep articulation website, On-Line college courses, WIA Incentive grant projects, Ingenuity Frontier and PTLW, and dozens of staff development and curriculum improvement projects for the past seven years. These collaborations will make transitions within programs of study for students more doable in Perkins IV. We will need to revise and restructure advisory boards, executive boards, and other leadership positions to ensure that all partners can contribute to the processes required under Perkins IV, and we expect that the transition year will bring us well on the way to accomplishing that goal. We also recognize the need to broker services to students in other parts of the state. As the new consortium structure emerges, strategies and policies will be established to accomplish that requirement.

| Objective(s) | Strategies | Outcomes and Measures (FY08) | <u>Projected Budget</u> |
|---|---|--|-------------------------|
| <p>1. Sustain well established and successful collaboration activities with agencies, industry, and associations.</p> | <p>1. Consortium coordinator continues membership on Private Industry Youth Council. 2. Consortium coordinator continues on Board of Northwest MN Counselor Association and attends association meetings. 3. North Borders sustains Leadership Board Meetings held at least three times so all member secondary districts can review Perkins activity progress. 4. Hold second in a series of career day sessions with counselors. This is a collaborative activity with PIC, Workforce Center, Northland College, and Pine to Prairie. 5. Continue contact with 7 labor unions who have contributed to student apprenticeship day. Hold this event on a bi-annual basis.</p> | <p>FY 2008 Outcome Target: Document 3 Leadership Board meetings, career day evaluations, and sustained Coordinator involvement with agencies, industry, and associations.</p> | <p>\$1165</p> |
| <p>2. Develop joint collaborative structures that share responsibility for student success.</p> | <p>1. Develop an advisory committee that meets at least twice a year to review grant progress toward student success. Board consists of Pine to Prairie and North Borders Perkins secondary coordinators, key secondary leaders, and College Perkins contacts. 2. As North Borders transitions to new consortia structure in FY09, develop structures and accountability measures for all partners to ensure student success in their program of study.</p> | <p>FY 2008 Outcome Target: FY09 plan demonstrates the appropriate boards, board members, and leadership structures have been identified and established so student success can be monitored and improved.</p> | <p>\$1000</p> |

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| <p>Sustain successful articulation and alternative teaching/ learning collaborations with area colleges.</p> | <ul style="list-style-type: none"> a. Review and develop articulation and advanced standing with NCTC and MSCTC. b. Meet as necessary with Deans of colleges and other college staff to determine processes for articulation and Tech Prep credit. c. Review existing agreements for validity. d. Meet with high school staff to collaborate on Tech Prep credit with colleges. e. Work with education partners to define local career pathways and programs of study for college programs. f. In collaboration with local colleges, deliver college on-line and college-in-the-high school courses. g. Support financially the Northern Minnesota website that manages advanced standing agreements. | <p>FY 2008 Outcome Target: 70 students receive Tech Prep college credit and 80 participate in college in the high school or on-line college courses.</p> | <p>\$1000 and other sources</p> |
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| <p>Sustain current post-secondary collaboration for student transition and program of study awareness/ access.</p> | <ul style="list-style-type: none"> a. Invite Northland Community and Technical College minority counselor to North Borders high schools to meet with counselors and visit occupational classrooms. b. Collaborate with NCTC on publicizing a workshop or career day that provides exposure to nontraditional careers. c. Continue mentorship program within technical/occupational programs d. Collaborate with New Venture director at NCTC to provide presentations to North Borders schools on non-traditional careers. e. Collaborate with NCTC Learning Center staff in reinforcing sending high school IEP's to college <ul style="list-style-type: none"> g. Support meetings between high school and college staff regarding transitions services. | <p>FY 2008 Outcome Target: Five students participate in the NCTC mentorship program and 5 of 15 districts participate in the career day. North Borders improves 4S1 by at least 2 percentage points.</p> | <p>\$300 and other sources</p> |
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List the required and permissible activities addressed above.

Required

- 2. Programs of study
- 5. Professional Development
- 6. Evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs
- 11. Collaboration
- 12. Proposed new consortium structure –planning and development

Permissible

- 2. Support career guidance and academic counseling

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.)

| <p>What are your plans to develop, expand, and improve partnerships with employers, community members, and other educational institutions during the FY07-08 transition plan?</p> <p>Colleges Perkins partners in Northwestern Minnesota and Secondary Perkins Partners will need to focus on the brokering of services for students seeking a program of study not immediately available to them. Through our newly formed advisory boards and leadership structures we will develop systems to accommodate those students. We will strengthen our community advisory committees and examine carefully the communication structures in place for parents and the community at large so CTE can be equal partners with academic communities and be active partners in developing academic excellence for learners. We will rely on our industry partners to advise us toward high skill, high wage, and high demand programs.</p> | | | |
|---|---|---|-------------------------|
| Objective(s) | Strategies | Outcomes and Measures (FY08) | <u>Projected Budget</u> |
| 1. Strengthen community advisory committees in all districts to involve parents, business, and labor in curriculum development. | <ul style="list-style-type: none"> a..Utilize program approval process to review and revise local community advisory committees and update membership. b. Provide written advisory committee guidelines to all CTE programs. c. Explore with NCTC the possibility of joint advisory committees with secondary consortia members. | FY 2008 Outcome Target: All programs document appropriate membership on community councils as well as meetings with the councils for continuous improvement of programs. | \$500 and other sources |

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| <p>2. Business and Industry works directly with CTE learners.</p> | <p>a. Provide for job shadowing, field trips, career exploration trips, and work experience activities for learners. b.. Enhance Work Experience programs and provide training for work experience staff on an on-going basis. c.. Utilize “All Aspects of Industry” curriculum in Work Based Learning for students. Provide curriculum for all seminar classes on All Aspects of Industry.</p> | <p>FY 2008 Outcome Target: By local survey, 600 (25%) Tech Prep students get information about industry needs through direct contact with industry.</p> | <p>\$5000 and other sources</p> |
| <p>3. Business and Industry provides input into CTE curriculum and the continuous improvement necessary for high skill training.</p> | <p>a. Utilize “All Aspects of Industry” to identify local industry high skill, high wage, high demand opportunities for students. b. Use community advisory councils and program approval rubric process in programs to target improvements in technology, supplementary classroom materials, or software. c. Provide technology and or staff training recommended by industry for high wage, high skill, high demand jobs. d. In consultation with industry information, coordinator will review size scope, and quality of all consortium programs and make recommendations to districts.</p> | <p>FY 2008 Outcome Target: At least 14 programs make improvements recommended by industry to provide high skill training for students impacting 560 learners.</p> | <p>other sources</p> |
| <p>List the required and permissible activities addressed above.</p> <p>Required</p> <ul style="list-style-type: none"> 3. Work-based learning, including All Aspects of Industry 5. Professional development 8. Size, scope, and quality of each CTE program 9. Programs that provide for high skill, high wage, or high demand occupations that lead to self sufficiency for all students with emphasis special populations. | | | |

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? North Borders has collaborated throughout Perkins IV with NCTC to address awareness of non-traditional careers and success of non-traditional students. We have collaborated with NCTC Perkins special population staff to provide smooth transitions from high school to college for special population learners. North Borders has also been successful in adding two new Work Experience Handicapped and Work Experience Disadvantaged programs to our districts in the last three years of Perkins III. North Borders will work with our partners to strengthen those programs and provide training and support wherever necessary. We will continue our work with counselors to ensure that counseling services address the needs of special population learners at the local level. Finally, we will utilize data to examine the progress and success of special population learners at all 15 secondary districts in the consortium.

| Objective(s) | Strategies | Outcomes and Measures (FY08) | <u>Projected Budget</u> |
|--|--|---|-------------------------|
| Member districts provide learner accommodations and support services to increase the success of special population students in CTE programs. | <ul style="list-style-type: none"> a. Ensure through program approval and CTE community council process that all programs provide special population services. b. Review data yearly to identify gaps in special population services. c. Coordinator works with districts to utilize data to improve curriculum and services. d. Provide training to all Work Experience programs in consortium with particular focus on high wage, high demand occupations for special populations. e. Provide training to staff how All Aspects of Industry applies to special population learners. | FY 2007 Outcome Target: All programs document efforts to provide accommodations and modifications at the district level. | \$500 and other sources |

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| <p>Individuals who are members of special populations will be provided services which enable greater participation and retention in CTE programs.</p> | <p>A. Member schools will provide services which enable special populations to participate and be retained through the following:</p> <ul style="list-style-type: none"> • Guidance and counseling • Job shadowing and field trips • Meetings between career/technical staff and special population staff • Mentoring, tech tutor, paraprofessional, or volunteer instruction assistance. <p>B. Provide technology and /or curriculum supplements to Work Experience programs to assist special population learners to be successful and attain high skills.</p> <p>C. Hire coordinator to work with districts on special population services.</p> | <p>FY 2007 Outcome Target: Through statewide data collection process, 100% of career and technical education programs document the participation/retention of special population learners.</p> | <p>\$500 and other sources</p> |
| <p>North Borders increases non-traditional participation and completion to match Minnesota performance.</p> | <p>a. Provide gender equity services to 10 of 15 schools in Northland College geographical area through NCTC programming. Programming includes:</p> <ul style="list-style-type: none"> • Classroom presentations • Non-traditional field trips and career fairs • Mentoring activities • Requested video/print materials <p>b. Hire partnership coordinator to work with college equity staff.</p> | <p>FY 2007 Outcome Target: In FY 08 North Borders improves performance on 4S1 from 33.06 % to 35.00% to slightly exceed state negotiated performance levels.</p> | <p>\$500 and other sources</p> |
| <p>List the required and permissible activities addressed above.</p> <p>Required:</p> <ol style="list-style-type: none"> 2. Work based learning, including All Aspects of the Industry 5. Professional Development 6. Evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs. 9. Programs that provide for high skill, high wage, or high demand occupations that lead to self sufficiency for all students with emphasis on special populations. | | | |

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?

North Borders has begun conversations with Pine to Prairie to begin merging the two consortiums. We have also met with Northland Community and Technical College to collaborate on developing the one college, one plan, one consortia model required by FY09. We have begun preliminary discussions on leadership structures and will begin working fall '07 to formalize that leadership. The North Borders Leadership Board has discussed the transition plan and is aware of the requirements for FY09. We envision that Pine to Prairie will be the fiscal agent for the new consortium and that appropriate representation of leaders and staff on various board and committees will ensure that North Borders schools will be represented as equal partners with Pine to Prairie Schools in the grant goals. We will also develop appropriate leadership with decision makers and Perkins staff at NCTC.

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

| Objective(s) | Strategies | Outcomes and Measures (FY08) | <u>Projected Budget</u> |
|--|---|---|-------------------------|
| <p>Develop transition systems to meet state requirement of one college, one consortia, one application for FY09.</p> | <ul style="list-style-type: none"> a. Explore merging North Borders with Pine to Prairie. b. Meet with NCTC to determine structure for one FY09 grant application c. North Borders coordinator meets regularly with Pine to Prairie and NCTC to develop orderly system transition plans. d. Develop appropriate advisory/district membership structure for new consortia. e. Utilize North Borders coordinator relationship with colleges and Pine to Prairie to provide leadership for the transition. f. Restructure consortia leadership for FY09 to provide continuity in CTE program improvement and collaborative relationships. e. Work with Pine to Prairie and all local colleges to determine starting points for brokering services that students need. f. Begin work with NCTC to determine the first program of study to be developed. g. Develop systems that preserve the current effective activities in North Borders. h. North Borders coordinator consults on an on-going basis with the current North Borders Leadership Board, community staff and leaders to ensure that the 09 transition is effective and advantageous to North Borders CTE learners. | <p>FY 2007 Outcome Target: By December 1, submit to MDE the new consortia structure. By February, 2008, demonstrate a one college, one consortia, one application with NCTC, North Borders and Pine to Prairie. By June 30, 2008, ensure that all new leadership and system structures are in place to support learners in a new consortium structure.</p> | <p>\$3930</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 | \$18531 | | \$18,531 |
| 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.) | \$3465 | | \$3465 |
| 3 | Employer, Community, and Education Partnerships | \$5500 | | \$5500 |
| 4 | Service to Special Populations | \$1500 | | \$1500 |
| 5 | New Consortium Structure, Planning, and Development | \$3930 | | \$3930 |
| Administration not to exceed 5% | | | | \$1732 |
| Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008 | | \$34,658 | \$ | 34,658 |

Additional Informational Items:

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|--|--|--|------------------------|---------------------|
| 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 | | | 30% | \$7000 |
| 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 | | | | \$2500 |
| B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers | | | | \$2500 |
| Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B] | | | | \$5000 |

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 | 1.1 Mini-grants to districts. Other sources used for coordinator time and travel costs. 1.2 Coordinator pay. Travel etc from other sources 1.3 District mini-grants. Coordinator time, travel from other sources. 1.4 District costs from other sources. Coordinator time. 1.5 District costs for subs and travel 1.6 Mini-grant to districts. Other sources cover coordinator fee and travel 1.7 reported in New Consortium below 1.8 Travel for districts to national convention. Other sources for remaining activities listed 1.9 Mini-grants to districts for career information | From Projected Budget Goal 1 \$17,835 |
| Collaboration | 2.1 District travel and sub expenses. 2.2 \$1000 Reported below in New Consortium structure. 2.3 Consortium travel, subs. Coordinator pay from other sources. 2.4 Coordinator pay | From Projected Budget Goal 2 \$2465 (+ \$1000 described in goal 5) |
| Employer, Community, and Education Partnerships | 3.1 Coordinator pay 3.2 mini-grants to districts 3.3 other sources | From Projected Budget Goal 3 \$5500 |
| Service to Special Populations | 4.1 Travel and subs for districts 4.2 Coordinator pay 4.3 Coordinator pay | From Projected Budget Goal 4 \$1500 |
| New Consortium Structure, Planning, and Development | 1.7 Coordinator pay/travel. 2.2 coordinator pay and travel 5.1. Coordinator pay and travel | From Projected Budget Goal 5 \$5626 (\$3930 from Goal 5 +\$696 from Goal 1 and \$1000 from Goal 2) |

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.