

**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:

TECH PREP

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TECH PREP

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District Type: 83 District: # 0991

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

District/Agency Name	Type & Number
Adrian	511-01
Canby	891-01
Cedar Mountain	2754-01
Comfrey	81-01
Edgerton	581-01
Ellsworth	514-01
Fulda	505-01
Heron Lake-Okabena	330-01
Hills-Beaver Creek	671-01
Ivanhoe	403-01
Jackson Cnty Central	2895-01
Lake Benton	404-01
LuVerne	2184-01
Marshall	413-01
Minneota	414-01
Mountain Lake	173-01
Murray County Central	2169-01
Pipestone Area Schls	2689-01
Red Rock Central	2884-01
Redwood Area Schls -Morton	2897-01
Renville County West	2890-01
RTR (Ruth-ton-Tyler-Russell)	409-01
Rnd Lk -Sioux Valley-Brewster	516-01
Springfield	85-01
Tracy	417-01
Wabasso	640-01
Westbrook Walnut Grove	2898-01
Windom	177-01
Worthington	518-01

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:

- o How will you determine career pathways and programs of study that will be implemented in your consortium?
- o How will you measure technical skill attainment within career and technical programs in your consortium?
- o How do you propose to communicate college and work readiness standards to students and teachers?
- o How will you improve both academic and technical skills of participants in your career and technical education programs?
- o 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
- o Given multiple entry and exit points in programs, how will you provide transitions for adult learners from entry to completion?
- o How will you address the professional development needs of your career and technical education teachers/faculty and their academic colleagues?
- o 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?

We plan to focus on 3 primary areas as we help schools support students in their transition from high school to post-secondary education. Those areas are:

- *Career Information and Planning (Interactive Career Expo, MCIS, Career Testing, Programs of Study)*
- *Technical Skill Attainment (Student organization participation and competition, Tech Prep College Credits)*
- *Academic Preparation for College and the Workforce (“College and Work Readiness” project)*

Our hope is that the new state model for programs of study will be imbedded into the current MCIS system, which most of our schools currently purchase. Using MCIS as an interactive structure for programs of study would help students see the links between their high school classes, the locally developed programs of study and the broad programs of study of the entire state. As a partnership we have already identified some possible programs of study that we will begin developing for our region: Renewable Energy, Health and Medical Technology, or Manufacturing. We will develop our programs of study in cooperation with our college partners and our regional Workforce Investment Board. We are currently working with the regional Workforce Investment Board and DEED to develop a website that would be a companion piece to our Interactive Career Expo. The site will provide information to students and adults regarding high tech, high wage and high demand occupations in Economic Regions 6W and 8. Approved CTE programs in the consortium will need to justify all expenditures (staff development, software, curriculum, travel, etc.) in a local application on which high wage, high demand and high tech careers the expenditure is linked to. They will also need to make evident, how student will demonstrate academic and technical skill attainment as a result of the expenditure.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>High school students in consortium schools will be academically prepared for college and the workplace.</p>	<ul style="list-style-type: none"> ● 300 high school Juniors in 8 districts will take the Accuplacer assessments in Reading, English, and College Level Math. ● Practice tests and review materials will be made available to teachers and students. ● Confidential results will be provided to students and school districts at a follow-up meeting with post-secondary math and language arts professors. ● Districts will use Accuplacer results to make curriculum/ delivery improvements to improve student achievement. ● One pilot school will be chosen to implement the “Fast Track” program (designed by Minnesota West Community and Technical College) for high school seniors that will retest using the Accuplacer. ● Applied academics curriculum materials may be purchased to improve college readiness. ● A Math and CTE teacher from one of the schools involved in the “Accuplacer-College Readiness” project will attend a math in CTE training session. Once they have implemented the strategies from the training they will report back to other CTE/Math instructors in the region. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> ● 180 students (60% of participating high school juniors from 8 schools) will place into college level reading. ● 150 students (50% of participating high school juniors from 8 schools) will place into college level English. ● 12 students (4% of participating high school juniors from 7 schools) will place into college level math. <p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> ● Baseline the number of high school seniors, from one pilot school, that have Accuplacer retests that meet the cut-off score for college level Reading, English and Math. 	<p>See Collaborative Goal 2.</p>

<p>Students will make education and career plans based on regional labor market data and direct contact with regional employers.</p>	<ul style="list-style-type: none"> • A regional advisory committee will be established to develop an interactive Career Expo that will serve high school juniors in Economic Regions 6W and 8. • At least 100 business and industry representatives will be part of the planning for the interactive career exhibits and the delivery of the career and education planning sessions. • A website will be developed that will be used in conjunction with the Career Expo. • As the Expo develops we will look for ways to align it with regional/state programs of study. • A survey of students, teachers, and industry leaders will be conducted to make sure the expo and the website are meeting identified needs. • Schools will purchase and implement MCIS and career assessment batteries into their career development curriculum. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • 800 high school juniors will explore a variety of interactive careers and attend career and education planning sessions at the Southwest Minnesota Career Expo in October 2007. • Baseline the frequency of use of the MCIS system by school district for the 07-08 school year. 	<p>See Collaborative Goal 2.</p>
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<p>High school students will have access to a seamless system of coursework through articulation/advance standing agreements between secondary and post-secondary schools.</p>	<ul style="list-style-type: none"> • Meet annually with secondary and post-secondary instructors to review course guidelines and share curriculum to make sure that earning a certificate is based on technical skill attainment for the corresponding industry. • Participate in Southern Minnesota Tech Prep Consortium articulation meetings. • Distribute Tech Prep College Credit Certificates to secondary instructors upon learners meeting competencies. • Maintain an on-line articulation system that allows teachers, students, families to see articulation possibilities; and teachers could request articulation certificates on-line. • Our partnership will meet with industry representatives to develop a program of study in one of several identified areas: Renewable Energy, Health and Medical Technology, or Manufacturing. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> ● 15 consortium schools will request tech prep college credit certificates ● 200 tech prep college credit certificates will be issued to career and tech students and concentrators. ● 45 tech prep college credit certificates will be available for issue to consortium schools. ● 1 articulation agreement will be reviewed and updated with Southwest Minnesota State University for students that complete the ProStart (National Restaurant Association) program. ● The Southern Minnesota On-line Tech Prep Consortium project will be expanded to allow consortiums to make their local certificates available to their CTE teachers. ● A regional “Program of Study”, for one career area, will be developed by the end of the 2007-08 school year. 	<p>See Collaborative Goal 2.</p>
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<p>Students improve their technical skills as a result of improvement to high school CTE programs.</p>	<ul style="list-style-type: none"> • Consortium high schools will go through an application process to access consortium funds to make program improvements to their CTE programs/classes (i.e., curriculum, technology, staff development). • Applications must meet criteria toward academic or technical skills attainment, program of study alignment, or preparation for high tech, high wage or high demand jobs. • All applications will be approved by the regional Carl Perkins/Tech Prep Coordinator and purchases made by the fiscal host on behalf of the school. • Schools will supply data to the consortium regarding the student technical skill attainment, academic performance, and work based learning participation. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • 90 FFA teams/individuals will achieve Gold Level Performance in State Competition • 40 BPA teams/individuals will place in the top ten in State Competition. • 70 FCCLA teams/individuals will achieve Gold Level Performance in State Competitions. • 1,400 students participate in regional BPA, FFA, FCCLA, HERO, MAPP Stars or other skill competitions. • 40 of 62 instructors of approved programs will update their curriculum to meet changes in industry expectations or industry standards. 	<p>18,000.00</p>
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List the required and permissible activities addressed above.
Integration of academic and technical education,; Programs of Study; Work-based Learning; Development, improvement or expansion of the use of technology; Professional development; Evaluation of CTE programs; Continuous Program improvement for CTE; , Size scope and quality for each CTE program; Programs that provide for high wage high skill, or high demand occupations, Articulation ,dual enrollment etc, Collaboration, Proposed New Consortium Structure

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)?

The collaborative section of this application will be nearly identical for Minnesota West Community and Technical College, Minnesota River Valley Education District and the SW/WC Service Cooperatives. There are several collaborative projects we will be continuing from years past (Tech Skills and Culinary Challenge, Career Days, Tech Prep College Credits, and College Readiness. We will soon begin evaluating our current partnerships and advisory committee/board structures to determine the degree of commonality we already have, as well as determining gaps in our partnerships. Once identified, we will work together to develop the most efficient system possible to address the transition of students from high school to postsecondary education to the workforce. The regional Workforce Center, the University of Minnesota Extension Service, DEED, Southwest Minnesota State University, the Southwest Initiative Foundation, along with a variety of regional industries are some of our primary partners for our collaborative activities.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>High school students in consortium schools will be academically prepared for college and the workplace.</p>	<ul style="list-style-type: none"> ● 300 high school Juniors in 8 districts will take the Accuplacer assessments in Reading, English, and College Level Math. ● Practice tests and review materials will be made available to teachers and students. ● Confidential results will be provided to students and school districts at a follow-up meeting with post-secondary math and language arts professors. ● Districts will use Accuplacer results to make curriculum/ delivery improvements to improve student achievement. ● One pilot school will be chosen to implement the “Fast Track” program (designed by Minnesota West Community and Technical College) for high school seniors that will retest using the Accuplacer. ● Applied academics curriculum materials may be purchased to improve college readiness. ● A Math and CTE teacher from one of the schools involved in the “Accuplacer-College Readiness” project will attend a math in CTE training session. Once they have implemented the strategies from the training they will report back to other CTE/Math instructors in the region. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> ● 180 students (60% of participating high school juniors from 8 schools) will place into college level reading. ● 150 students (50% of participating high school juniors from 8 schools) will place into college level English. ● 12 students (4% of participating high school juniors from 7 schools) will place into college level math. <p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> ● Baseline the number of high school seniors, from one pilot school, that have Accuplacer retests that meet the cut-off score for college level Reading, English and Math. 	<p>\$5,000.00</p>

<p>Students will demonstrate technical skill attainment using industry specific curriculum and state of the art software and technology.</p>	<ul style="list-style-type: none"> • CTE programs use funds to purchase industry specific technology, software, and other instructional curriculum. • Some purchases may be available at discounted prices through a volume cooperative purchasing agreement. • Instructors use skills standards (when available) to develop curriculum. • Industry partners will help establish competition criteria and serve as judges for skill competitions. • Competitions will be established that are based on industry expectations (i.e. Graphic Design, Digital Photography, Accounting, Culinary Science, Menu Design, Food Safety, Restaurant Management, etc) • Advisory Committees will be maintained for the Technical Skills Challenge and the Culinary Skills Challenge. • 12 FACS teachers will implement and update the ProStart Curriculum for food science and restaurant management. • Southwest Minnesota will also host the 2nd Annual State ProStart competition, held in cooperation with Hospitality Minnesota Education Foundation and Southwest Minnesota State University. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • 250 students from 15 schools will demonstrate industry specific skills at southwest regional technical skills competitions (Technical Skills Challenge and Culinary Challenge). 	<p>6,000.00</p>
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<p>High school students will have access to a seamless system of coursework through articulation/advance standing agreements between secondary and post-secondary schools.</p>	<ul style="list-style-type: none"> • Meet annually with secondary and post-secondary instructors to review course guidelines and share curriculum to make sure that earning a certificate is based on technical skill attainment for the corresponding industry. • Participate in Southern Minnesota Tech Prep Consortium articulation meetings. • Distribute Tech Prep College Credit Certificates to secondary instructors upon learners meeting competencies. • Maintain an on-line articulation system that allows teachers, students, families to see articulation possibilities; and teachers could request articulation certificates on-line. • Our partnership will meet with industry representatives to develop a program of study in one of several identified areas: Renewable Energy, Health and Medical Technology, or Manufacturing. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> ● 15 consortium schools will request tech prep college credit certificates ● 200 tech prep college credit certificates will be issued to career and tech students and concentrators. ● 45 tech prep college credit certificates will be available for issue to consortium schools. ● 1 articulation agreement will be reviewed and updated with Southwest Minnesota State University for students that complete the ProStart (National Restaurant Association) program. ● The Southern Minnesota On-line Tech Prep Consortium project will be expanded to allow consortiums to make their local certificates available to their CTE teachers. ● A regional “Program of Study”, for one career area, will be developed by the end of the 2007-08 school year. 	<p>7,000.00</p>
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<p>Students will make education and career plans based on regional labor market data and direct contact with regional employers.</p>	<ul style="list-style-type: none"> • A regional advisory committee will be established to develop an interactive Career Expo that will serve high school juniors in Economic Regions 6W and 8. • At least 100 business and industry representatives will be part of the planning for the interactive career exhibits and the delivery of the career and education planning sessions. • A website will be developed that will be used in conjunction with the Career Expo. • As the Expo develops we will look for ways to align it with regional/state programs of study. • A survey of students, teachers, and industry leaders will be conducted to make sure the expo and the website are meeting identified needs. • Schools will purchase and implement MCIS and career assessment batteries into their career development curriculum. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • 800 high school juniors will explore a variety of interactive careers and attend career and education planning sessions at the Southwest Minnesota Career Expo in October 2007. • Baseline the frequency of use of the MCIS system by school district for the 07-08 school year. 	<p>16,000.00</p>
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List the required and permissible activities addressed above.
Integration of academic and technical education,; Programs of Study; Work-based Learning; Development, improvement or expansion of the use of technology; Professional development; Evaluation of CTE programs; Continuous Program improvement for CTE; , Size scope and quality for each CTE program; Programs that provide for high wage high skill, or high demand occupations, Articulation ,dual enrollment etc, Collaboration, Proposed New Consortium Structure

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? *Each approved high school CTE program and each CTE post-secondary program are required to have an advisory committee in place that involves local and regional businesses. When developing our initial program of study we will recruit representatives from those committees to serve on a regional advisory committee for that particular career area. Some of those employers will likely be involved in the SW Minnesota Workforce Council. We are fortunate to have a high degree of collaboration with many regional agencies and industries. Those partners have shown a keen interest in the services we provide to learners of all ages and will likely contribute their time and energy and financial resources into our joint projects.*

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>A regional partnership of business, educational institutions and agencies will work together to identify high skill, high wage and high demand careers for our region of the state.</p>	<ul style="list-style-type: none"> • A partnership between the Southwest Workforce Council (with business representation) Minnesota West, SW/WC Service Cooperatives, Minnesota River Valley Education District, and DEED will collect regional career data. • Data will be analyzed and categorized as high tech, high wage and high demand occupations. • The list of occupations (in categories) will be placed on a newly developed website. • The website will be used by classroom teachers, counselors, and students as part of the local school district career development process. • The website will highlighted at the SW Minnesota Career Expo, the Teaching and Learning Conference, various staff development opportunities, and through regional newsletters. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • An interactive website will be developed that will profile the high skill, high wage and high demand careers for Economic Regions 6W and 8. • Baseline the frequency of use of the website during the 07-08 school year. 	<p>3,500.00</p>

<p>Industry partners will assist in the development and judging of regional CTE skills competitions.</p>	<ul style="list-style-type: none"> • Advisory committees for the Technical Skills Challenge and Culinary Skills Challenge will recruit industry partners to develop competition guidelines. • Competition guidelines will be sent to high school instructors in the Fall. • Technical assistance will be provided to high school instructors throughout the year by consortium staff and participating business representatives. • Business partners will assist in the development of competition benchmarks and scoring rubrics. • Business partners will judge skill competitions and provide written/verbal feedback to competition participants on their technical skills. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • 15 industry representatives will be involved in judging CTE competition projects that incorporate industry standards. 	<p>In-Kind Industry funds</p>
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<p>Local and regional employers will support student career planning and experience through a variety of work-based learning experiences.</p>	<ul style="list-style-type: none"> • Regional Chambers of Commerce will serve on the Career Expo advisory committee. • Chambers will assist in the recruitment of regional business leaders that will assist in the development of the expo. • Regional business leaders will serve as committee chairpersons for 16 career cluster areas that will be responsible for developing and implementing interactive career experiences for students attending the expo. • Expo evaluations will be completed by employers, students and teachers and be used to improve the event for the following year. • High schools CTE teachers and career education instructors will recruit local businesses to support students in job shadowing and internships. • Appropriate work-based learning agreements will be in place between the school, student (and their family) and the business that is sponsoring the student. • The instructor will provide appropriate follow-up and supervision of the student while they are engaged in the work-based learning experience. • Business participants will provide evaluative feedback to the school/student about their participation. • School districts will provide annual data, as a part of the funding application process, regarding their work-based learning program participation rates. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • 100 Regional businesses will volunteer to develop interactive career exhibits and career and education planning seminars for high school juniors. • 890 students will be supported by regional business in internships and job shadowing experiences. 	<p>6,000.00</p>
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List the required and permissible activities addressed above.
Integration of academic and technical education,; Programs of Study; Work-based Learning; Development, improvement or expansion of the use of technology; Professional development; Evaluation of CTE programs; Continuous Program improvement for CTE; , Size scope and quality for each CTE program; Programs that provide for high wage high skill, or high demand occupations, Collaboration, Proposed New Consortium Structure

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?

We are currently in the planning stages of developing a Transition Disabled Program that will introduce special population students into high skill, high wage and high demand career areas. The program will become an integral part of special education transition programs. We will work closely with high school instructors, Private Industry Council Staff, Rehabilitation Services Staff, and regional employers to develop the curriculum and work experiences for the program. We are currently above the State Average and Federal Targets for Non-Traditional Program participation and completions, but we will continue to work with our partners to exposure student to non-traditional careers through a variety of interactive career experiences.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.</p>	<ul style="list-style-type: none"> • An application will be submitted this summer to get Project Discover approved as a Transition Disabled Program. • Appropriately licensed staff will be hired that meet the qualifications as a Career Accommodations Specialist. • A fee structure will be determined for school/student participation. • Information about the Transition-Disabled program will be sent to area schools in August of 2007. • Teachers will refer student to participate in the program. • Participation in the program will be listed in the students IEP. • Project Discovery staff will administer Learning and Work Style inventories, Career Interest Tests and observe students while they are completing the work tasks. • Benchmark and rating behavior sheets will be completed to assess the students technical performance and work-related behavior during the program. • Upon completion of the program a follow-up meeting will be scheduled with the student's IEP team to review the results of their career assessment and exploration experience. • Assessment results will be incorporated into the student's transition plan. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • 175 special population students will develop transition plans based on the Project Discovery career assessment and exploration program experience. • A follow-up survey will be developed to determine the lasting impact of the program on career and education plan development. Once developed the instrument will be implemented in FY 09. 	<p>\$4,118.00</p>

<p>Students will be provided information and an opportunity to experience occupational work in a variety of non-traditional careers.</p>	<ul style="list-style-type: none"> • Staff from MRVED, Minnesota West and the SW/WC Service Cooperatives will serve on the PIC Youth Council. • The Youth Council will work with PIC staff to develop program goals including exposing students to non-traditional careers. • The Breaking Traditions Conference will be advertised to area schools. • Minnesota West will host the conference on three of their campuses. • Students will learn about the opportunities in non-traditional careers and have the opportunity to perform tasks associated with those jobs. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • 100 students will explore non-traditional careers through the “Breaking Traditions” conferences held at Minnesota West Community and Technical College Campuses. • The consortium will maintain non-traditional participation rates that are above Minnesota negotiated performance rates. 	<p>PIC funds</p>
<p>Special population students will learn critical workplace skills through summer youth employment programs.</p>	<ul style="list-style-type: none"> • Staff from MRVED, Minnesota West and the SW/WC Service Cooperatives will serve on the PIC Youth Council. • The Youth Council will work with PIC staff to develop program goals including providing employment training and experience for high school special population students. • Marketing materials will be provided to the schools throughout the year. • Students will apply to participate in the program. • Students will be selected to participate based on program criteria. • Regional employers will be secured to hire the student. • Follow-up will be conducted with employers and students throughout the length of employment. • Feedback will be provided to the student regarding their experience, so they might improve their work skills and behaviors. 	<p>FY 2008 Outcome and Measure:</p> <ul style="list-style-type: none"> • 100 students will be receive instruction on job seeking and keeping skills and will be placed in jobs through the PIC youth employment program. 	<p>PIC funds</p>

List the required and permissible activities addressed above.

Integration of academic and technical education,; Programs of Study; Work-based Learning; Development, improvement or expansion of the use of technology; Evaluation of CTE programs; Continuous Program improvement for CTE; , Size scope and quality for each CTE program; Programs that provide for high wage high skill, or high demand occupations, Collaboration, Proposed New Consortium Structure

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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?

Minnesota West Community and Technical College, the Minnesota River Valley Education District, and the SW/WC Service Cooperatives have a strong history of working together. We have worked collaboratively on such activities as, Career Exploration Days, Tech Prep College Credits, Technical Skills Challenge, College Readiness for high school students, secondary-post-secondary planning, staff development, membership on common advisory boards, etc. We envision that many of these activities will continue under Perkins IV. While change is never easy, Perkins IV provides us the opportunity to refocus our energy and strengthen our existing relationships for the common goal of improving CTE programs in our southwest region of the state. One of the considerations we need to make as we determine our new structure is the large geographic area we serve and how each of our institutions align with our agency and business partners along two separate Economic Development Regions. We will use these next few months to examine this and other issues before we propose our new consortium structure.

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>To establish a consortium structure for southwest Minnesota that includes the k-12 and post-secondary institutions (and their partners) in Economic Development Regions 6W and 8.</p>	<p>Through a series of strategic planning meetings the SW/WC Service Cooperatives, the Minnesota River Valley Education District and Minnesota West Community and Technical College will:</p> <ul style="list-style-type: none"> ● Identify current levels of collaboration between the partnering schools and organizations. ● Determine the existing partners for MRVED, SW/WC Service Cooperatives and Minnesota West Community and Technical College. ● Determine overlaps and gaps in our existing partnerships. ● Examine the structure of our current advisory committees. ● Evaluate the needs of each current consortium/Perkins recipient to determine commonality and differences in needs. ● Propose a consortium structure to MDE before December 31, 2007 	<p>FY 08 Measure: The SW/WC Service Cooperatives, the Minnesota River Valley Education District and Minnesota West Community and Technical College will:</p> <ul style="list-style-type: none"> ● Develop a list of current collaborative programs and activities. ● Develop a comprehensive partnership list for the new consortium structure. ● Modify existing advisory committee membership between agencies to maximize resources, communication and efficiency (i.e. Youth Council, CTE Advisory Committee, C.T.I.C, Skills Challenge, etc). ● Develop a prioritized list of needs for CTE programs in the region. ● Develop a prioritized list of future initiatives based on current, successful collaborative programs and future activities based on the needs list. ● Submit a proposed consortium structure to MDE before December 31, 2007. 	<p>2,000.00</p>

MnSCU/MDE
CARL D. PERKINS AND TECH PREP LOCAL APPLICATION
BUDGET
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2007 – JUNE 30, 2008

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '08		
		Required Activities	Permissible Activities	Total Budget
1	High School to College Transitions	\$18,000.00		\$18,000.00
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.)	\$33,000.00		\$33,000.00
3	Employer, Community, and Education Partnerships	\$9,500.00		\$9,500.00
4	Service to Special Populations	\$4,118.00		\$4,118.00
5	New Consortium Structure, Planning, and Development	\$2,000.00		\$2,000.00
Administration not to exceed 5%		\$3,500.00		\$3,500.00
Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008		\$70,118.00	\$	\$70,118.00

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	10%	\$18,800.00
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		2,000.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		2,500.00
Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]		\$4,500.00

MnSCU/MDE

CARL D. PERKINS AND TECH PREP LOCAL APPLICATION

BUDGET NARRATIVE 2008

GOALS	Brief Description:	Total Budget
	<ul style="list-style-type: none"> • include information on salary, staff development, and other relevant expenditures • Needs to be tied to objectives and strategies 	
High School to College Transitions	Student organization travel, travel to schools for project administration and review, staff time for local application review and processing, curriculum improvements to meet new industry standards, new technology so students can learn and demonstrate technical skills, staff development travel and registration, telephone, photocopies and postage/shipping	From Projected Budget Goal 1 \$18,000.00
Collaboration	Staff development for CTE/Academic instructors to improve math or reading skills for students, staff time for data analysis of Accuplacer results, photocopies, postage for mailing competition guidelines, telephone, curriculum improvements for student skills challenges, staff development for CTE teachers to improve students technical skills, travel to skill competitions, software modification for Tech Prep College Credit project, staff time to enter data and process certificates, postage for mailing certificates, staff time and travel to meetings for program of study development, , career information software and testing materials	From Projected Budget Goal 2 \$33,000.00
Employer, Community, and Education Partnerships	Staff time and travel for website development, travel for career expo advisory committee meetings and event, staff development for work-based learning development and management, photocopies, telephone and postage, staff time and travel to present at state and regional conferences	From Projected Budget Goal 3 \$9,500.00
Service to Special Populations	Staff time for student assessment and supervision for career exploration and assessment, new interactive career exploration units, travel to IEP meetings, staff time for report writing, photocopies of assessment results, postage for mailing informational brochures and applications, learning and work-style inventories, career assessment instruments, Youth Council meeting costs, telephone	From Projected Budget Goal 4 \$4,118.00
New Consortium Structure, Planning, and Development	Travel for partnership meetings, photocopies, postage, telephone, staff time for the development of new formats and processes, advisory committee meeting costs	From Projected Budget Goal 5 \$2,000.00

Notes:

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