

Approved 7-16-08
CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 Carlton County Plus 2 Consortium

Please complete the following:

<p><u>CARL PERKINS - Secondary</u> Contact Person: Lynette Maas Address: 15048 472nd Street Tamarack, MN 55787 Phone: 218/426-3226 E-Mail: lmaas488@yahoo.com</p>	<p><u>CARL PERKINS - Postsecondary</u> Contact Person: Patricia Grace Address: 2101 14th Street Cloquet, MN 55720 Phone: 218/879-0819 FAX: 218/879-0814 E-Mail: pgrace@fdltcc.edu</p>
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CARL PERKINS - Secondary
 Fiscal Agency: Moose Lake ISD Community Schools
 Business Manager: Linda Dahlman
 Address: 413 Birch Street
 Phone: 218/485-4435 FAX: 218/426-8110
 E-Mail: linddahl@mooselake.k12.mn.us
 *District # 97 District Type: 01
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
 Fiscal Agency: Fond du Lac Tribal/Community College
 Business Manager: Elliot Skurich
 Address: 2101 14th Street Cloquet, MN 55720
 Phone: 218/879-0810 FAX: 218/879-0814
 E-Mail: eskurich@fdltcc.edu

District/Agency Name/College	Secondary Type & Number
Barnum	# 91 -01
Carlton	#93 -01
Cloquet	#94 -01
Cromwell-Wright	#95 -01
McGregor	#4 -01
Moose Lake	#97 -01
Willow River	#577 -01
Wrenshall	#100 01
Fond du Lac Objibwe	#1094 -34
Fond du Lac Tribal & Community College	

(*Use extra rows or sheets if necessary)

Perkins Local Plan for 2008-9 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

1(i). Designing Programs of Study: Status Summary

As you complete objectives, strategies and outcome measures for Programs of Study, consider where the consortium is in the various phases of design and implementation. It may be helpful to first complete the following *Programs of Study Status Summary*. Please refer to the document entitled *The Process for Designing Programs of Study*, available at www.programsofstudy.project.mnscu.edu, as you complete Goal 1.

Consortia are at varying stages of programs of study design and implementation. Please complete this status report and submit with your plan, both hardcopy and electronic formats.

1. List programs of study that have been designed. **If none, move to Question 3**

None have been fully designed.

2. List programs of study which are ready for implementation? **If none, move to Question 3**

None. Health Occupations will be the first
POS to be fully developed, using required
elements..

3. What programs of study will you design during FY09? At least one program of study is required.

In addition to Health Occupations, other
POS of study may include
Welding/Manufacturing/Production,
Business/Finance, Law Enforcement or
Corrections, GIS, Child Development, or
Information Technology.

4. Does the sequence of courses begin in Grade 9 X, Grade 11____, or other ____?
(The identification of the sequence of courses for the Health Occupations POS is in process.).

**Perkins Local Plan for 2008-9 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget**

5. Explain how you selected which programs of study to design.

Secondary school administrators and counselors identified the need for such a Health Occupation program for all students, not just those in the southern part of the consortium. During FY08, several meetings were held with secondary and post-secondary personnel. Discussion included the expansion of the Health Occupations program to Cloquet Memorial Hospital for 2008-09 and the process of designing a POS for the consortium during FY09.

The consortium advisory committee, with representatives from each of the nine high schools, FDLTCC, business/industry, and others will determine other POS.

6. How have secondary teachers and post-secondary faculty been involved in POS design processes?

Through meetings with the consortium coordinator. Secondary and post-secondary teachers and administrators have been involved in the meetings.

7. Has brokering (continuum of education programming and support services for students) been considered in the design of programs of study? If yes, please explain.

Yes, it has been considered and will continue to be. In designing POS in Health Occupations or other areas, related programs at Lake Superior College or other colleges in our area will be cited.

Please submit, electronically, completed programs of study templates, where available.

Perkins Local Plan for 2008-9 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

1(ii). Designing Programs of Study: Goals, Objectives and Strategies

- o Program of Study (POS) Implementation
 - i. Has at least one program of study been identified and ready for implementation beginning in FY10
 - ii. Did you use the POS organizational framework to determine the POS?
 - iii. Has a sequence of courses beginning at least in Grade 11 and continuing through at least the second year of college been considered?
 - iv. Has a continuum of education programming and support services to ensure smooth transitions, from secondary into postsecondary education; in and out of postsecondary education; and, between education and employment been considered?.
 - v. Have secondary teachers and postsecondary faculty within the identified POS been consulted?
 - vi. Has all relevant and necessary POS documentation been completed?
- o *Additional Considerations
 - i. How will college and work readiness standards be communicated to students, parents, teachers, faculty and administrators?
 - ii. How will articulation and dual enrollment be used in implementing the POS?
 - iii. How will you improve both academic and technical skills of participants the identified POS?
 - iv. How will technical skill attainment within the identified POS be measured?
 - v. How will you address the professional development needs within the identified POS?
 - vi. How will assure that the identified POS will prepare all students for high skill, high wage, or high demand occupations and lead to self sufficiency?

Plan Narrative: The Carlton County + 2 Consortium will fully implement a POS in Health Occupations and will identify a second POS.			
Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
1. Program of study (POS) in Health Occupations and other CTE fields will be established and fully implemented during the 08-09 school year.	The consortium advisory committee (described in goal 5) will begin with the design of a Health Occupations POS, then determine and create other POS. Counselors and administrators will be consulted in identifying the sequence of courses for each high school. Instructional materials, curriculum, software, and equipment, will be purchased for the instruction and assessment of POS.	At least three POS will be designed and fully implemented during 2008-2009, including one in Health Occupations. Copies of the MN Career Chart will be purchased and made available to secondary and post-secondary students and staff.	\$20,944.80

2. Provide up-to-date equipment and instructional materials for the Health Occupations course, new POS that will be identified, and other FDLTCC CTE courses.	Staff of the POS or FDLTCC CTE courses will identify equipment and technology needs for the program/s. Advisory committee will discuss and seek other sources of funding for POS.	The POS and FDLTCC CTE courses use up-to-date equipment and technology.	15,000
3. POS will be marketed to students, parents, and communities within the consortium.	Coordinator will work with the Public Information Director at FDLTCC to develop POS program brochure/s that will be available before spring registration.	A program brochure for existing POS will be developed and distributed by January/2009.	2,000
4. Students will successfully complete POS and meet industry standards (certificates).	Counselors at high schools and FDLTCC will oversee student selection process for Health Occupations and other POS that may be implemented and monitor and assist students that are enrolled.	90% of students will complete Health Occupations program and 80% will attain industry standard (certificate). Advisory committee will determine measure for other POS.	\$6,192
5. FDLTCC and secondary CTE teachers will attend professional development activities that enhance CT education for students and support program improvement.	Coordinator meets with CTE teachers to provide awareness of funds for professional development and communicates requests to consortium advisory committee.	Each CTE teacher/faculty or counselor attends one professional development activity.	\$8,900
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name</p> <p>Required: #1, 2, 3,5,6,7, and 10.</p> <p>Permissible: # 1, 2, 3, and 21..</p>			

Perkins Local Plan for 2008-9 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

2. Effectively utilize employer, community, and education partnerships

You must consider the following in filling out the information below:

- Employer and Community Partnerships
 - i. How will high skill, high wage, or high demand occupations within your region be identified?
 - ii. How will collaboration with other organizations lead to improving career and technical education programs, including the implementation of programs of study (e.g., WorkForce Center, non-profits, workforce intermediaries, service organization, Chambers, Economic Agencies, etc.)
 - iii. How will student experience in, and an understanding of, *All Aspects of the Industry*, be provided including work-based experiences and internships?
 - iv. How will parents, business, labor and secondary teachers/postsecondary faculty be included in the design, implementation, and evaluation of career and technical education programs, including programs of study?
- Education Partnerships
 - i. How will adult basic education, remedial education and developmental education/non-credit training, be included in providing a continuum of education programming and support services? (Please Note: Perkins funds may only used for programs that are credit-based.)
 - ii. How will four-year programs, colleges and universities be engaged in the implementation of programs of study, including the development of transfer and articulation agreements?
- How will you provide transition for adult learners into the workforce?

Plan Narrative: An advisory board will include broad based membership and will provide substantial input into the development of POS and other career/technical activities. A connection will be made between secondary, post-secondary, and business/industry by bringing speakers into high school classrooms.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>

<p>1. The consortium advisory committee will include broad based membership, and will provide direction for POS development</p> <p>The program advisory group for Health Occupations or other POS and the FDLTCC CTE faculty will discuss program improvement needs.</p>	<p>Coordinator will identify representation for advisory committee that includes business/industry and others as described in goal 5. The committee will also include those that may locally impact CTE and development of POS. Coordinator will develop agendas for advisory committee meetings that include development of POS and improvement of CTE programs. (The coordinator will attend program advisory group meetings and FDLTCC CTE faculty meetings to learn about needs for program improvement.)</p>	<p>Advisory committee members will attend meetings at least two out of the three meetings. POS will be completed with substantial input from educators, business/industry representatives, and other members of the committee. Program advisory groups and FDLTCC CTE faculty will meet twice per year and make recommendations for program improvement.</p> <p>(Refreshments will be served.)</p>	<p>1,000</p>
<p>2. Local business/industry representatives and/or FDLTCC staff will speak in secondary CTE classrooms, providing information on workforce trends, work readiness standards, and related technical skills.</p>	<p>Coordinator will identify local business/industry and FDLTCC staff resources for secondary schools and assist in scheduling speakers</p>	<p>At least 40 students at each secondary school will have a business/industry or FDLTCC speaker for their CTE classroom.</p>	<p>\$3,000</p>
<p>3Coordinator and CTE teachers will belong to MACTA. and/or other professional CT organizations.</p>	<p>Coordinator will work with secondary schools to identify interest in MACTA or other professional CT membership and facilitate membership process.</p>	<p>One CTE teacher from each high school and coordinator will be members of a professional CT organization.</p>	<p>\$1,500</p>
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name</p> <p>Required: #1, 2, 7, 9, and 10.</p> <p>Permissible: # 1, 2,3, 12, and 21.</p>			

Perkins Local Plan for 2008-9 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

3. Improve service to special populations

You must consider the following in filling out the information below:

- o Special Populations
 - i. How will the consortium ensure that goals, objectives, strategies and outcomes under (a) implementing programs of study and (b) utilizing employer, community and education partnerships will be the same for non-traditional programs and special populations?
 - ii. How will the design, implementation, and evaluation of career and technical education programs, including programs of study be customized to attain program and student success for nontraditional (gender) and special populations?

Plan Narrative: The POS and CTE courses will provide for the special needs of students. FDLTCC students with disabilities will have access to assistive technology. A support group will be provided for FDLTCC students with disabilities. College and secondary schools will collaborate in events for special populations.			
Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
1. Students with special needs will have full access to CTE programs and POS.	The consortium advisory committee will include representation from the Northern Lights Special Education Coop to identify special needs of students in participating in CTE programs or POS.	A representative from the NLSEC and the Disabilities Services Counselor from FDLTCC will attend consortium advisory committee meetings and provide input on the special needs of students with disabilities in participating in CTE.	
2. Students with disabilities at FDLTCC will have access to assistive technology and support for participation in CTE programs.	The Disabilities Services Counselor will identify needed assistive technology and provide support services for CTE students with disabilities. The DSC will meet in a group setting with students with disabilities.	Assistive technology will be used by CTE students with disabilities. The student group meetings will include refreshments. The Disabilities Services Counselor will have the opportunity to explore assistive technology at the School to Workforce Connection event in the fall.	\$2,500

3. Non-traditional students will be encouraged to participate in CTE courses and POS.	Consortium will purchase DVD series on Women in Nontraditional Careers and inform counselors and CTE teachers of the availability of this series. Secondary teachers will conduct follow-up activities to DVD's.	At least 40 students at each secondary school will use the DVD's FDLTCC and others speakers in secondary classrooms will address non-traditional careers in their presentations.	\$600
4. Secondary students with disabilities will attend a special event at FDLTCC.	FDLTCC will organize and conduct a "College for a Day" event. The Disabilities Services Counselor will work with secondary schools and NLSEC to ensure student participations	At least two students with special needs from each secondary school will attend.	\$3,800
5. Special education teachers from the high schools will become familiar with workforce trends and the development of POS/CTE courses within the consortium.	The coordinator and a representative from the NLSEC will organize a special event for CTE teachers, special education teachers, and counselors, along with representation from FDLTCC. Local business/industry representatives will be included. (Hopefully, this initial event will become an annual activity.)	At least one special education teacher and one CTE teacher from each high school, along with counselors and representation from FDLTCC, will attend a special event, School to Workforce Connection, at FDLTCC in August/2008. (LS Consortium has be invited.)	2,500
<p>Use of Funds: List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name.</p> <p>Required: #1,2, 4,5, 6, 9, and 10..</p> <p>Permissible: #6,7, 17, and 21.</p>			

Perkins Local Plan for 2008-9 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

4. Provide a continuum of service provision¹ for enabling student transitions

You must consider the following in filling out the information below:

- Students
 - i. How will the different needs for students be identified to ensure smooth transitions within their chosen programs of study, career pathways and career clusters?
 - ii. How will the relationships between partners within the consortium, and across the partnering consortia, be collaboratively organized with shared responsibility in order to ensure student success?
- Service Provision
 - i. How will the best practice collaboration activities from Perkins III be continued into Perkins IV?
 - ii. How will CSP be put into practice as it relates to (a) programs of study; (b) articulation; and (c) PSEO, including concurrent enrollment?

See next page for Goal 4.

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1. Defined as the ability to bring fresh thinking to the consortium, continuum of service provision (CSP) creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:
 - Sequentially* – Student need determined by consortia seeking CSP
 - Concurrent* – Student need determined jointly by two or more consortia seeking CSP but CSP within each consortia separate
 - Coordinated* – Student need determined jointly by two or more consortia but CSP within every consortia aligned
 - Integrated* – Student need determined jointly by two or more consortia with every consortia having identical CSP

Which option is most appropriate for a local consortium depends on the following criteria:

- Student Needs
- Cohorts versus individual students
- Development and coordination time
- Availability of staff resources
- Funding Constraints
- Degree of Adaptability

4. Provide a continuum of service provision for enabling student transitions

Plan Narrative: The consortium will provide for a continuum of services through a number of activities, including the use of MCIS, academic counseling and tutoring for FDLTCC CTE students, use of ACCUPLACER for secondary and post-secondary students, and student attendance at CTE events. The consortium will sponsor or assist in the sponsorship of CTE events.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>1. Students at each high school and college will have access to MCIS and CTE teachers and counselors for secondary schools and FDLTCC and use MCIS with their students.</p> <p>Students will use career resources (MCIS, ACCUPLACER) in individual career planning and selection of courses/programs.</p>	<p>Coordinator will work with counselor at each school and FDLTCC to arrange purchase of MCIS. Coordinator will work with CTE teachers to ensure knowledge of MCIS and understanding of application in CTE classrooms. Coordinator will arrange training opportunity for MCIS within consortium.</p>	<p>Coordinator and at least 25 CTE teachers, counselors, administrators will be trained on MCIS (LS consortium staff will be invited.) All nine high schools and FDLTCC will have access to MCIS. 50% or more secondary CTE teachers will use MCIS with their students.</p>	<p>10,500</p>
<p>2. CTE students at FDLTCC will receive academic counseling and other support to ensure success in CTE programs.</p>	<p>FDLTCC counselor will meet with CTE students, identify need for academic assistance, and provide guidance on availability of academic support. Instructional materials will be purchased for the Career Services Center. Data is collected to document student achievement and participation..</p>	<p>Counselor will meet with at least 100 CTE students over the year. Students access materials in Career Services Center. Data is collected for BRIO and ISRS.</p>	<p>\$29,769</p>
<p>3 Post-secondary CTE students will receive academic assistance in math, writing and nursing.</p>	<p>FDLTCC will employ academic tutors to work with CTE students.</p>	<p>100% of CTE students will access academic tutoring.</p>	<p>\$23,610</p>

<p>4. CTE students in high school and at FDLTCC will have access to and assistance in completing ACCUPLACER.</p>	<p>FDLTCC will provide staff for ACCUPLACER testing for secondary and post-secondary CTE students.</p>	<p>All FDLTCC CTE students will take the ACCUPLACER. At least one CTE teacher in each high school will schedule the FDLTCC staff member for administration and review of the ACCUPLACER for high school students. At least 15 students at each secondary school will complete ACCUPLACER process.</p>	<p>\$28,419</p>
<p>5. Secondary and post-secondary CTE students will have opportunity to attend career/technical events. (Events may include Career or Job Fairs, Career/Technical Expos or conferences, or post-secondary visits.)</p>	<p>Coordinator will oversee use of funds to develop and implement local CTE events or to provide for registration, transportation, etc. associated with attendance at other events, including college visits or CTE events offered by other colleges or consortium. Funds will be used for cost of coordinating events, mileage for bus transportation, refreshments, or substitute costs for teachers to accompany students.</p>	<p>Each secondary school will send students to at least two CTE events. CTE post-secondary students will have the opportunity to attend a career/technical event.</p>	<p>\$11,100</p>
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name. Required: #1, 3,9, and 10. Permissible: # 2, 6, 17 and 21.</p>			

Perkins Local Plan for 2008-9 for Career and Technical Education

Goals, Objectives, Strategies, Outcomes, and Budget

5. Sustain the new consortium structure of secondary and postsecondary institutions

You must consider the following in filling out the information below:

- Building Collaboration among Partners
 - i. How will (a) geography (b) partnership history and relationships (c) matriculation patterns of students and (d) programs of study meet the collaborative goals that have been set for the consortium?
 - ii. How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
 - iii. How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?
- Operating the Consortium
 - i. How will you assure that all partners will collaborate in, contribute towards, and be accountable for, achieving student success?
 - ii. How will continuum of service provision (CSP) be put in practice to achieve program success within the consortium?
- Sustaining the Consortium
 - i. How will you promote the vision for career and technical education within your region?
 - ii. How will you support and foster relationships among consortium members?
 - iii. What leadership structure will exist for meeting the goals of your new consortium?
 - iv. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
 - v. What fiscal/administrative rules are needed for the operation of your new consortium?
- 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 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?
- What common collaborative goals will you and your partners develop for FY09?
- 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.)?

See next page for Goal 5.

5. Sustain the new consortium structure of secondary and postsecondary institutions

Plan Narrative: The new consortium will focus on collaboration and involving all pertinent stakeholders. The new advisory committee will meet regularly at FDLTCC and have a comprehensive agenda that includes all required activities.

Objective(s)	Strategies	Outcomes and Measures (FY09)	Projected Budget by Objective
1. The Carlton County Plus 2 Consortium will develop as a consortium group, with participation of local educators and others who impact Career Technical Education.	Coordinator will seek and ensure that all member school districts and college are represented on advisory committee, along with representation from business/industry, Workforce Development, Northern Lights Special Education Coop, Chamber of Commerce, labor unions, <u>at least one CTE teacher from FDLTCC and two secondary CTE teachers</u> , and others who may impact CTE. and development of POS. Coordinator will schedule and conduct meetings at FDLTCC.	A list of Consortium advisory committee membership will be distributed by September/2008, including contact information. Three consortium advisory meetings will be conducted under leadership of consortium coordinator. The meetings will include at least 80% membership for each meeting.	
2. Advisory committee will build the consortium structure and determine the guidelines for operation within the group	Coordinator will develop agenda for consortium advisory committee that includes development of the consortium structure and manner of operation, POS and special events, evaluation and improvement of existing CTE, consortium sustainability, and use of funds. The meetings will include opportunity to monitor consortium goals and student success in CTE courses and POS.	Coordinator will develop agendas for distribution prior to meetings. Advisory committee members will complete a survey regarding consortium/advisory committee structure, operation, and activities.	

Use of Funds: List the required and permissible activities addressed above. “**R**” for required and “**P**” for permissible followed by the number and name.
 Required: #2, 7, and 10.
 Permissible: #

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION
CONSORTIUM BUDGET NARRATIVE FY2009

Budget For Each Broad Goal	Description (include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)			
		Secondary Budget	Post-Secondary Budget	Total Budget
Programs of Study	20% Coordinator(S: \$2,400 + \$315.60/benefits and PS: \$1,308) Start-up cost or development of POS: \$20,744.80 (Instruction supplies, software, technology, equipment, assessment, curriculum) Professional development: S: \$200 - 300 for approx. 15 CTE teachers = \$4,000 PS \$700 per CTE program = \$4,900 Program brochure/s for POS (S:\$1,000 and PS: \$1,000) Printing of POS Career Chart (S: \$200/ PS: \$200) FDLTCC Equipment for POS/CTE (\$15,000) FDLTCC Counselor (20% of .42 FTE - salary/benefits)	\$28,460.40	\$28,600	57,060.40
Employer, Community and Education Partnerships	20% Coordinator (same as goal 1) Speakers in CTE classrooms: (S: \$2,000, PS: \$1,000) for mileage costs Memberships in professional organizations = \$1,500 Refreshments at Advisory meetings - \$1,000)	\$6,215.60	\$3,308	9,523.60
Service to Special Populations	20% Coordinator (same as goal 1) CTE/Spec.Ed. event – August/2008: \$2,500 (Breakfast, \$75 stipend for CTE teacher attendance) College for a Day event: (S: \$1,800, PS: \$2,000) for transportation of students/teacher sub costs DVD: Non-traditional Careers: S: \$600 FDLTCC: Disabilities equipment/group mtgs: \$2,500	7,615.60	\$5,808	13,423.60
Continuum of Service Provision (Brokering)	20% Coordinator (same as goal 1) MCIS (S: \$9,000 for nine high schools and PS: \$1,500 for FDLTCC) Student attendance –S: C/T events: \$5,100 and PS: \$6,000 (coordination of events, transportation of students, sub costs for teachers) FDLTCC academic tutoring for CTE: \$23,610 FDLTCC counselor: 80% of .42 FTE salary/benefits, FDLTCC: instructional materials for Career Service Center: \$2,000	\$16,815.60	\$87,606.19	107421.79
Sustaining the New Consortium	20% Coordinator (same as goal 1) Mileage: S: \$3,000 and PS: \$979 General supplies (paper, copies, mailings): \$500 Secondary Fiscal agent fee (5%) Data collection: PS: \$3,000 (from 5% admin.fee)	\$9,653.64	\$5,308	\$11940.64
Total All Goals		\$68760.84	\$130,609.19	\$199,370

List any other relevant information not specified above here:

Note: the Total Budget for each broad goal must equal the budget specified on the Goals/Objectives/Strategies/Outcomes/Budget page for each corresponding goal

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION
SECONDARY BUDGET
JULY 1, 2008– JUNE 30, 2009
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, Pages 10-12 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	28,460.40		28,460.40
2	Employer, Community and Education Partnerships	6,215.60		6,215.60
3	Service to Special Populations	7,015.60	600	7,615.60
4	Continuum of Service Provision (Brokering)	16,815.60		16,815.60
5	Sustaining the New Consortium	6,215.60		6,215.60
Subtotals for each column		64,722.80	600	65,322.80
Administration not to exceed 5%			3,438.04	3,438.04
Total Perkins Secondary Budget		\$64,722.80	\$600	68,760.84

Additional Informational Items:

1. Coordination Time for Perkins Grant		
	% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	19.7%	\$13,578
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		175
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		250
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$425

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION
POSTSECONDARY BUDGET
JULY 1, 2008– JUNE 30, 2009
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

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 '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	22,408	6,192	28,600
2	Employer, Community and Education Partnerships	3,308		3,308
3	Service to Special Populations	3,308	2,500	5,808
4	Continuum of Service Provision (Brokering)	8,808	81,798.19	90,606.19
5	Sustaining the New Consortium	2,308		2,308
Subtotals for each column		40,140	87,490.19	130630.19
Administration not to exceed 5% (coordinator included in above)			3,000	
Total Perkins Postsecondary Budget		\$40,140	\$90,490.19	130630.19

Additional Informational Items:

1. Coordination Time for Perkins Grant	% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure (Contracted coordinator)	5%	\$6,540
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		175
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		250
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$425