

Approved 7-24-08
CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 Southwest Metro Consortium

Please complete the following:

<p><u>CARL PERKINS - Secondary</u> Contact Person: Debbie Belfry Address: Bloomington Public School 1350 W. 106th Street, Bloomington, MN 55431-4126 Phone: 952-681-6437 FAX: 952-681-6497 E-Mail: Dbelfry@bloomington.k12.mn.us</p>	<p><u>CARL PERKINS - Postsecondary</u> Contact Person: Shirley Beil Address: Normandale Community College 9700 France Avenue S., Bloomington, MN 55341 Phone: 952-487-8422 FAX: 952-487-8263 E-Mail: shirley.beil@normandale.edu</p>
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CARL PERKINS - Secondary
Fiscal Agency: Carver-Scott Educational Coop
Business Manager: Karen Poppler/Cindy Walters
Address: 401 East 4th Street, Chaska, MN 55318
Phone: 952-368-8835 **FAX:** 952-368-8858
E-Mail: kpoppler@cseced.org; cwalters@cseced.org
***District #930 District Type 53**
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
Fiscal Agency: Normandale Community College
Business Manager: Ed Wines
Address: 9700 France Avenue S., Bloomington, MN 55431
Phone: 952-487-8159 **FAX:** 952-487-8263
E-Mail: ed.wines@normandale.edu

District/Agency Name/College	Secondary Type & Number
Belle Plaine	716-01
Bloomington	271-01
Carver-Scott Educational Cooperative	930-53
Central High School, Norwood	108-01
Chaska	112-01
Edina	273-01
Jordan	717-01
New Prague	721-01
Orono	278-01
Prior Lake	719-01
Richfield	280-01
Shakopee	721-01
Waconia	110-01
Watertown	111-01
Westonka	277-01
Normandale 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**

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

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

Career Field: Engineering, Manufacturing & Technology

Create process for development:
Career Field: Business, Management & Administration

Create process for development:
Career Field: Health Science Technology

Cluster: Science, Technology, Engineering & Mathematics

Cluster: Hospitality and Tourism

Cluster: Health Science

Pathway: Engineering and Technology

Pathway: Travel and Tourism

Pathway: Therapeutic Services

4. Does the sequence of courses begin in Grade 9 X , Grade 11____, or other ____?

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.

- Programs of Study exist in various secondary and post-secondary consortium member institutions.
- Articulation agreements exist and are being developed in these POS.
- Data used from DEED, to identify high skill, high wage, high demand careers in the metro area.
- Opportunities to provide CSP for students in the metro area.

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

- Consortium members will work to develop in the POS process.
- Strategies will be developed to include informational meetings for employer, community and education partners about the development of POS.
- Coordinators, instructors and administrators attend state meetings for POS development.

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.

- Brokering has already taken place in the current consortium structures and will continue with representation from metro area consortia.

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 15 secondary and one post-secondary members will continue to identify career pathway models, work with MDE and MnSCU on developing programs of study, and continue to identify technical skill attainment models. Carl Perkins Core Indicator data from the member districts of the Southwest Metro Consortium will be used to identify strengths and challenges. Data from the previous West Suburban Consortium districts (5) will be collected in FY09.			
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective
<p>1-1. Identify and develop one program of study to be implemented in FY10. Engineering, Manufacturing and Technology: Science, Technology, Engineering and Mathematics including the alignment of curriculum.</p> <p>Business, Management & Administration and Health Science Technology</p>	<p>1-1-1. Identify considerations for planning, implementing and evaluating POS using state guidelines and documents.</p> <p>1-1-2. Convene meetings of instructors, counselors, administrators and advisory committee and other relevant parties for review and revision to ensure understanding and provide input into the POS process. Information on MN Career Framework and POS will be presented to middle school, high school and college personnel at 16 institutions.</p> <p>1-1-3. Provide funds to support instructors in planning, designing and identifying the alignment of curriculum within the POS.</p> <p>1-1-4. Ensure the consortium has representation at state POS meetings. Attendance at POS meetings will be documented.</p> <p>1-1-5. Maintain and develop existing consortium curricular models and advance standing agreements.</p>	<p>FY 2009 Outcome Targets: Ongoing discussions to explore POS development within our consortium in 5 career clusters will lead to creation of at least one POS with relevant and necessary POS documentation to be completed for implementation in 2009-2010. Process for development of additional POS will be created for 2010-2011 implementation.</p> <p>Outcomes: POS will include articulated curriculum with common assessments as evidenced by at least one advanced standing agreement.</p> <p>Counselors, administrators, business/industry advisory committees and staff from the 16 consortium members jointly representing secondary and post-secondary, have participated in development and endorse POS.</p> <p>80% of licensed CTE teachers will attend at least one meeting with Normandale faculty in their career field to establish curricular models and advance standing agreements.</p>	<p>SWM \$28,425</p> <p>NCC \$40,000</p>

<p>1-2. Strengthen career, technical, and academic integration and incorporate skill and industry standards by integrating national, state and local standards into curriculum.</p>	<p>1-2-1. Identify existing industry skill attainment certificates, diplomas, and/or degree opportunities to be documented on a chosen website.</p> <p>1-2-2. Support dialogue regarding integration of science, math, engineering, technology (STEM) and English instruction into career and technical courses.</p> <p>1-2-3. Create baseline for industry certifications in consortium.</p> <p>1-2-4. Create baseline for certification exams.</p> <p>1-2-5. Add 3 new individual or regional articulations. (Relates to Goal 4)</p>	<p>FY 2009 Outcome Targets: Student achievement, skill indicators and post-secondary skill assessments show increasing preparation for post-secondary education. Maintain interest in attending post-secondary education while increasing the realism of plans and preparation for transitions.</p> <p>Baseline data will be collected and recorded on FY09 APR to develop relationship to Core Indicator Data. (i.e. 1S1 data: 2007 Carver-Scott 92.41%. 1S2 data: 2007: Carver-Scott 88.36%. # Students enrolled in CTE courses baseline 2007: Carver-Scott 6,504). FY09 APR Data Appendix will be created for reporting.</p> <p>Utilize POS process for developing STEM integration opportunities using POS advisory committee member's input.</p> <p>Document meeting participation and outcomes. (relates to Goal 1-1.)</p>	<p>SWM \$37,000</p>												
<p>1-3. Support academic and career guidance counseling that improves graduation rates and career planning.</p>	<p>1-3-1. Provide instruction and opportunities for students to use resources to access career and post-secondary education information.</p> <p>1-3-2. Provide opportunities for counselors/deans to review career guidance curriculum, making necessary changes to counsel students appropriately. Normandale Community College personnel with expertise in career exploration practices will work with school personnel to enhance existing school career exploration curriculum and follow-up opportunities for parents, students, homeroom teachers, registration advisors, counselors and other educational professionals.</p> <p>1-3-3. Provide resources to promote CTE programming and communicate opportunities to deans, counselors, students, staff, parents and business community.</p> <p>1-3-4. Create a process for links to the articulation options outside the consortia (i.e. St. Cloud website, Southern MN database). Gather baseline for guidance/dean meetings and outcomes.</p>	<p>FY 2009 Outcome Targets: At least 5,000 students completing CTE courses have current electronic accounts and can demonstrate the ability to successfully access career and post-secondary information and opportunities through technology. Need to develop baseline for new consortia.</p> <p>POS is in place to enhance planning process for students by FY09.</p> <p>Increase in the # of students participating in CTE programs through the use of secondary/post-secondary guidance models identified and developed. (i.e. See below for addition to FY 09 APR Data Appendix)</p> <table border="1" data-bbox="1108 847 1810 948"> <thead> <tr> <th>Carver-Scott data</th> <th>FY03</th> <th>FY04</th> <th>FY05</th> <th>FY06</th> <th>FY07</th> </tr> </thead> <tbody> <tr> <td>Total students enrolled in CTE</td> <td>5,901</td> <td>5,937</td> <td>3,847 Data incorrect</td> <td>5,710</td> <td>6,504</td> </tr> </tbody> </table> <p>Identify an articulation system(s) for the consortium.</p>	Carver-Scott data	FY03	FY04	FY05	FY06	FY07	Total students enrolled in CTE	5,901	5,937	3,847 Data incorrect	5,710	6,504	<p>SWM \$40,000</p> <p>NCC \$20,000</p>
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<p>List the required and permissible activities addressed above. Required: 1, 2, 4, 6, 10, 11 Permissible: 2, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20</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:

- o 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?
- o 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?
- o How will you provide transition for adult learners into the workforce?

Plan Narrative: The 15 secondary and one post-secondary members will continue work to strengthen advisory committee work for program improvement. Data specific to member district's participation in their community organizations will be collected. All Aspects of Industry (AAI) is looked at for students and instructors to ensure programs of study in high skill, high wage, or high demand are achieved. Carl Perkins Core Indicator data from the consortia members of the Southwest Metro Consortium will be used to identify strengths and challenges.																					
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective																		
2-1. Student understanding of All Aspects of the Industry (AAI) is increased through business and education partnerships.	2-1-1. Provide quality job tours, shadows, mentorship and internship opportunities/experiences for students. 2-1-2. Incorporate instructor learning experiences and assessment requirements into curriculum. 2-1-3. Develop template for AAI experiences to document results of activities to be used for FY09 APR reporting.	FY 2009 Outcome Targets: At least 2,000 students completing CTE courses participate in a partnering experience & demonstrate to others through presentation, project or other appropriate assessment, an understanding of AAI in at least one business. FY09 Data Appendix –sample: <table border="1" style="margin-top: 5px;"> <thead> <tr> <th style="text-align: left;">Carver-Scott data</th> <th>FY03</th> <th>FY04</th> <th>FY05</th> <th>FY06</th> <th>FY07</th> </tr> </thead> <tbody> <tr> <td>Students participate in partnering experience & demonstrate AAI understanding</td> <td style="text-align: center;">256</td> <td style="text-align: center;">1,016</td> <td style="text-align: center;">1,215</td> <td style="text-align: center;">2,000</td> <td style="text-align: center;">3,088</td> </tr> <tr> <td>Total students enrolled in CTE</td> <td style="text-align: center;">5,901</td> <td style="text-align: center;">5,937</td> <td style="text-align: center;">3,847 Data incorrect</td> <td style="text-align: center;">5,710</td> <td style="text-align: center;">6,504</td> </tr> </tbody> </table>	Carver-Scott data	FY03	FY04	FY05	FY06	FY07	Students participate in partnering experience & demonstrate AAI understanding	256	1,016	1,215	2,000	3,088	Total students enrolled in CTE	5,901	5,937	3,847 Data incorrect	5,710	6,504	SWM \$20,000 NCC \$4,000
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Minimum of 2 work-based learning experiences provided in each career field, per secondary district and post-secondary institution.																					

<p>2-2. Instructor understanding of All Aspects of the Industry is increased through business and education partnerships.</p>	<p>2-2-1. Provide opportunities for instructional staff to tour and shadow businesses and industries or participate in business and industry exchange opportunities, attend industry-specific conferences and join industry-related professional organizations. 2-2-2. Provide follow-up reflection, evaluation, sharing, and course revision meetings for participants, including time for instructors to share about their experiences with peers and advisory committee members regarding how they have revised curriculum due to the experience. Develop template for instructor AAI experiences to document results of activities to be used for FY09 APR reporting. 2-2-3. Provide time for instructors to work together in Professional Learning Communities (PLC's) related to their area of instruction. 2-2-4. Encourage membership in professional organizations and subscriptions to professional journals. 2-2-5. Consortium members will create a measurement tool to gather strategy specific data.</p>	<p>FY 2009 Outcome Targets: At least 50 CTE teaching staff participate in a business/education partnering experience, and review and revise their curriculum as necessary to reflect knowledge gained from the experience. FY09 Data Appendix will continue to be developed.</p> <p>FY09 Data Appendix –sample:</p> <table border="1" data-bbox="1098 305 1814 407"> <thead> <tr> <th>Carver-Scott data</th> <th>FY03</th> <th>FY04</th> <th>FY05</th> <th>FY06</th> <th>FY07</th> </tr> </thead> <tbody> <tr> <td>Bus./Ed. Partnering Exp.</td> <td>11</td> <td>30</td> <td>36</td> <td>26</td> <td>36</td> </tr> </tbody> </table> <p>Each district and post-secondary institution will have 2 representatives in professional organizations relating to CTE and/or engineering POS.</p>	Carver-Scott data	FY03	FY04	FY05	FY06	FY07	Bus./Ed. Partnering Exp.	11	30	36	26	36	<p>SWM \$25,000</p>																														
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<p>2-3. Increase the business/industry partners willing to actively partner with education. (Active partnering may include: providing opportunities for work-based learning for students, participation on Advisory Committees, providing resources for classrooms, collaboration to create POS, etc.).</p>	<p>2-3-1. Develop, renew and/or expand business, industry, labor and professional business organization partnerships jointly, for enhanced advisory committees. 2-3-2. Create POS advisory committees specific to engineering, business and health science.</p>	<p>FY 2009 Outcome Targets: Increase in the number of business/industry partners from baseline data for new consortia. FY09 Data Appendix will continue to be developed.</p> <p>POS advisory committees will meet twice a year with minutes and committee rosters on file. Meetings will include input for the development and implementation of POS</p>	<p>SWM \$5,000</p>																																										
<p>2-4. Broad-based community support of career and technical education programs is demonstrated through active participation of: parents, students, instructors, business and Industry representatives, labor, and special populations on advisory committees.</p>	<p>2-4-1. Parents, students and community members will provide input into program planning, implementation, and evaluation of POS. Document community involvement on Advisory Committees. 2-4-2. Create marketing materials to promote CTE and POS and use as a model for other consortium members. Assist in marketing endeavors. 2-4-3. Collaborate to provide opportunities for speakers, work-based learning experiences and activities.</p>	<p>FY 2009 Outcome Targets: Increase by 2/district in the number from all sectors actively participating on Advisory committees to implement FY09 plan strategies. FY09 Data Appendix will continue to be developed.</p> <p>FY09 Data Appendix –sample:</p> <table border="1" data-bbox="1098 1016 1814 1369"> <thead> <tr> <th>Carver-Scott data</th> <th>FY03</th> <th>FY04</th> <th>FY05</th> <th>FY06</th> <th>FY07</th> </tr> </thead> <tbody> <tr> <td>Parents on Advisory Committees</td> <td>8</td> <td>12</td> <td>15</td> <td>38</td> <td>43</td> </tr> <tr> <td>Students on Advisory Committees</td> <td>25</td> <td>10</td> <td>13</td> <td>34</td> <td>46</td> </tr> <tr> <td>Teachers on Advisory Committees</td> <td>20</td> <td>30</td> <td>35</td> <td>42</td> <td>60</td> </tr> <tr> <td>Business and Industry reps. on Advisory Committees</td> <td>98</td> <td>111</td> <td>118</td> <td>111</td> <td>120 incl. labor</td> </tr> <tr> <td>Labor reps. on Advisory Committees</td> <td>30</td> <td>30</td> <td>31</td> <td>8</td> <td></td> </tr> <tr> <td>Sp. Pops. on Advisory Committees</td> <td>5</td> <td>8</td> <td>9</td> <td>7</td> <td>10</td> </tr> </tbody> </table>	Carver-Scott data	FY03	FY04	FY05	FY06	FY07	Parents on Advisory Committees	8	12	15	38	43	Students on Advisory Committees	25	10	13	34	46	Teachers on Advisory Committees	20	30	35	42	60	Business and Industry reps. on Advisory Committees	98	111	118	111	120 incl. labor	Labor reps. on Advisory Committees	30	30	31	8		Sp. Pops. on Advisory Committees	5	8	9	7	10	<p>SWM \$5,000</p>
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<p>2-5. Marketing and effectiveness of career and technical student organizations is increased.</p>	<p>2-5-1. Students involved in student organizations demonstrate leadership and skills attained through the organizations to promote benefits of involvement to other students. 2-5-2. Identify skill attainment models (i.e. SkillsUSA) to be used to document skill attainment. 2-5-3. Provide information and resources to students and staff to promote participation in student organizations. Document impact of student organization involvement within school and/or district. 2-5-4. Coordinate and share activities between secondary and post-secondary student organizations. 2-5-5. Support staff participation in student organization conferences and events. Gather data of staff participation in student organizations. 2-5-6. Create baseline data for student and staff participation in student organizations. FY09 Data Appendix will continue to be developed.</p>	<p>FY 2009 Outcome Target: Increase by 2, the number of districts with student organizations.</p> <p>2 districts will use the SkillsUSA skill attainment model and report results.</p> <p>FY09 Data Appendix –sample:</p> <table border="1" data-bbox="1104 305 1814 605"> <thead> <tr> <th>Carver-Scott data</th> <th>FY 03</th> <th>FY04</th> <th>FY05</th> <th>FY06</th> <th>FY07</th> </tr> </thead> <tbody> <tr> <td>Total students participating in CTE student organizations</td> <td>1,331</td> <td>740</td> <td>739</td> <td>640</td> <td>946</td> </tr> <tr> <td>State Competitors</td> <td></td> <td>296</td> <td>243</td> <td>288</td> <td>326</td> </tr> <tr> <td>Nat'l Competitors</td> <td></td> <td>53</td> <td>54</td> <td>61</td> <td>62</td> </tr> <tr> <td>Number of CTE student organizations available</td> <td>12</td> <td>12</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	Carver-Scott data	FY 03	FY04	FY05	FY06	FY07	Total students participating in CTE student organizations	1,331	740	739	640	946	State Competitors		296	243	288	326	Nat'l Competitors		53	54	61	62	Number of CTE student organizations available	12	12	13	13	13	<p>SWM \$28,000</p> <p>NCC \$6,000</p>
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<p>2-6. Ensure programs are utilizing technology and equipment that is current with industry standards.</p>	<p>2-6-1. Upgrade or purchase industry-standard software and/or equipment within parameters of budget and in accordance with approved consortia plan. Document equipment supporting POS.</p>	<p>FY 2009 Outcome Target: Equipment requests are considered, approved & met in accordance with plan objectives and POS. Create required secondary database of approved equipment for 15 districts.</p>	<p>SWM \$59,885.74</p> <p>NCC \$40,000</p>																														
<p>List the required and permissible activities addressed above. Required: 3 Permissible: 1, 3, 5, 7, 8, 13, 18, 19, 20</p>																																	

Carver-Scott data	FY03-04 Business / Industry Partners	FY04-05 Business/ Industry Partners	FY05-06 Business/ Industry Partners	FY06-07 Business/ Industry Partners	FY03-04 Bus. Rep. on Advisory Committees	FY04-05 Bus. Rep. on Advisory Committees	FY05-06 Bus. Rep. on Advisory Committees	FY06-07 Bus. Rep. on Advisory Committees	FY03-04 Students part. in WBL	FY04-05 Students part. in WBL	FY05-06 Students part. in WBL	FY06-07 Students part. in WBL	FY03-04 Businesses providing resources to classrooms	FY04-05 Businesses providing resources to classrooms	FY05-06 Businesses providing resources to classrooms	FY06-07 Businesses providing resources to classrooms
CS Consortia	556	579	392	417	116	87	108	99	1,181	1,432	2,396	3,088	252	216	260	417
Belle Plaine	6	6	10	39	16	12	6	5	10	127	23	61	6	4	6	39
Chaska	15	15	25	51	17	19	25	11	318	500	943	1001	32	32	54	51
Carver-Scott	450	460	113	16	37	19	28	31	352	300	167	229	27	29	55	16
Jordan	0	0	0	0	0	0	0	0	25	10	9	5	5	5	0	0
New Prague			16	23			20	20		0	490	800			7	23
Norwood	21	20	11	11	21	12	4	5	50	184	130	285	21	6	22	11
Prior Lake	42	55	55	60	0	0	0	0	58	18	81	81	3	30	30	60
Shakopee	7	7	97	81	7	7	13	21	48	41	74	158	98	98	43	81
Waconia	5	4	36	112	3	1	2	1	200	100	299	332	55	5	6	112
Watertown	10	12	29	24	15	17	10	5	120	152	180	136	5	7	37	24

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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 15 secondary and one post-secondary member districts will continue with best practices identified in Perkins III. Carl Perkins Core Indicator data from the individual member districts and the Southwest Metro consortium will be used to identify strengths and challenges. Data for the new Southwest Metro consortium will need to be developed.																																																	
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective																																														
3-1. Develop and implement accommodations and support services and career and educational planning resources to guide career choices for special populations (including individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and students identified as at risk for dropping out of secondary or post-secondary school) and students in courses non-traditional for their gender.	<p>3-1-1. Provide resources and/or training to instructors of special population students to improve access to equitable career guidance, exploration, contextual learning and work-based learning experiences that meet their specific needs.</p> <p>3-1-2. Coordinate with programs that serve special populations to create a network of identified resources and services. Establish instructor/counselor meetings for the use of student data, resources and services to the extent of appropriate privacy constraints.</p> <p>3-1-3. Provide college readiness testing assessment to students from special populations. Document college readiness assessments given and use of testing data.</p> <p>3-1-4. Promote staff and student attendance at non-traditional/gender equity career seminars, training, etc.</p> <p>3-1-5. Review and evaluate all regional and district promotional materials for gender and cultural equity.</p> <p>3.1.6. Offer "A Day at College" so that special education students understand what is needed to be ready for the post-secondary level and are comfortable with the environment.</p> <p>3-1-7. Develop consortia baseline for special pop numbers and WBL.</p>	<p>FY 2009 Outcome Target: Percentage and number of secondary and post-secondary CTE students who successfully complete courses and programs.</p> <p>10 instructors will attend sustained professional development activities related to special populations.</p> <p>Expand the series of professional development activities for Special Education teachers on the topic of Transition, to 3 new districts.</p> <p>Instructor participation in staff development activities related to POS will increase by 10.</p> <p>FY09 Data Appendix –sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Carver-Scott</th> <th style="text-align: center;">FY02</th> <th style="text-align: center;">FY03</th> <th style="text-align: center;">FY04</th> <th style="text-align: center;">FY05</th> <th style="text-align: center;">FY06</th> <th style="text-align: center;">FY07</th> </tr> </thead> <tbody> <tr> <td>Number of special pop. students receiving credit in CTE</td> <td style="text-align: center;">1,308</td> <td style="text-align: center;">1,244</td> <td style="text-align: center;">1,739</td> <td style="text-align: center;">1,896</td> <td style="text-align: center;">2,668</td> <td style="text-align: center;">3,325</td> </tr> <tr> <td>Number of special pop. students obtaining work experience opportunities</td> <td></td> <td></td> <td style="text-align: center;">390</td> <td style="text-align: center;">517</td> <td style="text-align: center;">530</td> <td style="text-align: center;">243</td> </tr> <tr> <td>Total students enrolled in CTE</td> <td style="text-align: center;">4,858</td> <td style="text-align: center;">5,901</td> <td style="text-align: center;">5,937</td> <td style="text-align: center;">3,847 Data incorrect</td> <td style="text-align: center;">5,710</td> <td style="text-align: center;">6,504</td> </tr> </tbody> </table> <p>FY 2009 Outcome Target: Course enrollment and completion rates for students in courses non-traditional for their gender will increase each year.</p> <p>FY09 Data Appendix –sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Carver-Scott</th> <th style="text-align: center;">FY03</th> <th style="text-align: center;">FY04</th> <th style="text-align: center;">FY05</th> <th style="text-align: center;">FY06</th> <th style="text-align: center;">FY07</th> </tr> </thead> <tbody> <tr> <td>Number of non-traditional students receiving credit in CTE</td> <td style="text-align: center;">163</td> <td style="text-align: center;">543</td> <td style="text-align: center;">816</td> <td style="text-align: center;">640</td> <td style="text-align: center;">1,937</td> </tr> <tr> <td>Total students enrolled in CTE</td> <td style="text-align: center;">5,901</td> <td style="text-align: center;">5,937</td> <td style="text-align: center;">3,847 Data incorrect</td> <td style="text-align: center;">5,710</td> <td style="text-align: center;">6,504</td> </tr> </tbody> </table>	Carver-Scott	FY02	FY03	FY04	FY05	FY06	FY07	Number of special pop. students receiving credit in CTE	1,308	1,244	1,739	1,896	2,668	3,325	Number of special pop. students obtaining work experience opportunities			390	517	530	243	Total students enrolled in CTE	4,858	5,901	5,937	3,847 Data incorrect	5,710	6,504	Carver-Scott	FY03	FY04	FY05	FY06	FY07	Number of non-traditional students receiving credit in CTE	163	543	816	640	1,937	Total students enrolled in CTE	5,901	5,937	3,847 Data incorrect	5,710	6,504	<p>SWM \$16,463.40</p> <p>NCC \$8,000</p>
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List the required and permissible activities addressed above.

Required: 6, 9

Permissible: 2, 3, 4, 6, 7, 8, 10, 15, 17, 19, 20

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:

- o 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?
- o 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.

4. Provide a continuum of service provision for enabling student transitions			
<p>Plan Narrative: This consortia along with any interested other consortia will meet to ensure student success using the Minnesota Career Fields, Clusters and Pathways framework. The Southwest Metro Consortium will develop a sequential continuum of service and link services collaboratively at the secondary and post-secondary levels. This will provide a new structure to 15 secondary districts and a post-secondary institution to provide students with the support they need to achieve success at each level and clear processes to transition between institutions. Strong relationships will need to be built within the new consortium structure and their staffs to easily share POS information and leaning, and to carry out the goals and strategies of this plan. FY09 collaborative data will be created.</p>			
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective

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

<p>4-1. Ensure student success through smooth transitions within their chosen career pathway.</p>	<p>4-1-1. Facilitate opportunities within and among consortia for successful student transitions. 4-1-2. Evaluate entry and exit points to determine ease of transitions for students.</p>	<p>FY 2009 Outcome Target: Normandale will discuss opportunities in at least 4 of the following clusters with 2 other consortia: Business/Marketing, Health Sciences, Manufacturing, Engineering, Hospitality/Tourism, Criminal Justice/Law Enforcement, and Education, providing opportunities for all students to enter and exit within POS and MN institutions.</p> <p>Opportunities for transitions in areas outside of consortia will be actively sought. with 2 other consortia.</p>	<p>SWM \$2,000</p> <p>NCC \$20,000</p>																																																																																				
<p>4-2. Provide students with seamless transitions from secondary to post-secondary through the use of programs of study, TP college credit, articulated credit, concurrent enrollment, College in the Schools, etc.</p>	<p>4-2-1. Inventory and maintain existing articulation agreements. 4-2-2. Develop new articulation agreements. 4-2-3. Participate in regional articulation projects. Develop meeting structure to discuss concurrent enrollment, College in the Schools, PSEO and articulation agreements with other metro consortia.</p> <p>4-2-4. Continue looking at concurrent enrollment models (concurrent enrollment is generic while College in the Schools is specific to the U of M) for career and technical students. 4-2-5 High school students understand their options for earning college credit.</p>	<p>FY 2009 Outcome Target: Collaborate and develop process for inclusion with St. Cloud Technical College/South Regional articulation system.</p> <p>See Goal 1 Measures for POS.</p> <p>3 new articulation/concurrent enrollment agreements are signed within the consortium.</p> <p>Opportunities for earning college credit in CTE areas is included in four '09-'10 high school Course Registration Guides.</p> <p>FY09 Data Appendix –sample:</p> <table border="1" data-bbox="987 685 1801 1237"> <thead> <tr> <th>Carver-Scott data</th> <th>FY04-05 Articulated Courses</th> <th>FY05-06 Articulated Courses</th> <th>FY06-07 Articulated Courses</th> <th>FY04-05 Student earning TPCC</th> <th>FY05-06 Student earning TPCC</th> <th>FY06-07 Student earning TPCC</th> </tr> </thead> <tbody> <tr> <td>Consortia</td> <td>68</td> <td>82</td> <td>76</td> <td>369</td> <td>302</td> <td>394</td> </tr> <tr> <td>Belle Plaine</td> <td>2</td> <td>4</td> <td>4</td> <td>6</td> <td>0</td> <td>5</td> </tr> <tr> <td>Chaska</td> <td>3</td> <td>5</td> <td>5</td> <td>128</td> <td>0</td> <td>49</td> </tr> <tr> <td>CSEC</td> <td>8</td> <td>10</td> <td>30</td> <td>80</td> <td>139</td> <td>68</td> </tr> <tr> <td>Jordan</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>New Prague</td> <td>0</td> <td>2</td> <td>2</td> <td>0</td> <td>10</td> <td>33</td> </tr> <tr> <td>Norwood</td> <td>1</td> <td>2</td> <td>4</td> <td>50</td> <td>26</td> <td>0</td> </tr> <tr> <td>Prior Lake</td> <td>33</td> <td>33</td> <td>4</td> <td>23</td> <td>17</td> <td>0</td> </tr> <tr> <td>Shakopee</td> <td>10</td> <td>11</td> <td>11</td> <td>4</td> <td>32</td> <td>6</td> </tr> <tr> <td>Waconia</td> <td>8</td> <td>11</td> <td>11</td> <td>45</td> <td>14</td> <td>187</td> </tr> <tr> <td>Watertown</td> <td>3</td> <td>4</td> <td>4</td> <td>33</td> <td>64</td> <td>46</td> </tr> </tbody> </table>	Carver-Scott data	FY04-05 Articulated Courses	FY05-06 Articulated Courses	FY06-07 Articulated Courses	FY04-05 Student earning TPCC	FY05-06 Student earning TPCC	FY06-07 Student earning TPCC	Consortia	68	82	76	369	302	394	Belle Plaine	2	4	4	6	0	5	Chaska	3	5	5	128	0	49	CSEC	8	10	30	80	139	68	Jordan	0	0	1	0	0	0	New Prague	0	2	2	0	10	33	Norwood	1	2	4	50	26	0	Prior Lake	33	33	4	23	17	0	Shakopee	10	11	11	4	32	6	Waconia	8	11	11	45	14	187	Watertown	3	4	4	33	64	46	<p>SWM \$7,847.50</p>
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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
 - ī. 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?
 - īī. How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
 - īīī. 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
 - ī. How will you assure that all partners will collaborate in, contribute towards, and be accountable for, achieving student success?
 - īī. How will continuum of service provision (CSP) be put in practice to achieve program success within the consortium?
- Sustaining the Consortium
 - ī. How will you promote the vision for career and technical education within your region?
 - īī. How will you support and foster relationships among consortium members?
 - īīī. What leadership structure will exist for meeting the goals of your new consortium?
 - īīīī. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
 - īīīīī. 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 15 secondary and one post-secondary members, will engage in discussion through meetings, electronic communication and consortia coordinator(s) representation at meetings. All districts will be informed of discussions occurring at all meetings held, regarding consortia. Meeting agendas will be developed to include: existing best practices within the consortia, challenges of current structure, geographic locations, articulation and collaboration with other consortia. FY09 collaborative data will be created.			
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective
5-1. Continue to work within the new consortium to determine the best structure for operations.	5-1-1. Continue regular strategy meetings with partners. 5-1-2. Broaden network of informed participants (i.e. instructors, counselors, administrators) to promote career and technical activities in the consortium and ensure quality programming. 5-1-3. Develop processes and communication systems within the new consortium.	FY 2009 Outcome Target: Continue to modify structure to ensure workability. The consortium leadership will meet a minimum of 8 times. Document meetings through attendance and minutes.	SWM \$1,500
		Create Southwest Metro Perkins "Talking Points" to be used at various district and consortium meetings and distributed to instructors in career areas. Communication...communication...communication.	NCC \$5,000
5-2. Work collaboratively with other consortia to ensure effective use of resources and to utilize voice within the state to ensure continuance of career and technical program availability for students.	5-2-1. Maintain attendance at state, national and professional organization meetings.	FY 2009 Outcome Target: Ensure representation of consortia (Secondary and Post-Secondary) at all state meetings as well as professional career and technical organization meetings (i.e. MACTA). Gather strategy specific attendance data.	SWM \$45,909+ \$28,273.04 (Reserve – 5%) NCC \$55,000
List the required and permissible activities addressed above. Required: 4, 5, 6, 7, 8, 10 Permissible: 10, 19, 20			

APPENDIX – CORE DATA FOR CONSORTIA

Minnesota Secondary Data FY2005-6 Minnesota Secondary Data FY2006-7													
#	Type	District Name	Consortia Name	Males	Females	Total	Academic	MCA Reading	MCA	Skills	Completion	NT Participation	NT Completion
							1S1	10	Math 11	1S2	2S1	4S1	4S2
271	1	Bloomington	West Suburban	1,508	1,423	2,931	16.22%	73.06%	68.72%	97.07%	72.96%	19.44%	12.07%
271	1	Bloomington	West Suburban	1,894	1,707	3601	88.18%	87.65%	46.10%	94.58%	48.16%	40.84%	38.31%
273	1	Edina	West Suburban	886	864	1,750	10.71%	82.86%	81.25%	99.14%	90.89%	20.34%	16.67%
273	1	Edina	West Suburban	1,006	922	1928	96.99%	94.13%	50.09%	97.82%	79.37%	30.77%	54.55%
277	1	Westtonka / Mound	West Suburban	355	290	645	12.96%	70.83%	68.98%	96.27%	84.72%	37.67%	27.78%
277	1	Westtonka/ Mound	West Suburban	274	216	490	81.97%	64.00%	44.12%	93.87%	28.38%	42.08%	7.69%
278	1	Orono	West Suburban	311	302	613	4.42%	82.32%	84.53%	98.69%	92.27%	18.18%	11.11%
278	1	Orono	West Suburban	372	354	726	96.06%	92.23%	57.22%	95.45%	85.84%	46.46%	52.17%
280	1	Richfield	West Suburban	662	604	1,266	22.73%	48.74%	44.95%	95.89%	54.80%	27.43%	4.35%
280	1	Richfield	West Suburban	786	706	1492	77.48%	69.97%	17.32%	93.70%	43.46%	48.15%	67.24%
108	1	Norwood	CSEC	96	73	169	8.51%	61.70%	42.55%	71.01%	95.74%	0.00%	0.00%
108	1	Norwood	CSEC	121	54	175	88.57%	76.67%	21.21%	76.57%	76.57%	15.63%	0.00%
110	1	Waconia	CSEC	327	223	550	12.86%	78.57%	82.14%	88.55%	91.43%	53.36%	54.12%
110	1	Waconia	CSEC	363	249	612	98.73%	86.75%	37.28%	87.23%	87.23%	58.74%	55.65%
111	1	Watertown- Mayer	CSEC	202	198	400	17.24%	80.17%	72.41%	98.50%	90.52%	66.02%	66.67%
111	1	Watertown- Mayer	CSEC	254	205	459	95.12%	94.55%	44.44%	96.51%	96.51%	67.23%	67.02%
112	1	Chaska	CSEC	870	722	1,592	12.16%	82.60%	75.68%	83.61%	89.31%	45.45%	55.71%
112	1	Chaska	CSEC	995	788	1783	93.93%	88.75%	28.91%	86.82%	88.82%	51.48%	61.11%
716	1	Belle Plaine	CSEC	161	104	265	7.95%	71.59%	52.27%	99.62%	88.64%	44.91%	43.86%
716	1	Belle Plaine	CSEC	211	154	365	89.57%	70.69%	21.62%	96.15%	96.15%	42.04%	39.76%
717	1	Jordan	CSEC	74	31	105	20.63%	63.49%	55.56%	83.81%	85.71%	15.87%	19.23%
717	1	Jordan	CSEC	51	40	91	97.01%	76.27%	23.33%	93.41%	93.41%	9.84%	7.69%
719	1	Prior Lake- Savage	CSEC	607	464	1,071	15.33%	70.07%	64.96%	82.26%	90.15%	40.53%	45.99%
719	1	Prior Lake- Savage	CSEC	686	458	1144	88.37%	53.33%	30.43%	78.15%	78.15%	41.95%	58.33%
720	1	Shakopee	CSEC	625	594	1,219	19.79%	59.89%	63.06%	97.46%	69.39%	15.69%	10.61%
720	1	Shakopee	CSEC	755	686	1441	91%	83%	34%	96%	0.9598	0.1547	9.09%
721	1	New Prague	CSEC	124	98	222	10.71%	71.43%	70.24%	77.03%	96.43%	12.87%	18.18%
721	1	New Prague	CSEC	156	112	268	97.98%	94.00%	34.80%	90.67%	90.67%	32.52%	37.04%
930	53	Carver-Scott	CSEC	143	173	316	32.89%	25.00%	25.66%	86.71%	31.58%	18.75%	4.76%
930	53	Carver-Scott	CSEC	195	202	397	74.29%	52.83%	19.01%	83.38%	32.98%	17.48%	24.24%
2006		State Negotiated Performance					80.21%	N/A	N/A	70.97%	82.72%	34.48%	33.92%
		State Actual Performance					90.59%	65.00%	30.00%	89.71%	79.01%	45.53%	47.05%

	State Score	112.90%	**	**	126.41%	95.51%	132.05%	138.71%
		* MDE has phased out the Basic Requirements Testing for 8th grade Reading and Mathematics. BST Testing was taken only by a limited number of students and cannot be reported due to low participation.						
2007	State Negotiated Targets	86.08%	62.00%	32.00%	88.46%	72.86%	39.52%	36.62%
	State Performance	87.54%	79.71%	29.46%	86.33%	69.06%	46.79%	48.13%
	State Score	101.70%	128.56%	92.06%	97.59%	94.78%	118.40%	131.43%

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	The 15 secondary member districts and their college partner(s) will continue to identify career pathways models for their districts, work with MDE and MnSCU on developing Programs of Study, and continue to identify technical skill attainment models. Professional development will focus on communicating the Perkins IV model through the 09 Perkins plan. Best practice will be drawn from Goals 1,2,4 (Perkins III) and Goals 1,2 (Tech Prep III). Carl Perkins Core Indicator data from the member districts and the Southwest Metro Consortium will be used to identify strengths and challenges.	\$105,425.00	\$60,000.00	\$165,425.00
Employer, Community and Education Partnerships	The 15 secondary member districts and their college partner(s) will continue to work from the successes of Goals 2,8 (Perkins III) and Goal 4 (Tech Prep III). Attention will be paid to Advisory Committee best practices with added emphasis on specific data collection from Advisory Committee meetings. Data specific to member district's participation in their community organizations will be collected.	\$142,885.74	\$50,000.00	192,885.74
Service to Special Populations	The 15 secondary member districts and their college partner(s) will continue with best practices identified in Goals 9,10,11 (Perkins III). Carl Perkins Core Indicator data from the member districts and the Southwest Metro Consortium will be used to identify strengths and challenges.	\$16,463.40	\$8000.00	\$24,463.40
Continuum of Service Provision (Brokering)	The 15 secondary member districts and their college partner(s), will engage in discussion through meetings, electronic communication and consortium coordinator representation at designated meetings to facilitate student transitions.	\$9,847.50	\$12,000.16	\$21,847.66
Sustaining the New Consortium	The 15 secondary member districts and their college partner(s), will engage in discussion through meetings, electronic communication and consortium coordinator representation at designated meetings. All districts will be informed of discussions occurring at all meetings held, regarding career and technical education. Meeting agendas will be developed to include: existing best practices within the consortium, challenges of current structure, geographic locations, articulation and collaboration with other consortium.	\$47,409.00 + reserve \$28,273.04 - 5%	\$60,000.00	\$107,409.00 + reserve \$28,273.04 - 5%
Total All Goals		\$322,030.64 + reserve \$28,273.04 - 5%	\$190,000.16	\$512,030.80 + reserve \$28,273.04 - 5%

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	105,425.00		105,425.00
2	Employer, Community and Education Partnerships	55,000.00	87,885.74	142,885.74
3	Service to Special Populations	16,463.40		16,463.40
4	Continuum of Service Provision (Brokering)	9,847.50		9,847.50
5	Sustaining the New Consortium	47,409.00 28,273.04 Reserve		47,409.00 28,273.04 Reserve
Subtotals for each column		234,144.90 28,273.04 Reserve	87,885.74	322,030.64 28,273.04 Reserve
Administration not to exceed 5%				18,437.03
Total Perkins Secondary Budget		\$234,144.90 28,273.04 Reserve	\$87,885.74	\$368,740.71

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			50%	\$45,000
2. Perkins Grant Collaboration with WorkForce Centers for FY2009				
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers				
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers				
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]				\$

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	Permissibl e Activities	Total Budget
1	Programs of Study	\$60,000.00		\$60,000.00
2	Employer, Community and Education Partnerships	\$4,000.00	\$46,000.00	\$50,000.00
3	Service to Special Populations	\$8,000.00		\$8,000.00
4	Continuum of Service Provision (Brokering)	12,000.16		\$12,000.16
5	Sustaining the New Consortium	\$60,000.00		\$60,000.00
Subtotals for each column		\$144,000.16	\$46,000.00	\$190,000.16
Administration not to exceed 5%				\$10,000.00
Total Perkins Postsecondary Budget		\$144,000.16	\$46,000.00	\$200,000.16

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	50%	\$45,000
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$0
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$2,500
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$2,500