

**Carl D. Perkins Vocational-Technical Education Act of 1998  
Local Plan for Career and Technical Education  
Five-Year Plan 1999-2005**

**Goal 1                    Integration of Academic and Technical Education**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>Expand general education curriculum to include Goals 1-10 of the Minnesota Transfer Curriculum: Written and Oral Communication, Critical Thinking, Natural Sciences, Mathematics/Symbolic Systems, History and the Social and Behavioral Sciences, Humanities, Human Diversity, Global Perspectives, Ethical and Civic Responsibility, People and the Environment.</p>	<p>Develop proposals for new course offerings; select courses for inclusion and integration into existing catalog of courses; hire qualified staff to teach newly established general education courses.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Maintain the number of transfer-level credits awarded to 6,000 (not including Computer Literacy goal)</li> <li>• Maintain program completion rate of 34% (current level) for concentrators within diploma and increase to 26% (current 24.49%) for A.A.S. degree programs (General Education component required for all programs of significant length).</li> <li>• Student Satisfaction with General Education rating of 4.2 on a 5.0 scale.</li> <li>• Offer courses in Humanities and Ethical &amp; Civic Responsibility.</li> </ul> <p align="center"><b>FY 2005 Outcomes</b></p> <ul style="list-style-type: none"> <li>• DCTC awarded 11,625 transfer-level general education credits.</li> <li>• Achieved a program completion rate of 37.83% (864 of 2284) for concentrators within diploma and degree programs. Of those, 24% completed AAS degrees and 32.8% completed diplomas.</li> </ul>	<p>College Funds</p>	<p>College Funds</p>

		<ul style="list-style-type: none"><li>• Student satisfaction with General Education not currently rated on ACT survey. Overall satisfaction of students with the quality of instruction at DCTC is 4.31 on a 5.0 scale.</li><li>• 45 students enrolled in new courses offered in Humanities, Greek Mythology and Ethics.</li></ul>		
--	--	--	--	--

**Goal 2**

**Experience in and Understanding of all Aspects of the Industry**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>Assure that all occupational training programs provide students with the experience and understanding of all aspects of industry as an integral part of the curriculum</p>	<p>Continue to review all occupational training programs on a three-year schedule as specified and required by the College’s Continuous Improvement Program Plan. Assure that programs maintain or improve work-based learning experiences, global and international connections. Monitor and follow-up on all program improvement strategies</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>100% of occupational training programs complete the Program Review Process including analysis of this activity.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>100% of occupational/technical programs have completed the Program Review process. The three-year cycle began again this year.</li> </ul>	<p>College Funds</p>	<p>College Funds</p>
<p>Develop and offer courses that will meet Goal 8, Global Perspectives, of the Minnesota Transfer Curriculum.</p>	<p>Completed development of “Social Issues in a Changing World” course. Hire faculty to teach this course. Continue to offer course as part of the General Education curriculum.</p> <p>Submit other courses for Goal 8 as part of DCTC general education</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>150 credits awarded for a course or courses that fulfill the Global Perspectives goal for the Minnesota Transfer Curriculum.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>360 credits were awarded for courses designated Global Perspectives in the Minnesota Transfer Curriculum</li> </ul>		

**Goal 3**

**Technology in Vocational-Technical Education**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>Provide ongoing training to assist faculty and staff in improving their technology expertise.</p>	<p>Coordinate a college-wide mentoring system. Provide faculty and staff with training in Microsoft Suite products, current e-mail, Intranet, and program specific software. Continue to provide opportunities for faculty and staff to demonstrate and/or explain assignments or strategies for expanding students' use of technology. Organize interest groups for faculty and staff to learn various hardware and software. Provide a flex lab setting in the Instructional Technology Center for faculty and staff to learn various software applications. Develop advanced opportunities on leading edge technologies for faculty and staff.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Summative evaluation of operational status indicates that projects are "Completed."</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Summative evaluation of operation status indicates that projects are "On Target." Significant increase in the use of the online platform, D2L, during this year resulting in nearly 150 courses online or online-enhanced. Faculty and staff participate in a now annual training and discussion on the effective use of technology in the classroom. Participation is increasing—35 in 2004 to 50 in 2005. Additional tools were added to enhance the effectiveness of online learning (i.e. Breeze).</li> </ul>	<p>\$45,000</p>	<p>\$43,800</p>
<p>Establish leading edge technology policies, procedures,</p>	<p>Maintain standard software applications. Expand and maintain college-wide intranet. Maintain an internet presence.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Summative evaluation of operational status indicates</li> </ul>		

<p>and infrastructure.</p>	<p>Establish a scaleable, high bandwidth infrastructure within DCTC to support the added demand for network resources. Provide in-house high performance internet connections to all teaching and learning, and administrative support areas to enable access to primary services. Provide electrical connections to all teaching and learning, and administrative support areas to enable users to access primary services. Provide authorized faculty, staff and students with a World Wide Web presence. Maintain a technology asset management plan for instructional labs which will upgrade and replace computer hardware and software on a three-year rotation basis. Establish and maintain a software library. Provide each full-time faculty and staff person with desktop or notebook computer including standardized office productivity software on a three-year rotation replacement basis.</p>	<p>that projects are “Completed.”</p> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>Summative evaluation of operational status indicates that projects are “On Target”—and are never really “complete.” Technology needs are constantly changing. Review of and implementation of the Technology Master Plan continues as new tools are recognized. Labs were upgraded and new software was added to accommodate expanded learning opportunities (MS Project).</li> </ul>		
<p>Incorporate computer literacy into all technical training programs of significant length.</p>	<p>Maintenance and continued improvement of Computer Literacy course offerings that meet the requirements of transferable credit.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>Maintain 2800 (current level) transfer level credits awarded for Computer Literacy.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>2895 transfer level credits awarded for Computer Literacy.</li> </ul>		

**Goal 4 Professional Development**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>To Identify the primary training needs and enhance the utilization of available training opportunities for DCTC administrators, faculty and staff.</p> <p>Maintain high quality of faculty advising for retention of students.</p>	<p>Professional development funds are available to all faculty. Enhance cost efficiency through the preparation of professional development plans that leverage resources available through employee reimbursement program.</p> <p>Advising Steering Committee continues to provide advising training to new faculty and information for current faculty.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• 100% of faculty have professional development funds available.</li> <li>• Annual advising training for new and returning faculty.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• 96 credits awarded to employees of DCTC as part of professional development plans. Many training opportunities for professional development take the form of seminars and are not credit-bearing. Several faculty are taking advantage of summer internship opportunities which do not bear credit but provide significant professional development.</li> <li>• Faculty received advising training. This could become part of a New Faculty Institute that is in developmental stages.</li> </ul>	<p>College Funds</p>	<p>College Funds</p>

**Goal 5**

**Evaluation of Vocational-Technical Education Programs**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>Maintain the DCTC Assessment of Student Learning Program.</p>	<p>Working through the DCTC Assessment Committee, review, analyze and document current assessment of student learning that is taking place in certificate, diploma, and degree programs. Provide ongoing training and feedback to improve the range and effectiveness of assessment tools. Prepare comprehensive report and self-analysis on the Role of Assessment in Student Learning.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Formative Evaluation completed by DCTC Assessment Committee.</li> <li>• Student Learning plans reviewed and updated.</li> </ul> <p style="text-align: center;"><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Formative and summative evaluation completed by DCTC Assessment of Student Learning Committee.</li> <li>• Assessment Committee worked with new faculty and new programs to develop matrix overview of student learning in the program.</li> </ul>	<p>College Funds</p>	<p>College Funds</p>
<p>Implement methods for evaluating key aspects of the College mission.</p>	<p>Institutional Effectiveness Committee (IEC) will generate quantitative indicators in order to evaluate how effectively the institution is carrying out key aspects of the College mission. Continue to develop new indicators, measures, and assessment tools as required.</p>	<p><b>FY 2005 Outcome Target:</b></p> <p>Indicators show improvement in the following areas:</p> <ul style="list-style-type: none"> <li>• Technical education that meets employment needs.</li> <li>• General Education which enables students to succeed.</li> <li>• Developmental Education that prepared individuals to succeed at the collegiate-level.</li> <li>• Learning resources and support services available to promote student</li> </ul>		

		<p>success.</p> <ul style="list-style-type: none"> <li>• Customized Training and technical assistance for business and industry.</li> <li>• Partnerships with business and industry to strengthen and expand educational opportunities.</li> </ul> <p style="text-align: center;"><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Technical education meets employment needs. An A.S. degree was approved in Business. Biomedical Equipment Repair and Nanoscience Technology ran as new programs.</li> <li>• General Education continues to grow adding four new courses in a variety of areas.</li> <li>• Developmental Education prepares individuals to succeed at the collegiate-level. A study of the success rates of students who took developmental English when they then went to college-level English was continued to evaluate the efficacy of the current CPT cut scores. Math was specifically reviewed to make better recommendations to students and faculty as to progression in math.</li> <li>• Learning resources and support services available to promote student success. A mathematics lab was created to assist students studying all levels of math.</li> </ul>		
--	--	--	--	--

**Goal 6**

**Continuous Program Improvement for Vocational Technical Education Programs**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>Continuous quality improvement in all technical training programs.</p>	<p>Each technical education training program will be required to complete an annual program review involving the following indicators: need for program, Institutional support, Quality of Teaching and Learning, Student Retention and Satisfaction. Review results are shared with college administration, advisory committees, and external stakeholders. In cases where evaluation identifies specific areas for improvement, programs are responsible for development and implementation of three-year plans. Implementation of plans are assured through administration focus visits and/or closure decisions.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Program reviews completed for all certificate, diploma, and degree programs. Qualitative and quantitative indicators in six separate indicator areas are maintained or improved</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Program review completed for all certificate, diploma and degree programs. Qualitative and quantitative indicators in six separate indicator areas are maintained or improved.</li> </ul>	<p>College Funds</p>	<p>College Funds</p>

**Goal 7**

**Effectiveness of Services and Activities**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>Implement student tracking system for developmental education program.</p>	<p>Coordinate efforts of Academic Affairs, Student Affairs, Technology and Learning Support Services departments to establish an integrated and automated system of tracking academically challenged student progress through developmental coursework and technically training programs.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Maintain completion rate of 39% (FY 02 rate) for students who complete developmental coursework and become concentrators in certificate, diploma and degree programs.</li> </ul> <p style="text-align: center;"><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Achieved a completion rate of 28.4% (114 of 401) for students who completed developmental coursework and became concentrators in certificate, diploma and degree programs. This is a 1% increase over the previous year.</li> </ul>	<p>College Funds</p>	<p>College Funds</p>
<p>Implement methods of evaluating learning resources and support services provided to technical college students.</p>	<p>Institutional Effectiveness Committee (IEC) will generate quantitative indicators in order to assess the effectiveness of available learning resources and support services.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• ACT Student Opinion Survey of Student Satisfaction with Library and Learning Resources results in a rating of 4.2 on a 5.0 scale.</li> <li>• ACT Student Opinion Survey of Student Satisfaction with available support services results in a rating of 4.2 on a 5.0 scale.</li> <li>• ACT Student Opinion Survey of Student Satisfaction with tutoring services results in a rating of 4.25 on a 5.0 scale.</li> </ul>		

		<p style="text-align: center;"><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Satisfaction with Library and Learning Resources has resulted in an increase (from 3.96 to 3.98) but is not to the level we set as a goal. This is expected to continue to increase due to staffing changes and a remodeled library for Fall 2006.</li> <li>• Student Satisfaction with Support Services is 3.39 on a 5.0 scale.</li> <li>• Tutoring services also experienced an increase in satisfaction from a 3.70 the previous year to 3.88 during this cycle.</li> </ul>		
--	--	---	--	--

**Goal 8 Broad-based Community Involvement**

Objective	Strategy	Measure	Projected Budget	Actual Budget
<p><b>Students</b> Continuous improvement to quality of student and supplemental services based on consultation and ongoing involvement with Student Services Advisory Committee.</p>	<p>Maintain diverse membership on Student Services Advisory Committee, including representatives from secondary institutions, MnSCU institutions, Department of Rehabilitation Services, workforce center partners, other community and service organizations. Provide update to this body on a semi-annual basis. Solicit feedback, advice and recommendations to resolve problems and improve quality of services.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Maintain program completion rate of 29% (current rate) for all program concentrators.</li> <li>• Overall Student Satisfaction with College Experience—4.2 on a 5.0 scale.</li> <li>• Student Satisfaction with Recreational and Intramural Programs and Services—4.2 on a 5.0 scale.</li> <li>• Student Satisfaction with College-Sponsored Social Activities—4.0 on a 5.0 scale.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Achieved a program completion rate of 37.83% (864 of 2284) for concentrators within diploma and degree programs.</li> <li>• Overall student Satisfaction has experienced a slight increase from 4.04 to its present rating at 4.08.</li> <li>• Recreational/Intramural programs also experienced an increase in satisfaction from 3.71 to 3.87.</li> <li>• Satisfaction with College-sponsored social activities has increased from 3.81 to 4.05—just exceeding the goal.</li> </ul>		

<p><b>As one of eight partner organizations, contribute to continued operation of local Workforce Centers.</b></p>	<p>As part of a cooperative job readiness effort, provide introductory computer training, career development, internet job search and resume writing to clients eligible for the Minnesota Family Investment Project (MFIP).</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Serve 200 clients.</li> </ul> <p style="text-align: center;"><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• The employment and Training Center served 601 MFIP clients and 340 other clients through various grants awarded them.</li> </ul>		
<p><b>As one of eight partner organizations, contribute to the continued operation of local Workforce Centers.</b></p>	<p>DCTC has partnered with Allina Medical Clinics, Fairview Health Services and Regina Medical Center to deliver the Healthcare Occupations Preparation (HOP) program. It is available to MFIP clients and helps clients explore and prepare for a healthcare career. The HOP program provides career development, shadowing and uses the healthcare core standards for the curriculum.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Certificates awarded to 24 participants</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Certificates were awarded to 46 participants of HOP. The HOP program will cease as of October 2005.</li> </ul>		

<p><b>Business &amp; Industry</b> Active Advisory Committees for all technical college programs.</p>	<p>College faculty work to assure active and well-attended advisory meetings for all certificate, diploma and degree programs. Solicit recommendations regarding current industry needs and standards, updating of curriculum, and program compatibility with local labor market demand.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>Survey distributed to Advisory Committee members on three-year cycle as indicated by Institutional Effectiveness Committee (IEC) to evaluate member activity.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>Since a statistically significant response rate is so difficult to achieve by survey, this area is being evaluated for continuation. All program areas meet at least 2 times per year with their advisory committees.</li> </ul>		
<p><b>Special Populations</b> Continuous improvement to quality of student and supplemental services based on consultation and ongoing involvement with Student Services Advisory Committee.</p>	<p>Maintain diverse membership on Student Services Advisory Committee, including representatives from secondary institutions, MnSCU institutions, Department of Rehabilitation Services, workforce center partners, other community and service organizations. Provide update to this body on a semi-annual basis. Solicit feedback, advice and recommendations to resolve problems and improve quality of services.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>Increase program completion rate by just over 1% to 12% (FY 02 10.91%) for special population students requesting accommodations and/or supplemental support services.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>Completion rate for special population students requesting accommodations is at 22% (32 of 144).</li> </ul>		

**Goal 9**

**Special Population Learner Accommodations and Support Services**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>Assure access to occupational and technical college training programs and effective utilization of available resources.</p>	<p>Continue support service plans for special population learners who request accommodations and/or academic support. Conduct needs assessment and identify potential barriers to program access. Consult with other service providers in the preparation of integrated plans. Provide tutoring and other forms of academic support to special population learners.</p> <p>Offer Math Lab and Writing Center.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Increase program completion rate for aggregate special population students who become concentrators within certificate, diploma and degree programs by at least 1% to 20%--with ultimate goal of state level 22%.</li> <li>• Maintain Student Satisfaction with Support Services rating of 4.0 on a 5.0 scale.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Program completion rate for aggregate special population students who become concentrators within certificate, diploma and degree programs is at 40% (72 of 180).</li> <li>• Student Satisfaction with Support Services is 3.39.</li> </ul>	<p>\$180,630</p>	<p>\$164,430</p>
<p>Increase access of ESL students to vocational programs.</p>	<p>Conduct a three-week summer school ESL program designed to foster readiness for more advanced ESL course offerings during the academic year.</p> <p>Offer ESL language practice lab.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Provide three-week training seminar for 20 students; 65% of summer school participants will achieve CELSA test score requirement to enroll in ESL program during subsequent school year.</li> </ul> <p><b>FY 2005 Outcome</b></p>		

		<ul style="list-style-type: none"><li>• Twenty-six students enrolled in the summer courses. Of the students who tested, 81% were eligible to enroll in the fall term and 8 actually enrolled.</li></ul>		
--	--	---	--	--

**Goal 10 Full Participation of Special Population Learners**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>Increase participation and retention of special population learners.</p> <p>Increase participation and retention of academically disadvantaged learners.</p> <p>Increase participation and retention of students with documented disabilities.</p>	<p>Provide timely response to all requests for accommodations and/or academic support. Provide developmental level instruction, tutoring and other forms of academic support. Provided resource referral services to students with transportation, childcare, or other barriers.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>Increase program completion rate for aggregate special population students who become concentrators within certificate, diploma and degree programs by at least 1% to 20%--with ultimate goal of state level 22%.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>Program completion rate for aggregate special population students who become concentrators within certificate, diploma and degree programs is at 40% (72 of 180).</li> </ul>	<p>\$43,000</p>	<p>\$44,400</p>
<p>Increase participation and retention of s students enrolled in the ESL program, international students, and others with a culturally diverse background.</p>	<p>Maintain a Multi-Cultural Advisor/Recruiter responsible for communication with ESL students, assessment, academic advising, and support services. Provide information and referral services; resolve barriers to retention and graduation.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>Maintain program completion rate of 35% for ESL students who become concentrators within certificate, diploma and degree programs.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>The program completion rate for ESL students is 32% (10 of 31). The number of ESL participants and, therefore, the number of ESL completers has dropped significantly. Many students are</li> </ul>		

		choosing not to pursue ESL training and electing to pursue the major directly. The trend is expected to change due to some staffing and curriculum changes at the college.		
--	--	--	--	--

**Goal 11 Preparation for Nontraditional Training and Employment**

<b>Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
<p>Resolve barriers to retention for students enrolled in non-traditional training programs.</p>	<p>Provide advising, information and referral services to non-traditional students through the counselors and Student Life.</p> <p>Maintain and update resource library consisting of print, videos and other resources relevant to the needs of students in non-traditional career training programs.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>Improve program completion rate from 13.22% to 15% which is 1.8% increase for students who become concentrators within programs that are non-traditional for their gender.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>Though not to the 15% goal, the completion rate has improved to 13.61% (106 of 779).</li> </ul>	<p>\$4000</p>	<p>\$3028</p>

## Goal 12 Collaboration

Objective	Strategy	Measure	Projected Budget	Actual Budget
Develop relationships and agreements that will increase enrollment of secondary students in technical and occupational training programs.	Build relationships to develop agreements with secondary institutions, partnerships and other organizations to promote and facilitate the transition of secondary students into occupational and technical training programs. Form relationships and linkages with appropriate organizations to promote and facilitate lifework planning and lifelong learning	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• 100 students receive credits through articulation agreements.</li> <li>• 750 credits generated through articulation agreements.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• 74 students received credits through articulation agreements.</li> <li>• 281 credits were generated through articulation agreements. This practice has been through the secondary center on campus and is rapidly decreasing in numbers of articulation credits produced. This may not be a good measure in the near future.</li> </ul>	\$45,000	\$42,200
Establish concurrent course offerings in Dakota County area high schools.	DCTC administration and high school representatives will develop plans and proposals for concurrent course offerings. DCTC committee to oversee the implementation of this project.	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• Six concurrent classes offered at Dakota County secondary institutions.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>• Six courses were offered in three school districts. Henry Sibley was added for 2005 and the foundation was laid for the addition of Randolph in 2006.</li> </ul>		
As one member of the Tech Prep partnership,	Plan, organized and conduct quarterly forum events for	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>• 100 counselors and career center</li> </ul>		

<p>assist in the development of policies and procedures that will sustain contextual learning experiences.</p>	<p>counselors and career center personnel of secondary institutions within Dakota County. Secure outside speakers and resources with a contextual learning emphasis</p>	<p>personnel participate in quarterly forums.</p> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>Over 30 counselors and career center personnel participated in each of the quarterly forums.</li> </ul>		
<p>Implement visitation and career exploration day for high school immigrant population.</p>	<p>Collaborate with high school partners in Dakota County to offer focused opportunity for immigrant population to explore technical career options.</p>	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>30 immigrant students from area high schools visit to explore careers.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>Significant staffing changes at the college prevented this event from occurring. However, contact with these students was made at their home institution.</li> </ul>		

## Permissible Activities

### Goal 19 Upgrading and Adapting Equipment

Objective	Strategy	Measure	Projected Budget	Actual Budget
Update and upgrade hardware and software as required in order to accommodate student requests for assistive technology (19).	Disability Services Advisor will meet with students requesting assistive technology. Reasonable accommodations will be provided in the case of documented disabilities.	<p><b>FY 2005 Outcome Target:</b></p> <ul style="list-style-type: none"> <li>Timely responses to all students requesting assistive technology.</li> </ul> <p><b>FY 2005 Outcome</b></p> <ul style="list-style-type: none"> <li>Students benefited from the following items that were obtained with these funds: books on tape, CPT companion tests in special formats, interpreter materials, compliance materials, cassette recorders, laptop, and pointers.</li> </ul>	\$3000	\$3000





# MnSCU/CFL CARL D. PERKINS LOCAL APPLICATION BUDGET

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES  
JULY 1, 2004 – JUNE 30, 2005

**DIRECTIONS & REMINDERS**

- / **Cost of all Perkins funded personnel must be split out between the designated activities (indicators 1 to 25) that your local application addresses. Keep in mind that only the first 12 indicators address the required activities that you must conduct.**
  
- / **Federal Carl D. Perkins cannot be used to supplant funds from other sources.**
  
- / **The Carl D. Perkins Education Act of 1998 requires that Personnel Activity Reports (PAR) to be filled out on all personnel funded by these federal dollars. PARs do not need to be sent to MnSCU/CFL, but do need to be kept and monitored at the local level.**
  
- / **Each eligible sub-recipient receiving funds under this Act shall not use more than five (5) percent of the funds for administrative costs associated with the administration of this law.**
  
- / **Identify in °A. that amount of total Perkins resources that were used in collaboration efforts with Workforce Centers. Identify in ⊗B. the estimate of other expenditures/in-kind contributions from your district/college toward workforce center activities.**

<b>PERKINS BUDGET SUMMARY FOR FY 2005</b>		
	<b>Projected</b>	<b>Actual</b>
← <b>Required activities budget:</b>	\$ <u>272,630</u>	\$217,678
<b>Activities 1-11)</b>		
↑ <b>Activity #12 budget:</b>		
(minimum of 10% of non-targeted dollars must be budgeted for #12)	\$ <u>45,000</u>	\$42,200
<b><u>TOTAL:</u></b>	\$ <u>317,630</u>	\$259,878
→ <b>Permissible activities budget:</b>	\$ <u>3,000</u>	\$3000
↓ <b>Administrative budget:</b>	\$ <u>-0-</u>	\$ -0-
<b><u>TOTAL FY 2005 Perkins BUDGET:</u></b>	\$ <u>320,630</u>	\$262,878

⊗A. Total Perkins resources used in Workforce Center Collaboration \$ 0

⊗B. Estimate of other expenditures/in-kind contributions from your district/college toward Workforce Center activities: \$ 10,000

**Total Workforce Center Collaboration and expenditures/in-kind contributions (⊗A. + ⊗B.) \$ 10,000**

**MnSCU/CFL**  
**CARL D. PERKINS LOCAL APPLICATION**  
**BUDGET**  
**SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES**  
**JULY 1, 2004 – JUNE 30, 2005**

**REQUIRED ACTIVITIES**

<b>ACTIVITY</b>	<b>REQUIRED USES OF FUNDS</b>	<b>BUDGET FY '05</b>	<b>ACTUAL FY '05</b>
<b>1</b>	<b>Integration of academic and technical education</b>		
<b>2</b>	<b>Experience in and understanding of all aspects of the industry</b>		
<b>3</b>	<b>Technology in vocational-technical education</b>	<b>\$45,000</b>	<b>\$43,800</b>
<b>4</b>	<b>Professional Development</b>		
<b>5</b>	<b>Evaluation of vocational-technical education programs</b>		
<b>6</b>	<b>Continuous program improvement for vocational-technical education programs</b>		
<b>7</b>	<b>Effectiveness of services and activities</b>		
<b>8</b>	<b>Broad-based community involvement i.e. parents, students, teachers, business/industry. Labor, special populations</b>		
<b>9</b>	<b>Special population learner accommodation(s) and support services</b>	<b>\$180,630</b>	<b>\$164,430</b>
<b>10</b>	<b>Full participation of special population learners</b>	<b>\$43,000</b>	<b>\$44,400</b>
<b>11</b>	<b>Preparation for nontraditional training and employment</b>	<b>\$4000</b>	<b>\$3028</b>
<b>12</b>	<b>COLLABORATION: (NOTE: A minimum of 10% of eligible funds must be budgeted for this indicator. This indicator must be planned for with broad community input)</b>	<b>\$45,000</b>	<b>\$42,200</b>
<b>Total Budget for Required Activities</b>		<b>\$317,630</b>	<b>\$259,878</b>

**NOTE:**

- 1. Budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissible activity.**
- 2. Budget changes must be pre-approved by CFL if they change 10% or more from one activity to another.**

# MnSCU/CFL

CARL D. PERKINS LOCAL APPLICATION

## BUDGET

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

**JULY 1, 2004 – JUNE 30, 2005**

### PERMISSIBLE ACTIVITIES

ACTIVITY	PERMISSIBLE USES OF FUNDS	BUDGET FY '05	ACTUAL FY '05
13	Career guidance and academic counseling (for students participating in vocational-technical programs)		
14	Provide work-related experience i.e. internships, cooperative education, school-based enterprises etc.		
15	Provide programs for special populations		
16	Local education and business partnerships		
17	Assist vocational and technical student organizations		
18	Mentoring and support services		
19	Upgrading and adapting equipment	\$3000	\$3000
20	Teacher preparation		
21	Improving or developing new vocational-technical education courses		
22	family and consumer sciences programs		
23	Vocational education programs for adults and dropouts to complete their education		
24	Placement activities		
25	Other activities consistent with the purpose of this law		
<b>TOTAL BUDGET FOR PERMISSIBLE ACTIVITIES</b>		<b>\$3000</b>	<b>\$3000</b>

**NOTE:**

1. Budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissible activity.
2. Budget changes must be pre-approved by CFL if they change 10% or more from one activity to another.