

LOCAL APPLICATION COVER SHEET

Name of Eligible LEA/Consortia/College: <u>Minnesota State College-Southeast Technical</u>	
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District Type: _____ District #: _____

APPLICATION TYPE

(Check One)

Single LEA

Consortium*

College

*NAME OF PROJECT CONSORTIUM MEMBER DISTRICTS				
District/Agency Name	Type/ Number	Eligibility Amount	Targeted Fund	Total
Minnesota State College-Southeast Technical	0213			338,339
Total				<u>\$338,339</u>

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

**3 Appropriate Core
Indicator(s)** **Core Indicators**

1P1, 1P2	1. Academic and Skill Attainment
3P1	2. Completion
	3. Placement and Retention
	4. Nontraditional

Required Activity:

Goal 1. Integration of academic and technical education

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Expand awareness and usage of Tech Prep College Credit agreements to promote seamless transition from secondary institutions to the College.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Increase usage of Tech Prep College Credit agreements by area high schools with the College. Students will receive a letter from the Regional Tech Prep consortium congratulating them on their achievement. ➤ The Regional Career Center, a collaborative project with SE Tech, Winona WorkForce Center, and HVED/RRED will provide career development information (including Tech Prep) to district staff, students, and parents. ➤ Increase awareness of Tech Prep and usage of regional and local Tech Prep College Credit agreements through participation in the Southern Minnesota's Tech Prep website coordinating Tech Prep College Credit for consortiums throughout southern Minnesota. Website will have information on Minnesota Tech Prep College Credit and will be a warehouse for all agreements. ➤ Provide information to students and parents on the availability of Tech Prep coursework and PSEO in local school districts. ➤ Provide a subsidy through Tech Prep to administer the MnSCU assessment (ASAP) to 10th grade students. Assessment will be used to measure students' readiness for post-secondary entry. If scores are below average, students will have two years to take remedial courses to improve basic skills and can retest on entrance into the post-secondary institution. Students must meet a minimum score on ASAP to be able to take classes in their program major at the college. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ➤ During the 2004-05 academic year, 10 Tech Prep College Credits are accepted at MSC-ST from area high schools. ➤ 175 students/parents in 10 of 18 districts participate In career development activities of the Regional Career Center ➤ HVED/RRED consortium joins the Southern Minnesota Tech Prep website project and promotes usage of website and Tech Prep College Credit to area high schools. It is hoped this project will provide more visibility and increase the # of Tech Prep College Credits accepted at MSC-ST. ➤ 8 of 18 districts in the consortium identify Tech Prep coursework in class registration schedules and course catalog. ➤ 100+ students in 4 of 18 districts administer the assessment and provide appropriate academic advising to their students. Skill level is assessed for math, reading and writing to assist in post-secondary transition. <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 21 Tech Prep college credits accepted. ➤ 1 district, 28 students Regional Career Center activities ➤ ASAP-5 districts, 105 students 	<p>Tech Prep Budget</p>

Goal 1 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Use the Minnesota Transfer Curriculum as a guideline for General Education courses to assure student transfer to other post-secondary institutions.</p> <p>1P1</p>	<ul style="list-style-type: none"> ➤ Academic Affairs and Standards Committees follow MnSCU process to evaluate curriculum for inclusion in the Minnesota Transfer Curriculum. Courses evaluated are 2000 level courses. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ➤ At least 70% or 7 of the 10 Minnesota Transfer Curriculum goal areas are offered at the college. ➤ 11 courses meet the Minnesota Transfer Curriculum guidelines. ➤ 3 additional courses will be evaluated for transferability and inclusion in the Minnesota Transfer curriculum. <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 18 MN Transfer Curriculum courses are offered. ➤ 21 courses meet the MN Transfer guidelines 	<p>College General Fund Budget</p>
<p>Continue to update post-secondary to post-secondary advanced standing agreements subsequent to semester conversion to facilitate seamless transition for MSC-ST completers to other post-secondary institutions.</p> <p>1P1, 1P2, 3P1</p>	<ul style="list-style-type: none"> ➤ Continue to review existing post-secondary advanced standing agreements. ➤ Seek development of new post-secondary to post-secondary advanced standing agreements. ➤ Develop 2+2 agreement with Winona State in the area of nursing. ➤ Collaborate with MnSCU institutions to develop a 3+1 or 2+2 agreement for music repair programs. ➤ Communicate availability of advanced standing agreements to all students and prospects via college web page, college catalog and student e-mail. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ➤ The college will have 8 post-secondary advanced standing agreements in place. <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 5 post-secondary advanced standing agreements are in place. 	<p>College General Fund Budget</p>

<p>Integrate National Skills Standards into the curriculum to ensure that program outcomes meet industry standards.</p> <p>1P2</p>	<ul style="list-style-type: none"> ➤ Identify departments that are willing to use National Skills Standards in their curriculum. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ➤ 6 departments utilize National Skills Standards in their curriculum (Auto Body, Automotive Technology, Nursing, Aviation, Massage Therapy, and Truck Driving). ➤ 1 department utilizes specific industry skill standards (Networking Administration—CISCO, MOUS). ➤ 1 department (Cosmetology) utilizes curriculum based upon industry skills standards. However, students must take a written exam which focuses on national standards and a practical exam which focuses on state standards, thus these are also integrated into the curriculum. <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 13 departments utilize specific industry skill standards ➤ 13 departments utilize curriculum based upon industry standards 	<p>College General Fund Budget</p>
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Goal 1 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Effective integration of program outcomes, skill standards, and core competencies will provide educational experiences resulting in attainment of a diploma or degree and subsequent employment in a related field.</p> <p>1P1, 1P2, 3P1</p>	<ul style="list-style-type: none"> ➤ Successful integration of academic and technical skills leading to attainment of diploma or degree is evaluated by completer G.P.A., and placement rate of at least 90% in targeted programs. ➤ Students take the college placement test (ASAP--Tofil for international students) prior to registering for classes if they do not have appropriate general education transfer credits or a degree from an accredited institution. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ➤ 75% of concentrators in program areas will successfully achieve skills and competencies for their declared major. Program completers increase by 5% from 558 in FY03 to 586 in FY04. Placement in a related field will be maintained at 90% or higher. ➤ 95% of incoming students take college placement test, approximately 600 students/year. <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ Program completers FY03 558 FY04 603 FY05 722 ➤ 100% of incoming students take the college placement test 	<p>College General Fund Budget</p>
<p>General education courses required in diploma programs will be reviewed for appropriateness.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ General education instructors will make recommendations for required general education courses in diploma programs. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ➤ New minimum requirements of general education courses in diploma programs to be implemented fall 2005. <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ Minimum requirements of general education courses in diploma programs were implemented (Accuplacer cut scores and prerequisites) 	<p>College General Fund Budget</p>

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	2. Completion
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	4. Nontraditional

Required Activity:

Goal 2. Experience in and understanding of all aspects of the industry

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Provide global perspective of vocational-technical education in college programs to better prepare completers to meet the challenges of working in a global economy.</p> <p>3P1, 3P2</p>	<ul style="list-style-type: none"> ➤ Increase access to global job search in college Career Centers/Placement Offices for participants, concentrators and completers via E-Recruiting and Zero Inc.com, on-line job placement programs that facilitate exploration of current job openings as well as research past opportunities to explore the hidden job market. ➤ College Placement Offices promote the use of ISEEK and e-folio to assist students with their job search. ➤ Provide faculty and staff opportunities to attend national/regional industry conferences. ➤ Employer survey is revised in FY05 and administered to area employers to document if completers possess entry level skill attainment. ➤ The College continues to offer a “guarantee” which states that SE Tech guarantees their completers are ready for employment or they will retrain them at no cost to the student or employer. ➤ Survey of completers will document their attainment of appropriate workplace skills and placement in related jobs. ➤ Work-based learning opportunities will be provided for concentrators to enhance technical skills. ➤ College students involved in the work study program work in non-profit agencies in the community to gain “real world” experience. ➤ Include business/industry tour as part of bus trips of area high school students. ➤ Auto Body and Automotive Technology programs receive NATEF certification—meeting industry standards. ➤ Automotive Technology curriculum revised to include ASE standards. ➤ Drafting & Design Technology and Machine Tool & Die programs collaborate on curriculum revisions to meet global demand for workers. ➤ Musical String Instrument Repair (MSIR) program visits national music museum in South Dakota on a yearly basis. ➤ Band Instrument Repair (BIR) program tours instrument manufacturers, hosts one day conference on instrument repair annually and one day product seminar where manufacturer representatives visit to showcase current products. ➤ MSC-ST completers will participate in panel to inform participants and concentrators what skills they found valuable in the working world. 	<p>FY 2005 Outcome Target: College placement will remain above 90%. 90% of employers surveyed indicate completers have the necessary skills to achieve success. 90% of completers indicate satisfaction with college services and curriculum. Increase number of program areas offering work based learning opportunities from 7 to 8.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 94.3% job placement. ➤ Employers were not surveyed. 	<p>College General Fund Budget</p>

Goal 2 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Involve Business/Industry partners in the educational process to ensure that our completers will have the necessary skills to meet the demands of the workplace.</p>	<ul style="list-style-type: none"> ➤ Advisory committees evaluate program outcomes, curriculum and assessments to ensure understanding of <i>all aspects of the industry</i>. ➤ Business & Industry representatives participate in program review process on MnSCU cycle. ➤ Through the Custom Training division of the College, develop new programs in collaboration with Business/Industry for workforce development including the Minnesota Job Skills Partnership (Healthcare) grant if monies are available. ➤ Through the Custom Training Division of the College, continue to market the ACT center and offer non-credit skill certificates. ➤ The Custom Training Division of the College will work with four ACT institutions in Minnesota to put together an infrastructure to allow them to deliver training to all MnSCU institutions. ➤ Business/Industry representatives will be used as speakers/consultants in the classroom, through employer panels, and as vendors for Trade and Technology days. ➤ Sponsor Career Fair in collaboration with Winona State University and St. Mary's University to provide opportunities for concentrators and completers to network with Business/Industry representatives and aid in their job search. ➤ Engage the community in obtaining resources to construct/develop a training/conference center through the Custom Training & Education Department of the College. ➤ Explore viability of expanding the electronics and auto body programs to include a car alarm and auto stereo installation certificate in collaboration with Best Buy as well as a home alarm system repair. ➤ Examine feasibility of offering a certificate in electronics for repair of bio-medical equipment. ➤ Supervisory Management AAS offered at Hearth Technology in Lake City for several businesses in the area. ➤ Area employers involved in judging local BPA, DECA and VICA competitions. Student senate provides monitory support for students. ➤ Examine feasibility of offering credit classes in conjunction with leadership perspectives program offered by local Chambers of Commerce. ➤ College continues to be involved in local Chambers of Commerce as members, through committee meetings/functions and in city-wide projects (i.e. Grand Excursion in Winona). ➤ College received a grant in FY04 to survey Business/Industry representatives to determine needs in the region. Results will be used to design new educational ventures in FY05. 	<p>FY 2005 Outcome Target: 100% of program areas meeting annually with advisory committees to validate outcomes, curriculum, assessment and look at placement rates. Program review process on MnSCU cycle. Custom Training & Education will continue to partner with the WorkForce Center in determining needs of employers and increase course offerings to area employers by one programs.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ Programs meet annually. ➤ Custom Training & Education continue to work with the WorkForce Center. 	<p>College General Fund Budget and Minnesota Job Skills Partnership Grants</p>

3P1, 3P2

Goal 2 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Develop and expand programs in MnSCU targeted industries to satisfy local labor market needs.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ A Vent Nurse Certificate implemented fall 2003, on Red Wing campus. ➤ Associate Degree in Nursing (2 year RN) offered. ➤ E-learning grant developed and offers A.A.S. degree in Web Design and Development in cooperation with RCTC. Program advertised more extensively to increase participation. ➤ Examine the feasibility of expanding the Professional Nanny Program to offer an A.A.S. degree. ➤ Examine the feasibility of a program re-design for Industrial Technology. ➤ Through the Custom Training and Education Division of the College, offer Automated Control Systems as a credit based program to Business/ Industry representatives in Red Wing, Rochester, and Wisconsin (Nestles). ➤ Through the Custom Training and Education Division of the College, continue to offer a credit based distance learner program in Medical Lab in cooperation with SCTC. ➤ E-learning grant developed Medical Secretary Transcriptionist Certificate, Medical Secretary Diploma, and Medical Secretary A.A.S. degree to be offered entirely on line by fall 2003. ➤ Through the Custom Training & Education Division of the College, expand healthcare program in Winona (Nursing Assistant), and home health aide and trained medical administration (TMA) in partnership with Goodhue County Public Health. The Home Health Aide program is a self-study class. ➤ Through the Custom Training & Education Division of the College, continue to offer RN classes via distance learning by providing videotaped lectures to area employers to be viewed at the work site. ➤ Through the Custom Training Division of the College, establish a partnership with four college campuses in southeast Minnesota (SEMEE) through a FIPSE grant to realign electronics technology programs at each campus to meet industry standards and satisfy local labor market needs. ➤ Through the Custom Training Division of the College, offer driver education training, motorcycle training (summer months) and gun safety training. ➤ Collaborate with DCTC and University of Minnesota to offer an AAS in nanotechnology beginning fall 2005. Apply for a National Science Foundation grant for curriculum development to include programs for high school students such as summer camp and other cooperative ventures to interest students in the field. 	<p>FY 2005 Outcome Target: From FY99-FY05, develop or redesign curriculum in 9 program areas at MSC-ST based on industry needs in the region—approximately 300 participants enrolled in curriculum designed to meet local labor market needs. 25 completers from the new Web Design and Development Degree. 20 completers for Medical Secretary programs offered on line.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 80% of the participants are enrolled in curriculum design to meet local labor market needs. ➤ No completers as of yet for Web Design & Development Degree (2 applied for graduation FY06) 	<p>College General Fund Budget and Minnesota Job Skills Partnership Grants</p>

Goal 2 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Faculty will participate in Center for Teaching and Learning opportunities. Faculty and staff will participate in training avenues to increase their knowledge/skills relevant to their program areas.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ CTL liaisons notify faculty of training/workshop opportunities providing the Center for Teaching and Learning is still in existence. ➤ Provide faculty/staff opportunities to attend national/regional industry conferences if budget allows. Training will be relevant to current industry standards and will enrich programs/services offered at the College. Participation in conferences will become part of the employee’s personal/professional assessment plan. ➤ Faculty will participate in a Personal/Professional Assessment Plan. Faculty members set their own goals and produce a plan for achievement of these goals. Evaluation of progress toward meeting the goals will rely on input from the following stakeholders: administration, students, peers, and external customers. ➤ Supervisor training offered to college supervisors. Training offered by DOER. MSC-ST will select appropriate modules to offer supervisors. ➤ Faculty participate in work-based learning experiences focused on current market trends and skills relevant to industry standards. Faculty will be able to validate current curriculum standards and integrate new standards into program curricula. Curriculum standards will be reviewed by Program Advisory Committees. 	<p>FY 2005 Outcome Target: 40% of faculty involved in Professional Assessment Program. 90% of supervisors complete management training.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 60% of the faculty involved in Professional Assessment Programs ➤ 100% of supervisors completed management training 	<p>College General Fund Budget</p>

Goal 3 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Enhance distance learning opportunities at the College to provide greater access to classes/curriculum for students.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ MSC-ST received accreditation in FY03 to deliver online programs. ➤ Continue to expand quality educational opportunities and increase program access through the region. Analyze enrollment data to determine projected growth of virtual campus. ➤ Continue to identify and develop online courses to diversify course delivery options at the College. 	<p>FY 2005 Outcome Target: 3 full time programs offered online. 3 program areas partially online. Distance learning opportunities increase by 25% from FY04 to FY05. 200 distance learning classes offered in FY04; 230 offered in FY05 an increase of 15%</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ Full time programs offered online – 14 awards, 5 programs ➤ Programs partially online – 6 awards, 1 program ➤ Distance learning classes offered – 45 courses, 85 offerings up 4% 	<p>College General Fund Budget</p>
<p>Implementation of online placement programs.</p> <p>3P1</p>	<ul style="list-style-type: none"> ➤ E-Recruiting, an online job placement program offered. Participants, concentrators and completers can scan the database for employment opportunities. Employers can list job opportunities and search for online resumes of participants, concentrators and completers. ➤ Zero, Ink.com, a computerized newspaper classified advertisement program, will be available on campus to participants, concentrators and completers to explore current employment opportunities advertised through the St. Paul Pioneer Press and Minneapolis Star and Tribune. This system also permits researching past job listings dating back five years. 	<p>FY 2005 Outcome Target: Number of employers listing employment opportunities increases by 5% from 180 in FY04 to 189 in FY05. Number of program participants, concentrators, and completers with user accounts increases by 10% from 25 to 30.</p> <p>FY 2005 Outcome Measure: No longer participating in E-Recruiting. Zero,Ink.com is available.</p>	<p>College General Fund Budget</p>

Goal 3 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Expand awareness and usage of technology to enhance teaching and learning, administrative systems and student support.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Provide one-to-one and small group instruction for faculty and staff on new uses of technology on a monthly basis on both campuses, either online or through Custom Training and Education’s “Education to Go”. College strategic plan includes language for faculty/staff training and professional development. Faculty also receives instruction on technology and pedagogy through the Center on Teaching and Learning. ➤ Laptops integrated into the accounting, administrative support and computer careers programs at the Red Wing campus and supported by IT. Training conducted each semester. Mobile IT support and spare laptops also provided. Focus group evaluation completed annually to determine effectiveness of program. ➤ Examine feasibility of developing a program specific lab in Electronics Technology. ➤ Infuse technology into student learning through expansion of web-based processes such as student e-mail, online enrollment services, electronic grade book, registration, and online billing through MnSCU. ➤ Increase participation in the Honors On-Line Program, a distance e-learning program that delivers college coursework to high school students within an 18-district consortium. ➤ Offer three online degrees in FY05 – Web Design & Development (implemented in FY03) Medical Administrative Secretary, and Professional Nanny. ➤ Tutor students in technology on an individual basis in Learning Resource Centers. ➤ Upgrade technology capability through an 18-month review cycle. Integrate industry standards into classrooms, e.g., new software applications and new equipment – updated on yearly basis. ➤ Implement three new ADA software programs: 1) Dragon Naturally Speaking, for individuals with physical disabilities that inhibit keyboarding abilities. This software types as the individual speaks into a microphone. 2) Kurzweil 3000, for visually impaired individuals. This software will read a page of text that is scanned into the computer. 3) Super Nova, also for visually impaired individuals. This software reads web pages. ➤ Information Technology brochure included in orientation packet for incoming students. ➤ Explore feasibility of offering musical instrument repair classes on-line. Needs assessment completed in FY04; results determine viability of this project. ➤ The Custom Training & Education division of the college offers driver education training which includes experience in a computerized simulator lab. ➤ The college will extend tutoring services for students in technology in the computer lab three evenings/week on the Red Wing campus ➤ A link from the college web page provides immediate access to E-folio for students and AQIP for staff. 	<p>FY 2005 Outcome Target: Online enrollment services and web registration is standard procedure. 20 faculty/staff participate in technology training opportunities and integrate skills learned into curriculum/program/services. 65% of college courses utilize some form of electronically enhanced learning. 75% of programs have fully integrated technology into the curriculum. Two focus group activities held yearly to assess laptop program—one group with laptop faculty and the other with remaining college faculty and students. Honors On-Line, a high school distance e-learning program offered in 5 districts – 10 students participate.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 64 faculty/staff participated in technology training ➤ approximately 12 courses utilize some form of electronically enhanced learning ➤ 13 programs (teaching online) have fully integrated technology into the curriculum ➤ Focus group to assess laptop program ➤ Honors-On-Line 1 district, 1 student 	<p>College General Fund Budget</p>

Goal 3 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>ACT Center serving the region—one of four in Minnesota—continues to provide state-of-the-art testing and training programs for area businesses, individuals, and organizations and expands services.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Custom Training & Education expands web-based learning through “Education to Go” and the ACT Center. ➤ ACT Center delivers curriculum for training, offering over 3,000 classes. These classes can lead to professional certificates, which develop the skills of the local workforce in a convenient and cost-effective manner. ➤ ACT Center provides workplace skills assessments and computer driven certification and licensure tests for the trades and professions such as nuclear medicine, law, engineering, social work, etc. ➤ Partner with Hennepin Technical College, St. Cloud Technical College, and Northland Community & Technical College to design and develop the infrastructure necessary to include all MnSCU institutions in the sale of on-line learning to Business and Industry. 	<p>FY 2005 Outcome Target: Number of individuals utilizing ACT Center and “Education to Go” classes increases by 10% from 150 in FY04 in 165 FY05.</p>	<p>College General Fund Budget</p>
<p>The College continues to be a testing center for Microsoft & CISCO in partnership with VUE, a computer based testing service of <u>NCS Pearson</u> for technology/industry certification</p> <p>1P2</p>	<ul style="list-style-type: none"> ➤ Examine feasibility of offering a CISCO Certified Network Professional (CCNP) program at the college. ➤ Implementation of UNIX and JAVA curriculum scheduled fall 2003. ➤ Deliver various exams for CISCO, Novel, Microsoft, Comp TIA, IBM, American College, Siemens, Avaya, Inc., Adobe, and many other program sponsors, through partnership with VUE. 	<p>FY 2005 Outcome Target: In FY04 135 ACT exams, 70 VUE tests, and 600 nursing assistant tests were administered. In FY05 these will increase by 10% to 149 ACT exams, 77 VUE tests, and 660 nursing assistant tests.</p> <p>FY 2005 Outcome Measure: ACT 42 VUE 49 Nursing Assistant 542</p>	<p>College General Fund Budget</p>

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3 Appropriate Core
Indicator(s)

Core Indicators

1P1, 1P2	1. Academic and Skill Attainment
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Required Activity:

Goal 4. Professional Development

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>College environment supports, encourages, and enhances professional and personal development of faculty and staff through training/activities to enhance teaching and learning and improve the quality of college programs and services.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Provide funding for professional development (including curriculum development and program improvement) that promotes understanding of industry and applied/contextual learning through college funds and bargaining units. Tuition waivers are available (depending upon bargaining unit) for institutions in the state of Minnesota. College strategic plan includes language for faculty/staff training and professional development. ➤ Annually review professional development goals of all faculty/staff. ➤ The College Professional Development Committee continues to provide direction for and plans staff development activities including the setting of agendas for each staff meeting (with approval from the President’s Council) and activities for staff retreat days. All activities address goals in the College Strategic Plan. ➤ Provide one-to-one and small group instruction for faculty on new uses of technology and pedagogy (curriculum teaching methodology) through the Center for Teaching and Learning and IT staff. Technology training provided on a monthly basis on both campuses. ➤ New employees participate in orientation program provided by supervisor and Human Resources Department including handbook and checklist. Orientation will be on line in FY04. ➤ Supervisory training will continue to be offered to college supervisors. ➤ A faculty website promoting professional/personal development will be completed in FY05 and include listings of conferences, monthly tips for new faculty (advising, etc.) and internal and external resources. ➤ The college comprehensive professional development plan was approved by the President’s Council in FY04. The plan will manage limited resources and recognize and invest in qualified and motivated professionals who contribute fully and effectively into the college learning centered, customer focused mission of education for employment. ➤ Student Affairs staff will participate in Covey training summer 2004. ➤ Faculty/staff participate in various statewide committees including Data Integrity, Placement/Follow-up, ISEEK Advisory and State CTL. ➤ The college designates a part-time professional development coordinator. ➤ Faculty renew professional licenses following MnSCU guidelines. 	<p>FY 2005 Outcome Target: 20 faculty/staff participate in professional development activities (including formal education) relative to their area and integrate knowledge/skills acquired into curriculum/program/service area. Faculty renew professional licenses which include 108 hours of training. 75 faculty/staff participate in college-wide staff development activities that address goals within the College Strategic Plan.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 119 faculty/staff participated in profession development activities ➤ 112 faculty/staff participated in college-wide staff development activities that addressed goals within the College Strategic Plan (It is a strategic plan development year.) 	<p>College General Fund Budget</p>

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Required Activity:

Goal 5. Evaluation of vocational-technical education Programs

Objective	Strategy	Measure	<u>Projected Budget</u>
College continues to develop partnerships with Business/Industry through various initiatives to prepare participants, concentrators, and completers for workplace challenges. 1P1, 1P2	<ul style="list-style-type: none"> ➤ Advisory Committees validate program outcomes to match workplace skills with program curriculum. ➤ Customized Training and Education provided to area Business/Industry to meet changing workforce needs. Participants surveyed to determine satisfaction of training. Changes to programs are made as satisfaction surveys dictate. ➤ Faculty will collaborate with appropriate partners to provide various work-based learning experiences for students (internships, job shadows, tours, etc.) ➤ College representatives serve on Community Transition Interagency Committees (CTICs) in three counties. ➤ Partner with area Workforce Center to identify and address needs of the local labor market. The College will partner on recruiting and placement programs as well as offer Workforce Academies whose goal it is to get displaced/unemployed workers a degree or diploma. ➤ Evaluate Technical college program curriculum to match industry and labor standards. ➤ Program review process completed in FY04 and piloted in two program areas in FY04 (ADMS & Electronics). Implementation planned college-wide in FY05. Program review process will be a five-year review and planning cycle for each program/department. ➤ Aviation Maintenance Program undergoes yearly FAA inspection of program. FAA personnel look at student records, talk to students and faculty and examine the program to make sure it meets FAA regulations. Changes made as necessary. ➤ Auto Body and Automotive program maintains NATEF certification. ➤ Automotive Technology curriculum revised to include ASE standards. 	<p>FY 2005 Outcome Target: Program outcomes evaluated on an annual basis by Assessment Committee. Advisory Committees meet annually for 100% of program areas. College personnel will meet twice yearly to discuss industry needs. The College has developed or redesigned nine new program areas based on industry needs from FY99 – FY05.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ Program outcomes evaluated on an annual basis by Assessment Committee ➤ Advisory committees meet annually for 100% of program areas ➤ College personnel met twice yearly to discuss industry needs ➤ The College has developed or redesigned 12 program areas based on industry needs 	College General Fund Budget

Goal 5 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Evaluation of assessment is implemented into all aspects of the College to evaluate program/department and institutional effectiveness.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Assessment Committee implements the Assessment Plan and aligns efforts with strategic planning goals. Committee also reviews program outcomes. Assessment coordinators assist programs in assessment plan review. Assessment data available from the Director of Institutional Research. ➤ Director of Institutional Research updates and reviews surveys and other research tools that assess effectiveness of college services (i.e., admissions, financial aid, placement, student climate, etc.). ➤ The Custom Training & Education Division of the College evaluates services through participant and client surveys (Level 1 Evaluation) and will propose Level 3 evaluation concepts to local companies (transfer of training from classroom to worksite). Each Business/Industry representative sent client satisfaction survey along with a contract to evaluate solutions proposed and services rendered by Custom Training representative. ➤ Faculty participates in CIEQ – Course Instructor Evaluation Questionnaire Program, which assists faculty in developing individual assessment plans utilizing various measurements. ➤ Office of Institutional Research will conduct evaluation of general education curriculum through completer survey. ➤ Office of Institutional Research conducts evaluation of the college services through student opinion survey. A separate survey is given to students taking on-line courses at the end of each semester to assess quality. ➤ Office of Institutional Research conducts survey of students who withdrawal from the college to evaluate reasons and address barriers. ➤ Entering Student Survey and Media Survey given to incoming students to assess impressions of the college, marketing efforts, student goals, etc. ➤ College will hire an independent consultant to survey business/industries on their perceptions of the college including programs, curriculum, graduates, etc. ➤ Employer survey is revised in FY05 and administered to area employers to document if completers have achieved entry level skill attainment. Survey is a pilot project with Noel Levitz. 	<p>FY 2005 Outcome Target: 40 faculty participate in CIEQ Program – approximately 65%. 90% of students participate in exit survey. Results forwarded to appropriate programs/departments affecting budgeting, planning, and operations of the College.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 46 faculty participate in CIEQ Program ➤ 623 students participated in the exit survey. 	<p>College General Fund Budget</p>

Goal 5 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>The daily operation of the College reflects the vision and mission of the institution and implements all college master plans to evaluate vocational-technical education programs.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Review and revise college plans to ensure continuous improvement in all instructional programs and institutional activities. ➤ Implement a Customer Response Team in the Student Affairs area to better serve internal and external customers. ➤ The college comprehensive professional development plan was approved by the President’s Council in FY04. The plan will manage limited resources and recognize and invest in qualified and motivated professionals who contribute fully and effectively to the college learning centered, customer focused mission of education for employment. ➤ Continue to integrate assessment into the development of individual faculty personal/ professional assessment plans (CIEQ Program), and provides a method of evaluation to ensure that completers are successful in the workplace. ➤ Continue accreditation under the Higher Learning Commission and the North Central Association. ➤ Through the AQIP process, the college will work on 3-4 action projects in FY04 and FY05 as well as a systems portfolio which describes fundamental institutional systems. A yearly update is scheduled for September 2004. 	<p>FY 2005 Outcome Target: Plans updated and monitored by college committees and incorporated into daily operations of the college. 10 year NCA Accreditation is maintained following AQIP plans. Improvements to programs/departments follow recommendations of AQIP, Strategic Plan, Academic Plan, and Facilities Plan.</p> <p>FY 2005 Outcome Measure: AQIP still in progress</p>	<p align="center">College General Fund Budget</p>

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

3 Appropriate Core Indicator(s) Core Indicators

1P1, 1P2	1. Academic and Skill Attainment
2P1	2. Completion
3P1	3. Placement and Retention
	4. Nontraditional

Required Activity:

Goal 6. Continuous program improvement for vocational technical education programs

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Continued accreditation through the Higher Learning Commission and the North Central Association.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ The College will implement a self-assessment process for continuous improvement –AQIP. On-site HLC focus visit waived due to the college’s adoption of AQIP process. ➤ The College received accreditation to deliver distance education courses in FY03. ➤ Added delivery of AS degrees to accreditation in specific program areas—nursing, child care and general technology in FY03. 	<p>FY 2005 Outcome Target: 100% of self-assessment process is in place. College selects three AQIP action projects in FY04 to implement by fall 2004. In September 2004 progress report on action projects due. 50% of systems portfolio project completed by May 2005.</p> <p>FY 2005 Outcome Measure: 1 AQIP project completed – Communications AP – Professional development AP was technically completed but the group decided to implement their suggestions which have added to the project.</p>	<p>College General Fund Budget</p>

<p>Students will be successful in their vocational-technical education programs.</p> <p>1P1, 1P2, 2P1, 3P1</p>	<ul style="list-style-type: none"> ➤ Implement a college-wide assessment program to report and evaluate college concentrators' and completers' skill attainment and degree and credential attainment, as well as placement and retention in related employment. The program will identify strengths and weaknesses of current systems and practices, identify needs of internal and external customers and plan for program improvement. ➤ Faculty will participate in CIEQ – Course Instructor Evaluation Questionnaire Program, which assists faculty in developing individual assessment plans utilizing various measurements. ➤ Program review process completed in FY04 and piloted in two program areas in FY04 (ADMS & Electronics). Implementation planned college-wide in FY05. Program review process will be a five-year review and planning cycle for each program/department. ➤ Aviation Maintenance Program undergoes yearly FAA inspection of program. FAA personnel look at student records, talk to students and faculty and examine the program to make sure it meets FAA regulations. Changes made as necessary. ➤ Auto Body and Automotive program maintain NATEF certification. ➤ Automotive Technology curriculum revised to include ASE standards. 	<p>FY 2005 Outcome Target: At least 90% of student completers are placed in jobs related to their training. Summary results indicate that 90% of students are satisfied with training/education received at the College. Newly developed employer survey results indicate 90% of employers are satisfied with college program completers. Approximately 60% of program concentrators will complete a certificate, diploma, or degree during FY05.</p> <p>FY 2005 Outcome Measure: See Goal 2</p>	<p>College General Fund Budget</p>
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Goal 6 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>The College embarks on a continuous improvement process through Academic Quality Improvement Process (AQIP).</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ The college will continue to work on 3-4 action projects—areas identified as needing improvement in FY04 and FY05. Action projects seen as an opportunity for improvement to ease problems/challenges. ➤ Annual updates of progress will be held. A systems portfolio and systems appraisal will be completed that address the 9 AQIP criteria. These systems appraisals will be completed by trained reviewers experienced in systems improvement. A yearly update scheduled for September 2004. ➤ Formal evaluation and feedback will be received from the appraisers to be used to determine future steps. ➤ College website regularly updated to include progress on AQIP action projects. 	<p>FY 2005 Outcome Target: College selects three AQIP action projects in FY04 to implement by fall 2004. In September 2004 progress report on action projects due. 50% of systems portfolio project completed by May 2005.</p> <p>FY 2005 Outcome Measure: See Goal 6</p>	<p>College General Fund Budget</p>
<p>Implement recommendations for the continuous improvement of teaching and learning in Minnesota State College-Southeast Technical programs.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Program outcome plans will be updated and reviewed yearly by faculty in their program area to make sure curriculum meets current industry standards. ➤ Examine feasibility of printing program outcomes in college catalog. 	<p>FY 2005 Outcome Target: 100% of annual assessment reports with recommendations for continuous improvement are completed.</p> <p>FY 2005 Outcome Measure: Program plans are reviewed yearly.</p>	<p>College General Fund Budget</p>

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3 Appropriate Core Indicator(s)

Core Indicators

1P1, 1P2	1. Academic and Skill Attainment
2P1	2. Completion
3P1, 3P2	3. Placement and Retention
	4. Nontraditional

Required Activity:

Goal 7. Effectiveness of services and activities

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>The College embarks on a continuous program improvement process through Academic Quality Improvement Project (AQIP).</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ The college will continue to work on 3-4 action projects—areas identified as needing improvement in FY04 and FY05. Action projects seen as an opportunity for improvement to ease problems/challenges. ➤ Annual updates of progress will be held. A systems portfolio and systems appraisal will be completed that address the 9 AQIP criteria. These systems appraisals will be completed by trained reviewers experienced in systems improvement. A yearly update scheduled for September 2004. ➤ Formal evaluation and feedback will be received from the appraisers to be used to determine future steps. ➤ College website regularly updated to include progress on AQIP action projects. 	<p>FY 2005 Outcome Target: College selects three AQIP action projects in FY04 to implement by fall 2004. In September 2004 progress report on action projects due. 50% of systems portfolio project completed by May 2005.</p> <p>FY 2005 Outcome Measure: See Goal 6</p>	<p>College General Fund Budget</p>

Goal 7 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>The College’s commitment to quality will result in customer-focused service that identifies and develops effective support systems needed to assure successful completion of educational goals.</p> <p>2P1, 3P1, 3P2</p>	<ul style="list-style-type: none"> ➤ E-Recruiting, an online job placement program offered. Participants, concentrators and completers can scan the database for employment opportunities. Employers can list job opportunities and search for online resumes of participants, concentrators and completers. ➤ Zero, Ink.com, a computerized newspaper classified advertisement program, will be available on campus to participants, concentrators and completers to explore current employment opportunities advertised through the St. Paul Pioneer Press and Minneapolis Star and Tribune. This system also permits researching past job listings dating back five years. ➤ The Registrar will participate on statewide Data Integrity Committee focusing on quality and accuracy of data to increase accuracy of state reporting and continuity between MnSCU campuses. ➤ Student Services staff have developed retention strategies including emergency loan funding, referral to outside agencies, academic advising, counseling services, and implementing accommodations for students with special needs. ➤ Provide services to support non-traditional students, single parents, displaced homemakers, and single pregnant women. ➤ Director of Institutional Research develops surveys and other tools to assess effectiveness of college services (i.e., admissions, financial aid, placement, etc.) ➤ Redesign the Learning Resource Center to better serve students and meet program specific needs. This was identified as the primary action project under AQIP Program. ➤ Explore feasibility of developing a college exploration course, “How to Succeed in College”. 	<p>FY 2005 Outcome Target: At least 90% of student completers are placed in jobs related to their training based on anecdotal information. Staff employed. 300 participants/ concentrators/completers utilize placement office services. Number of completers is increased by 5% from 558 in FY03 to 586 in FY04. Number of employers listing employment opportunities increased by 5% from 180 in FY04 to 189 in FY05. Number of program participants, concentrators, and completers with E-Recruiting user accounts increases by 10% from 25 to 30.</p> <p>FY 2005 Outcome Measure: 593 utilize placement office services</p>	<p>\$14,000</p>

Goal 7 – Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Expand awareness and usage of Tech Prep College Credit agreements to promote seamless transition from secondary institutions to the College.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Increase usage of Tech Prep College Credit agreements by area high schools with the College. Students will receive a letter from the Regional Tech Prep consortium congratulating them on their achievement. ➤ The Regional Career Center, a collaborative project with SE Tech, Winona WorkForce Center, and HVED/RRED will provide career development information (including Tech Prep) to district staff, students, and parents. ➤ Increase awareness of Tech Prep and usage of regional and local Tech Prep College Credit agreements through participation in the Southern Minnesota’s Tech Prep website coordinating Tech Prep College Credit for consortiums throughout southern Minnesota. Website will have information on Minnesota Tech Prep College Credit and will be a warehouse for all agreements. ➤ Provide information to students and parents on the availability of Tech Prep coursework and PSEO in local school districts. ➤ Provide a subsidy through Tech Prep to administer the MnSCU assessment (ASAP) to 10th grade students. Assessment will be used to measure students’ readiness for post-secondary entry. If scores are below average, students will have two years to take remedial courses to improve basic skills and can retest on entrance into the post-secondary institution. Students must meet a minimum score on ASAP to be able to take classes in their program major at the college. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ➤ During the 2004-05 academic year, 10 Tech Prep College Credits are accepted at MSC-ST from area high schools. ➤ 175 students/parents in 10 of 18 districts participate In career development activities of the Regional Career Center ➤ HVED/RRED consortium joins the Southern Minnesota Tech Prep website project and promotes usage of website and Tech Prep College Credits to area high schools. It is hoped this project will provide more visibility and increase the # of Tech Prep College Credits accepted at MSC-ST. ➤ 8 of 18 districts in the consortium identify Tech Prep coursework in class registration schedules and course catalog. ➤ 100+ students in 4 of 18 districts administer the assessment and provide appropriate academic advising to their students. Skill level is assessed for math, reading and writing to assist in post-secondary transition. <p>FY 2005 Outcome Measure: See Goal 1</p>	<p>Tech Prep & College General Fund Budget</p>

Goal 7 – Continued

Objective	Strategy	Measure	Projected Budget
<p>Continue to update post-secondary to post-secondary advanced standing agreements subsequent to semester conversion to facilitate seamless transition for MSC-ST completers to other post-secondary institutions.</p> <p>1P1, 1P2, 3P1</p>	<ul style="list-style-type: none"> ➤ Continue to review existing post-secondary advanced standing agreements. ➤ Seek development of new post-secondary to post-secondary advanced standing agreements. ➤ Develop 2+2 agreement with Winona State in the area of nursing. ➤ Collaborate with MnSCU institutions to develop a 3+1 or 2+2 agreement for music repair programs. ➤ Communicate availability of advanced standing agreements to students and prospects via college web page, college catalog and student e-mail. 	<p>FY 2005 Outcome Target: The college will have 8 post-secondary advanced standing agreements in place.</p> <p>FY 2005 Outcome Measure: See Goal 1</p>	<p>Tech Prep & College General Fund Budget</p>
<p>A career development and planning system is in place that integrates technology to aid students in their lifework planning process.</p> <p>3P1</p>	<ul style="list-style-type: none"> ➤ Continue to provide career exploration and development services through the Regional Career Center, a collaborative project between Minnesota State College-Southeast Technical, Winona Workforce Center, and HVED/RRED. ➤ A comprehensive career development system is provided by utilizing MCIS and ISEEK and other career development tools. ➤ Pilot electronic portfolios. ➤ Showcase the new ISEEK e-folio to faculty and staff. 	<p>FY 2005 Outcome Target: Students develop electronic portfolios in one program area—Auto Body. Students develop paper portfolios in one program area—Nursing. 50 students utilize a portfolio system.</p>	<p>Indicators 9 & 13</p>
<p>Improve the knowledge and skills needed in the advising process to facilitate retention of students.</p> <p>2P1, 3P1</p>	<ul style="list-style-type: none"> ➤ Advising process is now done using DARS system. Faculty will be trained in its use fall 2004. ➤ The College will continue implementation of DARS. DARS will be available on the web in FY05 for both faculty and student use. ➤ The College will examine the feasibility of implementing pre-requisite stops in ISRS for Math and English, so a student cannot register for these classes if they have not achieved the appropriate score on the college placement test. ➤ The College website has a survey on online learning that students can take to assist them in determining if they are an appropriate candidate to take online classes. 	<p>FY 2005 Outcome Target: 100% of college departments participate in faculty advisory training.</p> <p>FY 2005 Outcome Measure: 100% of college departments participate in faculty advisory training</p>	<p>College General Fund Budget</p>

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3 Appropriate Core Indicator(s)

Core Indicators

1P1, 1P2	1. Academic and Skill Attainment
2P1	2. Completion
3P1, 3P2	3. Placement and Retention
	4. Nontraditional

Required Activity:

Goal 8. Broad based community involvement

Objective	Strategy	Measure	<u>Projected Budget</u>
<p style="text-align: center;">Parents</p> <p>Increase awareness and understanding of Tech Prep programs and the benefit of a technical education.</p> <p>1P1, 1P2</p>	<p>Inform parents about placement statistics, advanced standing agreements, program plans, financial aid, and the career development process to assist them in the decision making process.</p> <ul style="list-style-type: none"> ➤ Involve and inform parents through the college website, media, career fairs, campus visit days, financial aid nights and student orientation/ registration as part of the college’s recruitment plan regarding the opportunities for technical training in well paying occupational areas including non-traditional career options. ➤ Parents are involved in the Post-Secondary Enrollment Options Program probation process— parents are required to support a remediation plan and sign off to allow their son/daughter to be involved in the PSEO program if their GPA is below 2.0. ➤ Involve parents in a middle school mentorship program between their child and a student at the College by inviting them to a dinner at the conclusion of the program. ➤ Through the Custom Training & Education division of the college, involve parents in the driver’s education program through an interactive website for direct communication with the instructor. 	<p>FY 2005 Outcome Target: Provide information services directly to 350 parents. 2 financial aid nights, and 6 campus visit days per campus per year for parents and students. 10 parent/student nights at area high schools. Fall parent/student nights include high school seniors and focus on various aspects of college admissions process—how to apply, testing, financial aid, etc. Spring parent/student nights include high school juniors.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 14 Campus Visit/Tour Days including one for Russian Business Women ➤ 1 financial aid night ➤ 6 parent/student nights at area high schools 	Indicator 10

Goal 8 - Continued

Objective	Strategy	Measure	Projected Budget
<p align="center">Students</p> <p>Provide support services to assist participants and concentrators in obtaining the skills needed to successfully compete in the workplace.</p> <p>1P1, 1P2, 2P1</p>	<p>Provide support services to assist in recruitment, enrollment, retention, financial aid, career development and placement.</p> <ul style="list-style-type: none"> ➤ Provide study skills training and tutorial assistance for participants and concentrators through the Learning Resource Center. Student tutors as well as community experts will be hired to assist with this endeavor. ➤ Explore feasibility of developing a course, “Becoming a Master Student”. The course will cover issues such as time management, study skills communication skills, financial management, college transition issues, and career exploration. ➤ Maintain an updated list of community and referral agencies, e.g., First Call for Help, Women’s Resource Center, childcare, Mental Health Center, etc. ➤ Implement a student intern program to assist in various areas of the College, e.g., admissions/recruiting. ➤ Implement a customer response team to deal with the immediate needs of students, focusing on a one-stop office to improve customer service. ➤ Continue to provide a Fundamental Math course in the summer at no charge. ➤ Examine feasibility of providing support groups for nontraditional (age and gender) students and minority students to encourage retention. ➤ Examine the feasibility of developing a brochure describing all support services offered at the college to be used in the student orientation process. ➤ Explore feasibility of developing a college exploration course, “How to Succeed in College”. ➤ Foundation provides scholarships for students (approximately \$80,000) to assist with financial barriers. <p>Student involvement in the community:</p> <ul style="list-style-type: none"> ➤ Carpentry students build cabinets for Habitat for Humanity in Red Wing and benches for Winona’s downtown area for Grand Excursion. ➤ Truck Driving students transport goods for area non-profit agencies. ➤ Nursing students participate in local blood drives and complete practicum clinical experiences at local community health institutions. ➤ Students in Massage Therapy program offer massages at various places throughout the community (YMCA, senior center, Winona State Fitness Club). ➤ Students from the Auto Body & Sales Management Programs sponsor auto show with food concessions. ➤ Auto Body, Automotive & Cosmetology shops are open to the public. 	<p>FY 2005 Outcome Target: Career guidance, academic advising, and Placement staff are employed. 350 participants/concentrators receive career guidance, academic advising, placement, and tutorial services.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 616 participants/concentrators received career guidance ➤ 865 participants/concentrators received academic advising ➤ Job posting are mailed to students ➤ Approximately 200 students received tutorial services. 	<p>Indicator 9 & College General Fund Budget</p>

Goal 8 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p align="center">Teachers</p> <p>College faculty will continue to develop relationships with appropriate stakeholders to provide relevant workforce development.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Continue to develop advanced standing agreements between secondary institutions and the College as well as post-secondary institutions and the College. ➤ Continue to use program advisory committees to connect college programs to Business/Industry standards. ➤ College faculty volunteer in various capacities in local community ventures (EMT, nursing homes, etc.). ➤ Employ a .20 Tech Prep Coordinator 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ➤ The college will have 8 post-secondary advanced standing agreements in place. ➤ During the 2004-05 academic year, 10 Tech Prep College Credits are accepted at MSC-ST from area high schools. <p>FY 2005 Outcome Measure: See Goal 1</p>	<p>Tech Prep & College General Fund Budget</p>
<p align="center">Special Populations</p> <p>Special populations are provided equal access to the full range of programs and services to assist them in making appropriate educational decisions.</p> <p>1P1, 1P2, 3P1</p>	<ul style="list-style-type: none"> ➤ Provide equal access to recruitment, enrollment, financial aid, retention, career development, and placement services for participants, concentrators, and completers, including special populations. ➤ Perkins Project Staff will participate in Community Transition Interagency Committees (CTICs) within a three county area. ➤ Examine feasibility of providing support groups for nontraditional (age and gender) students and minority students to encourage retention. ➤ Examine the feasibility of developing a brochure describing support services offered at the college to be used in the student orientation process. ➤ Maintain an updated list of community and referral agencies, e.g., First Call for Help, Women’s Resource Center, Mental Health Center, childcare, etc. ➤ Student services staff collaborate with Project FINE for assistance with interpreters when necessary. ➤ A discount on tuition/fees is given to senior citizens. 	<p>FY 2005 Outcome Target: 300 participants and concentrators with special needs take advantage of college services. Appropriate staff attend quarterly meetings for three CTICs.</p> <p>FY 2005 Outcome Measure: 295 participants/concentrators with special needs take advantage of college services.</p>	<p>\$8,000</p>

Goal 8 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Business & Industry Develop relationships with Business/Industry within the community to satisfy local labor market needs and ensure that completers will have the necessary skills to meet the demands of the workplace.</p> <p>1P1, 1P2, 3P1, 3P2</p>	<ul style="list-style-type: none"> ➤ During FY03, the Custom Training & Education Division of the College conducted personal interviews, focus group activities and a survey to determine needs of Business/Industry partners. In FY04, results of the survey will be tabulated, and plans will be put in place to accomplish the requested credit and non-credit training needs. ➤ The Custom Training & Education division of the college will partner with the chamber of commerce to conduct a business expo. ➤ The College continues to offer a guarantee—that graduates will possess the necessary skills or will be retrained at no cost. ➤ Employer survey is revised in FY05 and administered to area employers to document if completers possess entry level skill attainment. ➤ Continue yearly Business/Industry advisory committees to integrate skill standards into curriculum. ➤ The Custom Training & Education division of the college will expand delivery of training for Business/Industry/Labor partners by providing industry specific training. ➤ College newsletter will be distributed to area Business/Industries. ➤ Sponsor Career Fair in collaboration with Winona State University and St. Mary’s University to provide opportunities for concentrators and completers to network with business/industry representatives and aid in their job search. ➤ Business/Industry visits will be held for faculty and participants/concentrators to increase knowledge of workplace practices. ➤ Business/Industry representatives serve on employer panels, are classroom speakers and visit the College to discuss job opportunities, resumes and the employment process as well as demonstrate new industry techniques. ➤ Participants will continue to participate in internships/job shadows, bus trips, etc., with area Businesses/Industries. ➤ Student senate members will solicit area businesses for donations to support “Education Celebration” day. An ad is taken out in the local paper listing the businesses that helped make the day a success. ➤ College foundation volunteers to assist with various college functions devoting time and money and promoting technical education. Foundation also sponsors new student orientations, picnics, a business forum in Red Wing and Winona and a musical variety show in Red Wing. ➤ BPA students work with local merchants to create a discount program for students in Red Wing. ➤ College continues to be involved in local Chambers of Commerce as members, through committee meetings/functions and in city-wide projects (i.e. Grand Excursion in Winona). ➤ The Custom Training & Education Division of the College co-sponsors a circus with area business/industry. ➤ The college co-sponsors area events i.e., high school Prom and Winterfest. ➤ Collaborate with public library and HBCI to provide refurbished computers to area nursing homes. 	<p>FY 2005 Outcome Target: 90% of employers surveyed indicate completers have the necessary skills to achieve success. 100% of programs continue to meet annually with advisory committees to validate outcomes, curriculum and assessment. Custom Training & Education will continue to partner with the Workforce Center in determining needs of employers and increase course offerings to area employers by one program.</p> <p>FY 2005 Outcome Measure: See Goal 2</p>	<p>College General Fund Budget</p>

Goal 8 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p align="center">Labor</p> <p>Develop relationships with labor unions to ensure that completers will have the necessary skills to meet the demands of the workplace.</p> <p>1P1, 1P2</p>	<p>➤ Labor and apprenticeship organizations will be involved in advisory committee meetings to incorporate skill standards into the curriculum.</p>	<p>FY 2005 Outcome Target: 100% of programs continue to meet annually with advisory committees to validate outcomes, curriculum, and assessment.</p> <p>FY 2005 Outcome Measure: See Goal 2</p>	<p align="center">College General Fund Budget</p>

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**3 Appropriate Core
Indicator(s)**

Core Indicators

1P1, 1P2	1. Academic and Skill Attainment
2P1	2. Completion
3P1	3. Placement and Retention
4P1, 4P2	4. Nontraditional

Required Activity:

Goal 9. Special population learner accommodation(s) & support svcs.

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>An integrated service system at the College provides on-going support services and accommodations for special population participants, concentrators, and completers to ensure equal access.</p>	<p>Maintain the number of special population participants, concentrators, and completers served at the College:</p> <ul style="list-style-type: none"> ➤ Support services will be provided to participants, concentrators, and completers of special populations through the employment of an Equity Coordinator/Career Specialist and at least two staff to assist in the areas of academic tutoring, note taking, library/media services, placement opportunities, and support for academic and personal goals. ➤ Employ at least two supplemental services staff to work in areas of identification, accommodations, partnerships and self-advocacy in support of special population students. ➤ Continue to provide access to developmental courses such a fundamental math and fundamental communications as well as tutoring and note taking services. Currently fundamental math is offered at no cost during the summer. ➤ Examine feasibility of providing support groups for nontraditional (age and gender) students and minority students to encourage retention. ➤ Examine the feasibility of developing a brochure describing support services offered at the college to be used in the student orientation process. ➤ Maintain an updated list of community and referral agencies, e.g., First Call for Help, Women’s Resource Center, childcare, Mental Health Center, etc. ➤ Explore feasibility of developing a college exploration course, “How to Succeed in College”. ➤ Examine feasibility of offering “Becoming a Master Student” at no cost during the summer. ➤ Student services staff collaborate with Project FINE for assistance with interpreters when necessary. ➤ The college offers evening classes on campus and classes at the satellite site in Rushford to increase accessibility for all learners. ➤ Employ an underrepresented student advisor to assess the underrepresented population available in the service area, assess the needs of underrepresented current and potential students and develop a plan to recruit and retain underrepresented students. 	<p>FY 2005 Outcome Target: 500 participants and concentrators receive assistance in the Learning Resource Center.</p> <p>FY 2005 Outcome Measure: Approximately 300 participants/concentrators received assistance in the LRC</p>	<p>\$99,339</p>
<p>1P1, 1P2, 4P1</p>			

Goal 9 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>A college-wide comprehensive career guidance and academic advising system provides on-going support services for special population students to enhance success.</p> <p>1P1, 1P2, 4P1,4P2</p>	<ul style="list-style-type: none"> ➤ Provide access to career/academic/personal advising and career assessment services for special population participants and concentrators at both campuses. ➤ Increase services to special population participants and concentrators by providing early identification through specific identification procedures. Refer to supplemental services for further appropriate assistance. ➤ Work on developmental issues to increase success rate of participants and concentrators from special populations. Referrals will be made to outside agencies when appropriate. ➤ Staff will be pro-active when assisting special population students. Appropriate services and accommodations will be identified in a timely manner. Faculty will be notified of students needing special accommodations as well as the specific ones to be provided. Staff will serve as advocates for students with special needs. ➤ Self-help counseling materials will be available at both campuses. ➤ Provide early advising and registration for students with special needs. 	<p>FY 2005 Outcome Target: Graduation rate of special population completers is measured in FY04 to establish a baseline. FY05 rate will be compared with FY04 and will be maintained.</p> <p>FY 2005 Outcome Measure: Special population completers 313.</p>	<p>\$30,000</p>
<p>College staff will utilize the College Facilities Plan in planning new buildings, expanding new facilities and in remodeling projects to ensure accommodations for special populations and to meet program needs.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Use the College Facilities Plan in the remodeling and expansion of buildings and grounds. ➤ Appropriate signage identifying handicapped accessible restrooms, classroom areas, and equipment are visible. Room numbers and signage are at an appropriate height and in Braille. ➤ In FY04, science labs were constructed on each campus to accommodate RN program. Labs are handicapped accessible. ➤ Business faculty on the Red Wing campus will be relocated to a different wing of the building. New office space will be handicapped accessible. ➤ Specialized reading software and voice recognition software will be available for students with disabilities on both campuses. ➤ Handicapped parking spaces are available at the front of the building on both campuses. 	<p>FY 2005 Outcome Target: 100% of facility remodeling/building/expansion projects utilize College Facilities Plan to ensure access for individuals with disabilities. The Facilities Plan will be updated annually. The College adheres to non-discriminatory regulations.</p> <p>FY 2005 Outcome Measure: Facility remodeling/building/expansion projects utilized College Facilities Plan to ensure access for individuals with disabilities. The plan is updated annually and the College adheres to non-discriminatory regulations.</p>	<p>College General Fund Budget & MnSCU Allocation</p>

Goal 9 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Participants and concentrators, including those from special populations, will be given equal access to the full range of vocational-technical education programs and support services to meet EEO/ADA and affirmative action requirements.</p> <p>1P1, 1P2, 2P1, 3P1, 4P1, 4P2</p>	<ul style="list-style-type: none"> ➤ Encourage special populations to explore and enroll in programs through MCIS, classroom visitations, tours, workshops, etc. ➤ Assure that no tests or procedures are used to screen out prospective students from vocational-technical programs. ➤ Redesign the Learning Resource Center to better serve students and meet program specific needs. This was identified as the primary action project under AQIP Program. The LRCs will continue to offer tutoring and note taking services. ➤ The College will continue its strong relationships with supportive agencies in the community. Students will be referred as necessary. ➤ Examine feasibility of providing support groups for nontraditional (age and gender) students and minority students to encourage retention. ➤ Continue outreach to students enrolled in programs nontraditional to their gender through personal contact and letters. ➤ Examine the feasibility of developing a brochure describing all support services offered at the college to be used in the student orientation process. ➤ Maintain an updated list of community and referral agencies, e.g., First Call for Help, Women’s Resource Center, childcare, Mental Health Center, etc. ➤ Perkins Project Staff will participate in Community Transition Interagency Committees (CTICs) within a three county area. ➤ The college will include students with disabilities in their advertising/promotional materials. ➤ Provide support systems within programs for special population participants and concentrators. ➤ Contact persons for College civil rights/discrimination are posted in public places at all campuses. ➤ Review curriculum materials and textbooks to ensure compliance for all participants and concentrators including those from special populations. ➤ Student Services will provide internship for minority student. One focus of the internship will be to speak to area ESL classes to promote the college. ➤ Employ an underrepresented student advisor to assess the underrepresented population available in the service area, assess the needs of underrepresented current and potential students and develop a plan to recruit and retain underrepresented students. 	<p>FY 2005 Outcome Target: 500 participants and concentrators receive assistance in the Learning Resource Centers at the College— 200 students with special needs.</p> <p>FY 2005 Outcome Measure: See Goal 8</p>	<p>College General Fund Budget & \$15,000</p>

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

3 Appropriate Core Indicator(s)

Core Indicators

1P1, 1P2	1. Academic and Skill Attainment
2P1	2. Completion
	3. Placement and Retention
4P1, 4P2	4. Nontraditional

Required Activity:

Goal 10. Full participation of special population learners

Objective	Strategy	Measure	Projected Budget
<p>College environment ensures equitable participation in programs and services for Single Parents (SP), Displaced Homemakers (DH), Single Pregnant Women (SPW) and Special Populations participants, concentrators and completers.</p> <p>1P1, 1P2, 4P1, 4P2</p>	<p>Measure and maintain enrollment rate of SP/DH/SPW and special population students.</p> <ul style="list-style-type: none"> ➤ Offer services for SP/DH/SPW and special population students including: <ul style="list-style-type: none"> a. Tutorial help b. Career guidance and assessment c. Assistance with the elimination of educational barriers d. Referrals to external support services e. Distribution of information pertinent to the needs of SP/DH/SPW f. Early advising and registration 	<p>FY 2005 Outcome Target: Increase in SP/DH/SPW participants and concentrators at the College by 3% from 279 in FY04 to 287 in FY05. Increase special population students at the College by 1% from 1742 in FY04 to 1759 in FY05.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ Number of SP/DH/SPW FY04 279 FY05 247 ➤ Number of special population students FY04 1742 FY05 1536 	\$5,000
<p>College environment ensures equitable participation in programs and services for participants, concentrators, and completers with disabilities and special needs.</p> <p>1P1, 1P2</p>	<p>Maintain enrollment and services to students with disabilities and special needs.</p> <ul style="list-style-type: none"> ➤ Student Services staff are available to support participants, concentrators, and completers with special needs through identification of needs, determination and implementation of appropriate accommodations, and follow up to ensure accommodations are effective. Faculty will be notified of students needing special accommodations as well as the specific ones to be provided. Staff will serve as advocates for students with special needs. ➤ Encourage participants/concentrators to self-identify special needs to qualify for assistance. ➤ College representation on area CTICs in three counties. ➤ Provide early advising and registration for students with special needs. 	<p>FY 2005 Outcome Target: 200 students with disabilities and special needs participate in LRC services.</p> <p>FY 2005 Outcome Measure: See Goal 9</p>	\$63,150

Goal 10 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>College environment ensures equitable participation in programs and services for minority participants, concentrators, and completers.</p> <p>1P1, 1P2, 2P1</p>	<p>Increase minority student population.</p> <ul style="list-style-type: none"> ➤ Attendance at annual minority recruiting fairs in Minnesota and Wisconsin. Representation at minority recruiting fairs through affiliation with the Southern Minnesota 2-Year College consortium. Student Services minority intern attends recruiting fairs in combination college staff. ➤ Examine feasibility of providing support groups for minority students to encourage retention. ➤ Promote awareness of cultural diversity within the college community by activities such as workshops, guest speakers, informational resources, etc. ➤ Examine feasibility of conducting activities promoting special minority events, i.e., “African American History Month”, Asian new year, etc. ➤ Student Services will explore options for recruitment of minority students. An internship through student services is provided for a minority student. One focus of the internship will be to speak to area ESL classes to promote the college. ➤ Collaborate with the Cultural Diversity Office at Winona State University to provide activities promoting cultural diversity at the college. ➤ College staff partners with Workforce Center and vocational rehabilitation staff to provide supportive services to students with special needs. ➤ Employ an underrepresented student advisor to assess the underrepresented population available in the service area, assess the needs of underrepresented current and potential students and develop a plan to recruit and retain underrepresented students. 	<p>FY 2005 Outcome Target: Increase college-wide minority population by 10 students from 127 in FY04 to 137 in FY05.</p> <p>FY 2005 Outcome Measure: College-wide minority population FY04 127 FY05 168</p>	<p>College General Fund Budget & \$15,000</p>

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3 Appropriate Core Indicator(s)

Core Indicators

	1. Academic and Skill Attainment
	2. Completion
	3. Placement and Retention
4P1, 4P2	4. Nontraditional

Required Activity:

Goal 11. Preparation for nontraditional training and employment

Objective	Strategy	Measure	Projected Budget
<p>The College environment will encourage individuals to choose and enroll in high skill training programs non-traditional to their gender.</p> <p>4P1</p>	<p>Increase enrollment of individuals in programs non-traditional to their gender.</p> <ul style="list-style-type: none"> ➤ Trade & Technology Days and “Up, Up, and Away” career days for high school students, sponsored collaboratively with Secondary Perkins/Tech Prep, include a gender equity component with activities intended to expand career options. Information about non-traditional careers and MnSCU targeted industries is included. ➤ Increase cooperation between Red Wing Workforce Center staff and the college. Collaborate on career day with local high school. Workforce Center staff will receive minutes of weekly student services meeting. Examine feasibility of collaboration on resumes. ➤ Provide services to non-traditional students through employment of an Equity Coordinator/Career Specialist. ➤ Insure that college publications are gender-fair and bias-free. College publications are inclusive of diverse populations and non-traditional students and show both gender and racial diversity. ➤ Develop strategies to promote non-traditional career opportunities for students and job seekers through the Regional Career Center, a collaborative project with the Winona Workforce Center. ➤ College staff collaborates with local chamber of commerce to examine feasibility of offering a career fair. Career fair will include a gender equity component. ➤ Examine feasibility for implementation of a support network for non-traditional (gender) students to encourage retention. 	<p>FY 2005 Outcome Target: Increase enrollment of individuals in programs nontraditional to their gender by 4% from 334 in FY04 to 348 in FY05. Staff employed. 4 career planning days/career fairs held. 700 area high school students participate. 2 trade and technology days held – 300 students participate. Reduce the number of programs that are not gender-balanced from 15 to 14.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ Number of individuals in programs nontraditional to their gender FY04 334 FY05 306 ➤ 4 Career fairs (2 on each campus) ➤ 493 students participated in the career fairs ➤ 1 Trade and Tech Day ➤ 283 students participated in the Trade and Tech Day 	<p>College General Fund Budget & Tech Prep & Secondary Perkins</p>

Goal 11 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>College environment ensures equitable participation in programs and services for non-traditional participants, concentrators, and completers to complete high skill training programs.</p> <p>4P1, 4P2</p>	<ul style="list-style-type: none"> ➤ Support services to non-traditional career students provided by day-to-day assistance and support to non-traditional students to remove educational barriers. 90% of non-traditional students are contacted during the first three weeks of school to welcome them to the college and offer assistance regarding retention and placement. ➤ Promote a gender-fair, bias-free college environment. Information and training to prevent sexual harassment/violence is provided annually to all staff. Training provided to all students through orientation and selected coursework. ➤ Appropriate contact information for college civil rights/discrimination officers is posted in public places on all campuses. ➤ Employ an underrepresented student advisor to assess the underrepresented population available in the service area, assess the needs of underrepresented current and potential students and develop a plan to recruit and retain underrepresented students. ➤ Examine feasibility for implementation of a support network for non-traditional (gender) students to encourage retention. 	<p>FY 2005 Outcome Target: Improve graduation rate in programs for non-traditional completers from 75 in FY03 to 83 in FY04 – 10% increase.</p> <p>FY 2005 Outcome Measure: Graduation rate in programs for non-traditional completers FY04 75 FY05 68</p>	<p align="center">College General Fund Budget & \$10,000</p>

Collaboration

Required Activity 12 – Overview

Minnesota's Unified State Plan for Vocational Technical Education places high emphasis on collaboration to accomplish this goal. While it is understood that separate funding streams require separate record keeping to maintain fiscal integrity, it is also understood that collaborative efforts expand on the support base and increase the likelihood that programs with similar goals can be successful in their efforts to effect change.

It is a required activity for Local Plan approval that at least 10% of funds (not including targeted funds) be reserved for collaboration. While the state does not wish to define who the appropriate partners are for a collaborative effort, it is likely that local School-To-Work partnerships, neighboring Perkins recipients and Workforce Development Centers would be offering programs and services designed to address local and regional workforce development.

An appropriate proposal under Required Activity 12 would involve joint planning by the collaborating partners and identification of common goals and strategies. A Collaborative budget surrounding activities for Required Activity 12 would also be a reasonable expectation even though each Perkins recipient must identify and account for its own expenditures made toward these common activities.

To be considered for approval, the following must be included within Required Activity 12:

- ◆ the names of the collaborating partner organizations,
- ◆ a description of the process used to develop collaborative goals and strategies,
- ◆ FY 2004 outcome targets, and
- ◆ the budget for the Perkins recipient. While not required a common budget for all collaborators identifying source or funds would be helpful.

COLLABORATION (*definition*) A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards. (*Note: a minimum of 10% of total eligible funds (not including Targeted Funds) must be budgeted for this activity. This activity must be planned for with broad community input via STW or other similar partnership.*) Eligible recipients must maintain control of the Perkins funds.

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3 Appropriate Core Indicator(s)

Core Indicators

1P1, 1P2, 1S1, 1S2	1. Academic and Skill Attainment
	2. Completion
	3. Placement and Retention
	4. Nontraditional

Required Activity:

Goal 12. Collaboration

Objective	Strategy	Measure	Projected Budget (Minimum 10%)
<p>Keep secondary school counselors and other key influencers informed of new initiatives and activities offered through MSC-ST to align effort and improve collaboration.</p> <p>1P1, 1P2, 1S1, 1S2</p>	<ul style="list-style-type: none"> ➤ Perkins Project staff will meet with high school superintendents, principals, counselors, and tech prep coordinators to encourage collaborative efforts and align resources. ➤ Conduct annual high school counselor workshop to coordinate career development/tech prep activities within the consortium. ➤ Conduct annual training for high school educators to increase knowledge of best practices and provide mentoring and support network for new educators. ➤ Mail college newsletter to key secondary stakeholders. 	<p>FY 2005 Outcome Target: High school counselor workshop held annually – 10 of 18 districts participate. Educator training held annually – 12 of 18 districts participate. Best practices integrated into curriculum. Stakeholders consulted annually in development of Perkins/Tech Prep goals and strategies to enhance collaboration.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ High School Counselor Day was canceled☹ ➤ Educator training days were held – E-Folio, MCIS, Perkins/Tech Prep 	\$4,000

Goal 12 - Continued

Objective	Strategy	Measure	Projected Budget (Minimum 10%)
<p>Provide seamless transition between secondary and post-secondary institutions to help students better prepare for success in technical careers.</p> <p>1P1, 1P2, 1S1, 1S2</p>	<p>Provide career exploration opportunities and technical education for high school students.</p> <ul style="list-style-type: none"> ➤ Sponsor 4 Career Planning Days/Career Fair Days at the College for HVED/RRED high school students ➤ Sponsor 2 Trade and Technology Days at the college. ➤ Provide opportunities for program shadowing at the technical college upon request. ➤ Sponsor “Campus Visit Day” program where area high school juniors and seniors participate in college classes and lab activities to increase knowledge in college program areas. ➤ Increase awareness of Tech Prep and usage of regional and local Tech Prep College Credit agreements through participation in Southern Minnesota’s Tech Prep website coordinating Tech Prep College Credit for consortiums throughout southern Minnesota. Website will have information on Minnesota Tech Prep College Credit and will be a warehouse for all agreements. ➤ Increase participation in the Honors On-Line Program, a distance e-learning program that delivers college coursework to high school students within a 18-district consortium. ➤ Provide on-site career planning/development services/training (ie. MCIS, ISEEK, MnVu, resumes, interviews, etc.) to staff and students in districts through the mobile unit of the Regional Career Center, a collaborative project of MSC-ST, Winona Workforce Center and HVED/RRED. ➤ Faculty will serve as guest speakers in classes at the local middle school. 	<p>FY 2005 Outcome Target: 12 of 18 districts have a career planning system in place involving 4400 students. 700 students participate in Career Planning Days. 400 students participate in trade and technology days. 10 high school students complete program shadows. 5 Campus Visit Days held on each campus – 50 high school students and their parents participate. Consortium joins the Southern Minnesota Tech Prep website project and promotes usage of website and Tech Prep College Credit to area high schools. Honors On-Line, a high school distance e-learning program offered in 5 districts – 10 students participate. 10 districts—175 students participate in Regional Career Center activities. All activities for students provide a solid foundation for their career decision making process.</p> <p>FY 2005 Outcome Measure:</p> <ul style="list-style-type: none"> ➤ 6 of 18 (that reported) districts in the consortium have a career planning system in place ➤ 282+ students for career planning days ➤ 118+ high school students for program shadowing 	<p>\$13,850</p>

Goal 12 - Continued

Objective	Strategy	Measure	Projected Budget (Minimum 10%)
<p>Collaborate with Area Learning Centers to provide transition services for special populations.</p> <p>1S1, 1S2</p>	<p>Various collaborative efforts such as:</p> <ol style="list-style-type: none"> 1. Career exploration through the Regional Career Center 2. Program shadowing at the College 3. Providing the College assessment to evaluate if reading/writing/math skills are on target for admission to a technical college 4. Mentoring opportunities 5. College Tour Days 	<p>FY 2005 Outcome Target: 3 of 7 ALCs participate in Perkins funded activities— 50 students engage in transition planning.</p> <p>FY 2005 Outcome Measure: 3 ALC’s participated in activities</p>	<p>\$2,000</p>
<p>Collaborate with Winona Middle School on a mentorship program for 7th grade students and MSC-ST students.</p> <p>1S1, 1S2</p>	<ul style="list-style-type: none"> ➤ Students in House 7E at Winona Middle School will have an opportunity to tour the Winona and Winona Airport Campuses of MSC-ST and visit each program area. ➤ Students interested in participating in the mentorship program will complete and sign an application form ➤ Students will be chosen to participate in the program by the 7th grade instructors. ➤ Middle School students will be matched with a MSC-ST mentor and visit their classroom/lab two times during the school year for two hour blocks of time. Students will participate in hands-on activities under the supervision of their mentor. ➤ At the conclusion of the program in the spring, a dinner will be held for mentors and guests and mentees and their families. Mentees will be presented with a certificate of participation. MSC-ST mentors will receive letters from the president of the College and Winona Middle School principal to be placed in their portfolios. 	<p>FY 2005 Outcome Target: 50 Winona Middle School students participate in the Mentorship Program and earn a certificate of participation.</p> <p>FY 2005 Outcome Measure: 84 Winona Middle School students participated in the Mentorship program</p>	<p>College General Fund Budget</p>

Goal 12 – Continued

Objective	Strategy	Measure	Projected Budget (Minimum 10%)
<p>Develop Tech Prep College Credit agreements with the College and area high schools in the Hiawatha Valley and Root River Education Districts to promote seamless transition from secondary institutions to the College.</p> <p>1P1, 1P2, 1S1, 1S2</p>	<ul style="list-style-type: none"> ➤ Tech Prep College Credit agreements will be developed and maintained with area high schools. Courses offering Tech Prep College Credit will be identified in high school registration schedules. ➤ Increase usage of Tech Prep College Credits by area high schools with the College. Students will receive a letter from the consortium congratulating them on their achievement. ➤ The College will accept Tech Prep College Credits articulated with other post-secondary institutions as appropriate. 	<p>FY 2005 Outcome Target: During the 2004-05 academic year, 10 Tech Prep College Credits are accepted at MSC-ST from area high schools. During the 2004-05 academic year, 10 Tech Prep College Credits articulated with other post-secondary institutions are accepted at MSC-ST.</p> <p>FY 2005 Outcome Measure: See Goal 1</p>	<p align="center">\$1,000</p>
<p>Deliver career exploration and career development services within the college service region to promote technical education and other advanced training options.</p> <p>1S1, 1S2</p>	<p>Customize career development activities for districts through outreach efforts of the Regional Career Center, a collaborative project of MSC-ST, Winona Workforce Center and HVED/RRED.</p> <ul style="list-style-type: none"> ➤ Bring career resources/technology to districts and communities in the 18 district member consortium through outreach efforts of the Regional Career Center. 	<p>FY 2005 Outcome Target: 10 districts participate – 175 students gain a more in-depth understanding on career planning. The services of the Regional Career Center are included in the career planning systems for 10 of 18 districts.</p> <p>FY 2005 Outcome Measure: 1 district, 28 students</p>	<p align="center">\$13,000</p>

Goal 12 - Continued

Objective	Strategy	Measure	Projected Budget (Minimum 10%)
<p>The College will partner with the Winona Workforce Center to improve the quality of services for participants, concentrators, and completers.</p> <p>1P1, 1P2,</p>	<ul style="list-style-type: none"> ➤ Customize career development activities for districts through outreach efforts of the Regional Career Center, a collaborative project of MSC-ST, Winona Workforce Center, and HVED/RRED. ➤ Examine the feasibility of coordinating placement services with the Winona Workforce Center. ➤ Examine the feasibility of establishing a career center on the Red Wing campus in collaboration with the Red Wing Workforce Center to better serve participants, concentrators, and completers in their career/job search process. ➤ Increase cooperation between Red Wing Workforce Center staff and the college. Workforce Center staff will receive minutes of weekly student services meeting. Examine feasibility of collaboration on resumes. ➤ Continue to partner with area Workforce Center to identify needs of the local labor market. ➤ Sponsor a consortium-wide career fair for area high school sophomores/juniors in collaboration with the Winona Workforce Center and a task force of high school educators. ➤ Collaborate with Workforce Center on annual high school counselor workshop to coordinate career development activities within the consortium. ➤ Continue to partner with the Winona Workforce Center on various initiatives including re-employment academies. ➤ Winona Workforce Center staff will attend weekly student affairs meetings. ➤ College staff partners with Workforce Center and vocational rehabilitation staff to provide supportive services to students with special needs. ➤ Sponsor career day on the Red Wing campus in collaboration with Red Wing Workforce Center staff. The day will include hands-on activities for students. 	<p>FY 2005 Outcome Target: One new initiative developed.</p> <p>FY 2005 Outcome Measure: Incomplete</p>	<p>College General Fund Budget & Workforce Center</p>

Goal 12 - Continued

Objective	Strategy	Measure	<u>Projected Budget</u> (Minimum 10%)
<p>The College will continue to partner with other MnSCU institutions to improve the quality of educational offerings for participants and concentrators.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Through the Custom Training & Education (CTE) division of the College, offer a credit-based distance learning program in Medical Lab in Cooperation with South Central Technical College. ➤ Through the CTE division of the College, expand healthcare programming in Winona area to include Nursing Assistant and home health aid and trained medical administration (TMA) in partnership with Goodhue County Public Health and Winona State University. CTE will provide training to two facilities. ➤ Sponsor Career Fair in collaboration with Winona State University and St. Mary’s University to provide opportunities for concentrators and completers to network with Business/Industry representatives and aid in their job search. ➤ The College continues to be a testing center for Microsoft & CISCO in partnership with VUE, a computer based testing service of <u>NCS Pearson</u> for technology/industry certification ➤ Continuation of A.A.S. degree in Web Design and Development in cooperation with RCTC developed through an e-learning grant. ➤ Partner with Mabel-Canton high school to deliver college courses at the high school to juniors and seniors. ➤ Partner with businesses/industries to provide internships for students; i.e. nursing homes, hospitals, etc. ➤ Increase participation in the Honors On-Line Program, a distance e-learning program that delivers college coursework to high school students. ➤ Through the CTE division of the College, collaborate with the American Red Cross to provide CPR and first aid training. ➤ Through the CTE division of the College, collaborate with the American Heart Association to deliver CPR and first aid training. ➤ Participate in the Southeastern Minnesota Training Consortium with SCTC, RCTC, Riverland, Winona Workforce Center, and Workforce Development, Inc. in the delivery of industry training. ➤ Through the CTE division of the College, participate in a healthcare consortium with 6 area hospitals—Regina, Fairview, Faribault District I Hospital, St. Elizabeth’s Lake City Medical Center, Community Memorial Hospital. ➤ Collaborate with DCTC and University of Minnesota to offer an AAS in nanotechnology beginning fall 2005. Apply for a National Science Foundation grant for curriculum development to include programs for high school students such as summer camp and other cooperative ventures to interest students in the field. ➤ Collaborate with public library and HBCI to provide refurbished computers to area nursing homes. ➤ Collaborate with SELCO on acquisition of adaptive technology resources through a grant. 	<p>FY 2005 Outcome Target: From FY99 to FY05, develop or redesign curriculum in 9 program areas at MSC-ST based on industry needs in the region in partnership with other MnSCU institutions and organizations.</p> <p>FY 2005 Outcome Measure: See Goal 5</p>	<p align="center">College General Fund Budget</p>

Describe how your collected data was used to drive the objectives/strategies/measures for this indicator:

Stakeholder meetings held for the development of the Perkins plan included:

- Secondary Perkins Coordinator
- Secondary Educator Task Force
- MSC-ST Vice President of Student Affairs
- MSC-ST Vice President of Academic Affairs
- MSC-ST College Assessment Coordinators
- MSC-ST Associate Dean of Academic Affairs
- MSC-ST Dean of Curriculum
- MSC-ST Staff Development Committee Chair
- MSC-ST Dean of Custom Training & Education
- MSC-ST Custom Training Representatives
- MSC-ST Human Resource Director
- MSC-ST Director of Institutional Research
- MSC-ST Counselors
- MSC-ST Director of Enrollment Services
- MSC-ST Registrar
- MSC-ST Assistant to the President

Collaborating Partners include:

- Winona Workforce Center
- Red Wing Workforce Center
- Hiawatha Valley Education District
- Root River Education District
- Community Transition Interagency Committees (CTICs) for three counties—Wabasha, Winona, Houston
- Winona State University
- Rochester Community & Technical College
- University Center Rochester
- South Central Technical College
- American Red Cross
- VUE – Computer-based testing system service from NCS Pearson
- American Heart Association
- Goodhue County Public Health
- St. Mary’s University
- Southern Minnesota 2 Year College Consortium (RCTC, DCTC, Minnesota West, SCTC, Riverland)
- Project FINE
- SELCO
- Winona & Red Wing Chambers of Commerce
- Mabel-Canton High School

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Permissible Activities:

3 Appropriate Core Indicator(s)

Core Indicators

1P1, 1P2	1. Academic and Skill Attainment
	2. Completion
	3. Placement and Retention
	4. Nontraditional

Goals:

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 13. Career guidance and academic counseling <input type="checkbox"/> 14. Work-based learning <input type="checkbox"/> 15. Provide programs for special populations <input type="checkbox"/> 16. Education and business partnerships <input type="checkbox"/> 17. Assist Vocational and technical student organizations <input type="checkbox"/> 18. Mentoring and support services <input checked="" type="checkbox"/> 19. Upgrading and adapting equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> 20. Teacher preparation <input type="checkbox"/> 21. New program development <input type="checkbox"/> 22. Family and Consumer Sciences programs <input type="checkbox"/> 23. Vocational-technical education programs for adults and dropouts to complete their education <input type="checkbox"/> 24. Placement activities <input type="checkbox"/> 25. Other activities consistent with the purpose of this law
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Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Indicator 13 Provide services to non-declared major participants to assist them in developing appropriate lifework plans.</p> <p>1P1, 1P2</p>	<p>Provide career development services to non-declared major students including special population students.</p> <ul style="list-style-type: none"> ➤ All non-declared major students are assigned an advisor from the General Education department. ➤ Individual career assessment and career advising offered at orientation and via student e-mail to undeclared major participants. ➤ Examine feasibility of developing a career seminar/services for participants and concentrators, particularly non-declared majors, including Brown Bag Seminar series. ➤ Non-declared major students applying for financial aid will be referred to Enrollment Services and Admissions for assistance with program major identification. 	<p>FY 2005 Outcome Target: Reduce large number of non-declared major students by 11% from 450 to 400.</p> <p>FY 2005 Outcome Measure: Number of non-declared major students Summer 80 Fall 201 Spring 217 (Numbers are duplicated)</p>	<p>College General Fund Budget</p>

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Indicator 13 Maintain access for all participants and concentrators, including special populations, to career/academic/personal advising and career assessment services to remove educational barriers and to assist them in developing appropriate lifework plans.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ Access to career/academic/personal advising and career assessment services will be provided at each campus. ➤ Refer participants and concentrators to appropriate agencies to assist with the elimination of barriers to promote successful completion of educational goals. ➤ Maintain an updated list of community and referral agencies, e.g., First Call for Help, Women’s Resource Center, childcare, Mental Health Center, etc. ➤ Maintain student handbook and college catalog sections on services for students. ➤ Provide educational planning to assist participants in making appropriate educational choices to meet career/life goals. ➤ Evaluate basic skills assessments for appropriate course placement, including participants with high abilities and those with special needs. ➤ Provide early advising and registration for students with special needs. ➤ Student Services staff will assist special population students in collaboration with their external support systems. 	<p>FY 2005 Outcome Target: Staff employed to provide career/academic advising for participants and concentrators – 225 participate.</p> <p>FY 2005 Outcome Measure: See Goal 8</p>	<p>\$25,000</p>
<p>Indicator 19 Technology and equipment for targeted programs reflects Business/Industry standards and provides relevant training for students.</p> <p>1P1, 1P2</p>	<ul style="list-style-type: none"> ➤ College implements academic plan for targeted programs, including updating equipment. ➤ Through the Custom Training and Education Division of the College, collaborate with area businesses to obtain updated equipment for workforce training partnerships. 	<p>FY 2005 Outcome Target: Targeted programs will have up to 50% of their academic plan completed including 25% of their equipment needs. Targeted programs include Drafting (updated each year), Precision Manufacturing, Health, Automotive, Auto Body, Computer Technology, and Learning Resource Center.</p> <p>FY 2005 Outcome Measure: Automobile for new Mobile Electronics program which involves several programs – Automotive, Auto Body, Technology, and Electronics. Equipment included stereo, tools, and supplies. Training was provided.</p>	<p>\$20,000 & College General Fund Budget</p>

MnSCU/MDE 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.**

PERKINS BUDGET SUMMARY FOR FY 2005

	PROJECTED	ACTUAL
← Required activities budget:	\$ <u>259,489</u>	\$ <u>250,969.88</u>
Activities 1-11)		
↑ Activity #12 budget:		
(minimum of 10% of non-targeted dollars must be budgeted for #12)	\$ <u>33,850</u>	\$ <u>35,107.95</u>
<u>TOTAL:</u>	\$ <u>293,339</u>	\$ <u>286,077.83</u>
→ Permissible activities budget:	\$ <u>45,000</u>	\$ <u>57,846.44</u>
↓ Administrative budget:	\$ _____	\$ _____
<u>TOTAL FY 2005 Perkins BUDGET:</u>	\$ <u>338,339</u>	
Added funds (carry over) \$9362.69 TOTAL	\$ <u>347,701.69</u>	\$ <u>343,924.27</u>

A. Total Perkins resources used in Workforce Center Collaboration \$ 17,320

B. Estimate of other expenditures/in-kind contributions from your district/college toward Workforce Center activities: \$ 57,000

Total Workforce Center Collaboration and expenditures/in-kind contributions (A. + B.) \$ 74,320

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

REQUIRED ACTIVITIES

ACTIVITY	REQUIRED USES OF FUNDS	BUDGET FY '05	
		PROJECTED	ACTUAL
1	Integration of academic and technical education	\$0	
2	Experience in and understanding of all aspects of the industry	\$0	
3	Technology in vocational-technical education	\$0	
4	Professional Development	\$0	
5	Evaluation of vocational-technical education programs	\$0	
6	Continuous program improvement for vocational-technical education programs	\$0	
7	Effectiveness of services and activities	\$14,000	
8	Broad-based community involvement i.e. parents, students, teachers, business/industry. Labor, special populations	\$8,000	
9	Special population learner accommodation(s) and support services	\$144,339	
10	Full participation of special population learners	\$83,150	
11	Preparation for nontraditional training and employment	\$10,000	
12	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)	\$33,850	

TOTAL BUDGET FOR REQUIRED ACTIVITIES: \$ 293,339 \$ _____

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 MDE if they change 10% or more from one activity to another.

MnSCU/MDE
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	
		PROJECTED	ACTUAL
13	Career guidance and academic counseling (for students participating in vocational-technical programs)	\$25,000	
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	\$20,000	
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		

TOTAL BUDGET FOR PERMISSIBLE ACTIVITIES: **\$45,000** \$ _____

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 MDE if they change 10% or more from one activity to another.

