

**CARL D. PERKINS
VOCATIONAL AND TECHNICAL EDUCATION
ACT OF 1998
ANNUAL PERFORMANCE REPORT (APR)
FY 2005
July 1, 2004 - June 30, 2005**

Purpose:

The Carl D. Perkins Annual Performance Report (APR) requires that each college, district, and/or consortia receiving funds report measurable achievements that have occurred throughout each fiscal year. More specifically, all goals, strategies, FY 2005 outcomes, and budget expenditures (projected and final) must be reported for each required activity as written in the FY 2005 local application. In addition, if Perkins dollars were used to address any permissible activities all goals, strategies, FY 2005 outcomes, and budget expenditures must be reported. Overall, the APR is to be used as an evaluative/continuous improvement tool to assist colleges, districts, and/or consortia in designing effective strategies to meet projected outcomes in the four core indicator areas.

Due Dates:

1. This APR is due October 21, 2005.

Return this report electronically to: (Do NOT mail in a paper copy)
Lloyd A. Petri, Minnesota State Colleges and Universities, Program Director, Perkins
lloyd.petri@so.mnscu.edu Phone: (651) 297-1484 Fax: (651) 296-3214

Name of Eligible LEA/Consortia/College: Anoka-Ramsey Community College

Name of Person completing this APR: Anita Jeziah

Phone: 763-433-1112 Fax: 763-433-1521

E-mail: anita.jeziah@anokaramsey.edu

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

Check Appropriate
Core Indicator(s)

Core Indicators

x	1. Academic and Skill Attainment
	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>																								
Provide students with curricula that meet the entry-level needs of business and industry employers.	<p>Minimum annual review and validation of academic and technical curricula, in terms of latest practices in the field, by program-specific advisory committees. Committees will recommend changes when appropriate.</p> <p>FY 2005: Curriculum changes -- CNET: courses in security awareness and management; CSCI: course in game programming (didn't run due to low enrollments); BUS: course in current topics in accounting (didn't run due to low enrollments); Nursing: Implemented second year of RN program new curriculum, and new transition course for LPN-RN Mobility students.</p> <p>All but one program advisory committees met at least twice each in FY 2005. PTA met once.</p> <p>*(Correction of data collection method beginning in FY 2003 resulted in smaller number of program concentrators.)</p>	<p>FY 2005 Outcome Target: Career programs total aggregate 2% increase in completion rate from 2003 data. Result: 2% increase not met, but college remained above state mandated rate of 24.5%.</p> <p>Related Core Sub-indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment, 3P1 – Placement.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Fiscal Year</th> <th style="text-align: center;">Career Program Completers</th> <th style="text-align: center;">Career Program Concentrators</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2001</td> <td style="text-align: center;">108</td> <td style="text-align: center;">1073</td> <td style="text-align: center;">10.06%</td> </tr> <tr> <td style="text-align: center;">2002</td> <td style="text-align: center;">199</td> <td style="text-align: center;">1067</td> <td style="text-align: center;">18.65%</td> </tr> <tr> <td style="text-align: center;">2003</td> <td style="text-align: center;">239</td> <td style="text-align: center;">878*</td> <td style="text-align: center;">27.22%</td> </tr> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">281</td> <td style="text-align: center;">1112</td> <td style="text-align: center;">25.27%</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">295</td> <td style="text-align: center;">1171</td> <td style="text-align: center;">25.19%</td> </tr> </tbody> </table>	Fiscal Year	Career Program Completers	Career Program Concentrators	Percent	2001	108	1073	10.06%	2002	199	1067	18.65%	2003	239	878*	27.22%	2004	281	1112	25.27%	2005	295	1171	25.19%	College funded
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Required Activity:

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

Objective	Strategy	Measure	<u>Projected Budget</u>																				
Nursing curriculum will include an understanding of all aspects of the industry.	<p>Nursing faculty will participate in summer clinical internships in their practice area. Nursing faculty clinical instruction will reflect current industry practice.</p> <p>FY 2002: 1 nursing faculty internship. FY 2003: 2 nursing faculty internships. FY 2004: 2 nursing faculty internships. FFY 2005: Due to faculty time being devoted to new curricula and new collaboration with NHCC and Metro State, internships did not occur. Continuing to reflect current industry practice in new curricula. RN panelists presented to 2005 RN grads.</p> <p>*(Correction of data collection method beginning in FY 2003 resulted in smaller number of Nursing program concentrators.)</p>	<p>FY 2005 Outcome Target: Increased student satisfaction as a result of upgraded faculty skills will contribute to nursing completion rate increase of 2% over FY 2003. Result: Almost 3% increase.</p> <p>Related Core Sub-indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Fiscal Year</th> <th style="text-align: center;">Nursing Completers</th> <th style="text-align: center;">Nursing Concentrators</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2002</td> <td style="text-align: center;">100</td> <td style="text-align: center;">440</td> <td style="text-align: center;">22.72%</td> </tr> <tr> <td style="text-align: center;">2003</td> <td style="text-align: center;">111</td> <td style="text-align: center;">260*</td> <td style="text-align: center;">42.69%</td> </tr> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">132</td> <td style="text-align: center;">346</td> <td style="text-align: center;">38.15%</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">160</td> <td style="text-align: center;">351</td> <td style="text-align: center;">45.58%</td> </tr> </tbody> </table>	Fiscal Year	Nursing Completers	Nursing Concentrators	Percent	2002	100	440	22.72%	2003	111	260*	42.69%	2004	132	346	38.15%	2005	160	351	45.58%	<p>\$1500</p> <p>Spent \$44.76</p>
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<p>Counselors/advisors will have an understanding of the businesses and industries for which they advise students.</p>	<p>Counselors and advisors will be encouraged to explore all aspects of an industry or business by participating in field trips to related businesses and industries; and business and industry personnel will be invited to provide presentations to counselors, advisors and others about their field.</p> <p>FY 2004: Field trip to Biomedical (BMED) company by one advisor, who reported back to department. On-campus presentations provided by BMED professionals.</p> <p>FY 2005: Field trips to companies who use Geographic Information Systems (GIS) software did not occur. On-campus presentations provided by GIS professional to entire Student Services group.</p> <p>*(Only participants or non-Perkins show up for GIS in FY 2003.)</p>	<p>FY 2005 Outcome Target: 20% increase in completion of students in BMED program since FY 2002. 4% increase in completion rate of GIS program compared to 2003 rate. (New program – 0 completers in 2002). Result: 2% completion increase in BMED compared to FY 2002 (though slightly down from FY 2003-04). GIS graduated 3 students of 24 concentrators compared to 3 of 23 in FY 2004.</p> <p>Related Core Sub-indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment.</p> <table border="1" data-bbox="1220 699 1801 889"> <thead> <tr> <th>Fiscal Year</th> <th>BMED Completers</th> <th>BMED Concentrators</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>2</td> <td>29</td> <td>6.9%</td> </tr> <tr> <td>2003</td> <td>5</td> <td>31</td> <td>16.1%</td> </tr> <tr> <td>2004</td> <td>6</td> <td>61</td> <td>9.8%</td> </tr> <tr> <td>2005</td> <td>5</td> <td>56</td> <td>8.93%</td> </tr> </tbody> </table> <table border="1" data-bbox="1220 922 1801 1105"> <thead> <tr> <th>Fiscal Year</th> <th>GIS Completers</th> <th>GIS Concentrators</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>0</td> <td>6</td> <td>New Prog.</td> </tr> <tr> <td>2003</td> <td>0</td> <td>0*</td> <td></td> </tr> <tr> <td>2004</td> <td>3</td> <td>23</td> <td>13.04%</td> </tr> <tr> <td>2005</td> <td>3</td> <td>24</td> <td>12.50%</td> </tr> </tbody> </table>	Fiscal Year	BMED Completers	BMED Concentrators	Percent	2002	2	29	6.9%	2003	5	31	16.1%	2004	6	61	9.8%	2005	5	56	8.93%	Fiscal Year	GIS Completers	GIS Concentrators	Percent	2002	0	6	New Prog.	2003	0	0*		2004	3	23	13.04%	2005	3	24	12.50%	<p>College funded</p>
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<p>Faculty from other disciplines, as well as students, will have an understanding of the businesses and industries related to ARCC's career programs.</p>	<p>ARCC students and faculty will be invited to participate in presentations about career program-related jobs and information put on by business and industry personnel.</p> <p>FY 2004: Field trips to Biomedical (BMED) companies available. On-campus presentations provided by BMED professionals.</p> <p>FY 2005: Field trips to companies who use Geographic Information Systems (GIS) software did not occur. However, staff observed and assisted with GIS presentation at local special education program (see goal 12). On-campus presentation also provided by GIS professional.</p>	<p>FY 2005 Outcome Target: 20% increase in completion of students in BMED program (6students). 4% increase in completion rate of GIS program compared to 2003 rate. (New program – 0 completers in 2002). Result: 2% completion increase in BMED compared to FY 2002 (though slightly down from FY 2003-04). GIS graduated 3 students of 24 concentrators compared to 3 of 23 in FY 2004.</p> <p>Related Core Sub-indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment.</p> <p>(See BMED and GIS tables above.)</p>	<p>College funded</p>
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Required Activity:

Goal 3. Technology in vocational-technical education

Objective	Strategy	Measure	Projected Budget																																																												
<p>Faculty will be provided an opportunity for expanded availability of on-line curricula in career programs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Fiscal Year</th> <th style="text-align: center;">Business AS Completers</th> <th style="text-align: center;">Business AS Concentrators</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2002</td> <td style="text-align: center;">2</td> <td style="text-align: center;">66</td> <td style="text-align: center;">3%</td> </tr> <tr> <td style="text-align: center;">2003</td> <td style="text-align: center;">6</td> <td style="text-align: center;">91</td> <td style="text-align: center;">6.59%</td> </tr> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">11</td> <td style="text-align: center;">168</td> <td style="text-align: center;">6.54%</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">18</td> <td style="text-align: center;">212</td> <td style="text-align: center;">8.49%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Fiscal Year</th> <th style="text-align: center;">Nursing Completers</th> <th style="text-align: center;">Nursing Concentrators</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2002</td> <td style="text-align: center;">100</td> <td style="text-align: center;">440</td> <td style="text-align: center;">22.72%</td> </tr> <tr> <td style="text-align: center;">2003</td> <td style="text-align: center;">111</td> <td style="text-align: center;">260</td> <td style="text-align: center;">42.69%</td> </tr> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">132</td> <td style="text-align: center;">346</td> <td style="text-align: center;">38.15%</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">160</td> <td style="text-align: center;">351</td> <td style="text-align: center;">45.58%</td> </tr> </tbody> </table>	Fiscal Year	Business AS Completers	Business AS Concentrators	Percent	2002	2	66	3%	2003	6	91	6.59%	2004	11	168	6.54%	2005	18	212	8.49%	Fiscal Year	Nursing Completers	Nursing Concentrators	Percent	2002	100	440	22.72%	2003	111	260	42.69%	2004	132	346	38.15%	2005	160	351	45.58%	<p>1. Faculty will be provided the opportunity to attend training sessions and workshops. 2. Faculty will expand career program on-line course offerings.</p> <p>FY 2003: All Business courses relevant to Business A.S. degree available on-line. On-line summer transition course (LPN-RN) developed for Summer FY 2004.</p> <p>FY 2004: At least 3 faculty in career programs were trained for online delivery. Math 1200 course totally online and Business 1180 course partially online. Provided on-line LPN-RN transition course (NURS 1153) starting summer of 2004.</p> <p>FY 2005: 3 new career program faculty were trained to deliver on-line courses. 4 new on-line career course sections were added. Evaluated on-line LPN-RN transition course initiated in 2004 -- More emphasis placed on the nursing process; a new method of evaluating Nursing Abilities was implemented; faculty report that students were better prepared to join fall courses.</p>	<p>FY 2005 Outcome Target: 50% of RN courses will be web-enhanced, and contribute to nursing completion rate increase of 2% over FY 2003. Career programs 2% increase in completion since FY 2003. Result: (See notes under Strategy.) RN and Business completion rates increase; Career Programs over-all stay stable.</p> <p>Related Core Sub-indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment, 4P1 – Nontraditional Participation, 4P2 – Nontraditional Completion.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Fiscal Year</th> <th style="text-align: center;">Career Program Completers</th> <th style="text-align: center;">Career Program Concentrators</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2002</td> <td style="text-align: center;">199</td> <td style="text-align: center;">1067</td> <td style="text-align: center;">18.65%</td> </tr> <tr> <td style="text-align: center;">2003</td> <td style="text-align: center;">239</td> <td style="text-align: center;">878</td> <td style="text-align: center;">27.22%</td> </tr> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">281</td> <td style="text-align: center;">1112</td> <td style="text-align: center;">25.27%</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">295</td> <td style="text-align: center;">1171</td> <td style="text-align: center;">25.19%</td> </tr> </tbody> </table>	Fiscal Year	Career Program Completers	Career Program Concentrators	Percent	2002	199	1067	18.65%	2003	239	878	27.22%	2004	281	1112	25.27%	2005	295	1171	25.19%	<p>College funded</p>
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Required Activity:

Goal 4. Professional Development

Objective	Strategy	Measure	<u>Projected Budget</u>																								
Faculty, staff and administration will stay up-to-date in career program/industry related practices within their discipline.	<p>Attendance at career program/industry related conferences, workshops, or other training.</p> <p>3 Business faculty attended Bob Pike Conference to improve innovation and excellence in teaching methods. New PTA Lab Assistant attended MN Clinical Education Consortium to enhance training and credentialing. RN Lab Manager attended Sixth National Conference on Nursing Skills Labs for collaboration /training in methods of evaluating, establishing and transforming skills labs to meet the needs of nursing education.</p>	<p>FY 2005 Outcome Target: Increase in professional skills will contribute to 2% increase in completion of students in career programs between FY 2003 and FY 2005. Result: 2% increase not met, but college remained above state mandated rate of 24.5%.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment.</p> <table border="1"> <thead> <tr> <th align="center">Fiscal Year</th> <th align="center">Career Program Completers</th> <th align="center">Career Program Concentrators</th> <th align="center">Percent</th> </tr> </thead> <tbody> <tr> <td align="center">2001</td> <td align="center">108</td> <td align="center">1073</td> <td align="center">10.06%</td> </tr> <tr> <td align="center">2002</td> <td align="center">199</td> <td align="center">1067</td> <td align="center">18.65%</td> </tr> <tr> <td align="center">2003</td> <td align="center">240</td> <td align="center">897</td> <td align="center">26.76%</td> </tr> <tr> <td align="center">2004</td> <td align="center">281</td> <td align="center">1112</td> <td align="center">26.27%</td> </tr> <tr> <td align="center">2005</td> <td align="center">295</td> <td align="center">1171</td> <td align="center">25.19%</td> </tr> </tbody> </table>	Fiscal Year	Career Program Completers	Career Program Concentrators	Percent	2001	108	1073	10.06%	2002	199	1067	18.65%	2003	240	897	26.76%	2004	281	1112	26.27%	2005	295	1171	25.19%	<p>1. \$4,000</p> <p>Spent \$3,513.27</p>
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Required Activity:

Goal 5. Evaluation of vocational-technical education programs

Objective	Strategy	Measure	<u>Projected Budget</u>												
Evaluate eligible programs to determine if they meet the needs of related business and industry labor markets.	<p>1. Provide training for all nursing faculty on all uses of PARScore and PARTest software program for testing and measurement (2003).</p> <p>PARScore used by all nursing courses. PARTest not yet available. NCLEX pass rate decreased, perhaps due to revised NCLEX test. (National pass rate decreased as well.) Also evaluating new program curriculum to be sure NCLEX criteria is appropriately covered.</p>	<p>FY 2005 Outcome Target: NCLEX pass rate to increase to 93%. Result: Not met. See note under Strategy.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment</p> <table border="1" data-bbox="1339 1036 1671 1252"> <thead> <tr> <th align="center">Fiscal Year</th> <th align="center">NCLEX Pass Rate</th> </tr> </thead> <tbody> <tr> <td align="center">2001</td> <td align="center">90%</td> </tr> <tr> <td align="center">2002</td> <td align="center">90%</td> </tr> <tr> <td align="center">2003</td> <td align="center">91.07%</td> </tr> <tr> <td align="center">2004</td> <td align="center">93%</td> </tr> <tr> <td align="center">2005</td> <td align="center">85.94%</td> </tr> </tbody> </table>	Fiscal Year	NCLEX Pass Rate	2001	90%	2002	90%	2003	91.07%	2004	93%	2005	85.94%	College funded
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<p>Develop and integrate a program review process within current review procedures for all career programs not currently subjected to national accreditation.</p>	<p>1. Develop program review process that fits into overall college program review.</p> <p>2. Conduct career program research projects looking at enrollment, retention, achievement, and completion.</p> <p>FY 2001 and FY 2002: Program review process discussed and plan devised. Research projects part of Perkins “Data for Decision Making” improvement plans.</p> <p>FY 2003 Outcome Target: Evaluated one career program via program review process: continuous improvements on data collection and evaluation; baseline data collected and plan developed.</p> <p>FY 2004 Outcome Target: Regular rotation established evaluating all programs every three years; all career programs will have continuous data collection and evaluation; plan implemented.</p> <p>FY 2005: Process continued. Accounting, CNET, CSCI, GIS programs reviewed. PTA submitted two Progress Reports to CAPTE. RN and PTA conduct annual evaluations of quality measures based on program evaluation plans.</p>	<p>FY 2005 Outcome Target: Career programs total aggregate 2% increase in completion rate from FY 2003 data. Result: 2% increase not met, but college remained above state mandated rate of 24.5%.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment, 3P1 – Placement, 3P2- Retention in Employment, 4P1 – Nontraditional Participation, 4P2 – Nontraditional Completion.</p> <table border="1" data-bbox="1220 656 1801 902"> <thead> <tr> <th>Fiscal Year</th> <th>Career Program Completers</th> <th>Career Program Concentrators</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>108</td> <td>1073</td> <td>10.06%</td> </tr> <tr> <td>2002</td> <td>199</td> <td>1067</td> <td>18.65%</td> </tr> <tr> <td>2003</td> <td>240</td> <td>897</td> <td>26.76%</td> </tr> <tr> <td>2004</td> <td>281</td> <td>1112</td> <td>25.27%</td> </tr> <tr> <td>2005</td> <td>295</td> <td>1171</td> <td>25.19%</td> </tr> </tbody> </table>	Fiscal Year	Career Program Completers	Career Program Concentrators	Percent	2001	108	1073	10.06%	2002	199	1067	18.65%	2003	240	897	26.76%	2004	281	1112	25.27%	2005	295	1171	25.19%	<p>1. College funded</p> <p>2. Includes Web/Research Position (see indicator 6)</p>
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**Carl D. Perkins Vocational-Technical Education Act of 1998
 Local Plan for Career and Technical Education
 Five Year Plan 1999-2005**

		Check Appropriate Core Indicator(s)	Core Indicators
Required Activity:		X	1. Academic and Skill Attainment
			2. Completion
		X	3. Placement and Retention
Goal 6. Continuous program improvement for vocational technical education programs			4. Nontraditional
Objective	Strategy	Measure	<u>Projected Budget</u>

<p>Recruitment and retention of students in career programs.</p>	<ol style="list-style-type: none"> 1. Present consistent and proactive information sessions on and off campus to current and prospective career program students. <ol style="list-style-type: none"> a. On campus information sessions for adults returning to school, as well as for high school students. b. High school students in targeted classes. c. Provided program information sessions at Workforce Center. d. Developed marketing/promotional materials. e. Continuous Web page/research improvements, including easy accessibility by potential students to information and applications for career programs. 2. Increase recruitment and retention of under-served ESL/LEP students in career programs: <ol style="list-style-type: none"> a. Continued partnership with local ABE/LEP program on Cambridge campus. b. Offered training to faculty and staff volunteers providing support services to ESL/LEP students. c. Provided training to staff on creating curriculum that is culturally unbiased. d. Provided tutor-led study groups and/or support groups to assist students with language or culturally-related issues in career program studies. <p>Test-taking workshops for failing RN students to improve success on career program exams were not provided in FY 2005.</p> 	<p>FY 2005 Outcome Target: 1. Nursing program maintains full enrollment of 177. Other programs total aggregate 4% increase in participants (1,595 participants). Result: Programs remaining stable over all.</p> <p>2. Increase enrollment of LEP students by 2%, and increase number of LEP student program concentrators by 2% from FY 2002 data. Result: Enrollment continues to increase. Concentrators slightly down from last year, but up 233% from FY 2002.</p> <p>3. Increase retention of nursing students by 3%. Result: 3% increase from FY 2002.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment.</p> <table border="1" data-bbox="1194 735 1776 922"> <thead> <tr> <th>Fiscal Year</th> <th>Nursing Completers</th> <th>Nursing Concentrators</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>100</td> <td>440</td> <td>22.72%</td> </tr> <tr> <td>2003</td> <td>111</td> <td>260</td> <td>42.69%</td> </tr> <tr> <td>2004</td> <td>132</td> <td>346</td> <td>38.15%</td> </tr> <tr> <td>2005</td> <td>160</td> <td>351</td> <td>45.58%</td> </tr> </tbody> </table> <table border="1" data-bbox="1194 956 1776 1170"> <thead> <tr> <th>Fiscal Year</th> <th>Career Program Completers</th> <th>Career Program Concentrators</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>108</td> <td>1073</td> <td>10.06%</td> </tr> <tr> <td>2003</td> <td>239</td> <td>878</td> <td>27.22%</td> </tr> <tr> <td>2004</td> <td>281</td> <td>1112</td> <td>25.27%</td> </tr> <tr> <td>2005</td> <td>295</td> <td>1171</td> <td>25.19%</td> </tr> </tbody> </table> <table border="1" data-bbox="1194 1205 1829 1445"> <thead> <tr> <th>Fiscal Year</th> <th>All Students Claiming Limited Eng.</th> <th>LEP Student Program Concentrators</th> <th>% Enrollment Increase/ % Conc. Increase</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>34</td> <td>9</td> <td></td> </tr> <tr> <td>2003</td> <td>87</td> <td>14</td> <td>256%/156%</td> </tr> <tr> <td>2004</td> <td>115</td> <td>26</td> <td>338%/289%</td> </tr> <tr> <td>2005</td> <td>155</td> <td>21</td> <td>455%/233%</td> </tr> </tbody> </table>	Fiscal Year	Nursing Completers	Nursing Concentrators	Percent	2002	100	440	22.72%	2003	111	260	42.69%	2004	132	346	38.15%	2005	160	351	45.58%	Fiscal Year	Career Program Completers	Career Program Concentrators	Percent	2001	108	1073	10.06%	2003	239	878	27.22%	2004	281	1112	25.27%	2005	295	1171	25.19%	Fiscal Year	All Students Claiming Limited Eng.	LEP Student Program Concentrators	% Enrollment Increase/ % Conc. Increase	2002	34	9		2003	87	14	256%/156%	2004	115	26	338%/289%	2005	155	21	455%/233%	<p>Spent \$16,620.72 total for Activity 6</p> <p>(\$16,000 originally designated)</p>
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Graduates will pass industry certifications for program improvement.

1. Computerized Health Education Systems, Inc. (HESI) exam taken by all 4th semester nursing pre-graduates to determine readiness for NCLEX board examination. Custom mid-curricular exam was administered to Coon Rapids freshmen in Spring 2005. It will be administered to Cambridge freshmen in Fall 2005.
2. Did not provide computer specialist-related certification exams for students in computer networking, computer science, and business programs. It was determined that there was not enough interest among students.
3. Provided practice licensing practice exams for Physical Therapy Assistant students. Graduate survey data on participation and license pass rate not yet available.

Fiscal Year	Comp./Bus. Cert. Pass Rate
2003	59.5%
2004	32.4%
2005	NA

Fiscal Year	PTA License Pass Rate
2003	NA
2004	NA
2005	Data will be avail in FY 06

Fiscal Year	Business Completers	Business Concentrators	Percent
2002	35	271	12.9%
2003	44	320	13.75%
2004	102	460	22.17%
2005	51	459	11.11%

Fiscal Year	PTA Completers	PTA Concentrators	Percent
2002	13	40	32.5%
2003	10	48	20.83%
2004	15	42	35.7%

FY 2005 Outcome Target: 1. NCLEX pass rates will equal 93%. Nursing completion rate increase by 2% over 2003. **Result:** NCLEX pass rate decreased due to change in exam as well as implementation of new curriculum; ARCC pass rate exceeds average of all AS RN programs in MN, 85%. Nursing completion rate at almost 3% above 2003 rate. 2.-3. Computer-related and Business certification exams, and PTA licensing exam pass rates will increase by 2% over FY 2003. Computer-related programs, Business programs and PTA program completion rates increase by 4% over FY 2003. **Result:** See Strategy column and below. Only Business did not meet completion criteria, assumed due to students going directly to BS program at Metro State.

Fiscal Year	NCLEX Pass Rate
2001	90%
2002	90%
2003	91.07%
2004	93%
2005	85.94%

Fiscal Year	Nursing Completers	Nursing Concentrators	Percent
2002	100	440	22.72%
2003	111	260*	42.69%
2004	132	346	38.15%
2005	160	351	45.58%

Fiscal Year	CNET/ CSCI Completers	CNET/ CSCI Concentrators	Percent
2002	21	134	15.67%
2003	12	112	10.71%
2004	16	116	13.79%
2005	21	134	15.67%

Related Core Sub indicators: 1P1 - Academic Attainment, 1P2 - Technical Skill Attainment, 2P1 -Postsecondary Degree or Credential Attainment, 3P1 - Placement.

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

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

	1. Academic and Skill Attainment
X	2. Completion
X	3. Placement and Retention
	4. Nontraditional

Required Activity:

Goal 7. Effectiveness of services and activities

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Strengthen assessment and effectiveness of all career programs.</p>	<ol style="list-style-type: none"> 1. Established an assessment process to assist career programs in the collection, analysis, and interpretation of student and alumni assessment data.* 2. Disseminated student and employer satisfaction survey for RN and PTA programs. Results did not result in major changes. 3. Evaluated new nursing curriculum effectiveness by administering specialized HESI course exams (See goal 6). <p>FY 2004: A.) Re-coded potential (but un-admitted) RN Program students for more accurate data. B.) Developed system for tracking students who have met diploma criteria but have not applied for graduation. C.) Wrote CTL grant for assessing student learning in Business programs using e-folio resources. Faculty were trained in e-folio development.</p> <p>FY 2005: See above. Also, piloted assessment plan for Business programs: 10 faculty and 134 students developed e-folios. Data collected. Outcome: Project was useful for documenting and displaying learning outcomes and readiness for transfer and/or career entry.</p>	<p>FY 2005 Outcome Target: Begin implementation of recommended process.</p> <p>Result: Began implementation of recommended process. (See details under Strategy.)</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment, 3P1 – Placement, 3P2- Retention in Employment, 4P1 – Nontraditional Participation, 4P2 – Nontraditional Completion.</p>	<p>Spent \$52,527.84 total on area 7</p> <p>(\$51,000 originally designated)</p>

Reduce attrition from career programs.

1. Conduct exit interviews with non-completers and identify major factors for non-completion. *No exit interviews conducted. However, process developed in Nursing to consistently collect data about reasons for withdrawal.*
2. Conducted mid-program academic advising for nursing students.
3. Targeted visits to fall semester 2nd year nursing classes to assist with the graduation application process. (Counseling dept)
4. Targeted retention sessions for RN students.
5. Provided lab assistants for career programs – RN, BUS (Cambridge), CNET, CSCI.
6. To inform career program students about all aspects of their career program industry, field trips were provided and guest speakers were brought into some classrooms (CNET, BMED, PTA, Nursing).

FY 2005: 98% of Nursing grads responding to survey indicated they were employed 9 months after graduation.
 93.33% of PTA grads (1 student) responding to survey indicated they were employed 8 months after graduation.
 (In addition, an Adventures in Engineering program was held for middle school and high schools students, to introduce them to the field of engineering and assist them with future career program choices. 27 students attended.)

FY 2005 Outcome Target: Nursing completion rate increase of 2% from FY 2003 rate. Computer Networking completion rate increase of 6% over FY 2003.

Result: Nursing completion rate increase of almost 3% from FY 2003 rate. CNET completion rate increase of 8.5% over FY 2003 rate.

Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment.

Fiscal Year	Nursing Completers	Nursing Concentrators	Percent
Goal	NA	NA	23.0%
2002	100	440	22.72%
2003	111	260	42.69%
2004	132	346	38.15%
2005	160	351	45.58%

Fiscal Year	CNET Completers	CNET Concentrators	Percent
2001	14	126	11.11%
2002	21	132	15.9%
2003	12	110	10.9%
2004	15	99	15.15%
2005	20	103	19.42%

Fiscal Year	PTA Completers	PTA Concentrators	Percent
2002	13	40	32.5%
2003	10	48	20.83%
2004	15	42	35.7%
2005	12	44	27.27%

1. Advisor
2. Advisor
3. Counseling/Advising

<p>Establish effective career development and placement services for career program concentrators.</p>	<p>1. Employment Representative (from the Workforce Center) to:</p> <ul style="list-style-type: none"> a) Act as placement resource, providing labor market information, assistance in job seeking strategies, job leads, etc. b) Act as resource to employers by coordinating on-campus employer visits, participating in job fairs, presenting to student groups, etc. c) Achieve graduate follow-up response rate of at least 85% by the end of FY 2005, so that potential students may have accurate data to help in career program decision-making. <p>2. Hold a healthcare job fair for Nursing, PTA and BMED program students. FY 2005: 60% of sophomore students will participate in job fair. <i>Student data not tracked. Timing not the best as some students were on Clinicals or field trips. Different process to be used for next year.</i></p>	<p>FY 2005 Outcome Target: 1. Improve Perkins data integrity – Eliminate “blank” home campus; reduce “blank” gender and ethnic status fields by 6%. Graduation follow-up response rate at 85%. Result: All students are affiliated with a home campus in FY 2005. “Blank” gender status field not reduced. 14.3% of students in FY 2005 did not claim ethnicity vs. 19.03% of students in FY 2004. Graduation follow-up response rate for FY 2004 graduates is 91.33%. 2. Placement of Nursing students to remain at 100%. Placement of PTA students to remain at 100%. Result: Nursing student placement at 98%. PTA student placement at 93.33%.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment, 3P1 – Placement, 3P2- Retention in Employment.</p>	
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**Carl D. Perkins Vocational-Technical Education Act of 1998
Local Plan for Career and Technical Education
Five Year Plan 1999-2005**

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

	1. Academic and Skill Attainment
x	2. Completion
x	3. Placement and Retention
x	4. Nontraditional

Required Activity:

Goal 8. Broad based community involvement

Objective	Strategy	Measure	<u>Projected Budget</u>
Parents	Collaboratively offered parent/student information sessions on vocational education opportunities to District #11 parents.	FY 2005 Outcome Target: 4% increase in aggregate career program participation (1595 students) and 2% increase in aggregate career program completion from FY 2003. Result: 3.89% increase in career program participation since FY 2001 (1657 students.) Completion rate goal not met; however, college remained above State mandated rate of 24.5%.	
Students	<ol style="list-style-type: none"> 1. Collaboratively offered parent/student information session on vocational education opportunities to District #11 students. 2. Speakers to career classes: Human relations, diversity, careers. 3. Involved one student as member of PTA advisory committee, and recent graduates as members of BMED and GIS advisory committees. 	FY 2005 Outcome Target: 50% of program advisory committees will have student memberships. 4% increase in aggregate career program participation (1595 students) and 2% increase in aggregate career program completion from FY 2003. Result: 42.9% of career program advisory committees (3 of 7) had student or ARCC graduate members. 3.89% increase in career program participation since FY 2001 (1657 students.) Completion rate goal not met; however, college remained above State mandated rate of 24.5%.	
Teachers	<ol style="list-style-type: none"> 1. Tech prep articulation meetings. 2. Recruited secondary teachers to serve on CNET, CSCI, BMED and GIS advisory committees. 3. ARCC staff presented workshops on eligible program requirements for area high school teachers, counselors, and/or staff. 	FY 2005 Outcome Target: 4% increase in aggregate career program participation (1595 students) and 2% increase in aggregate career program completion from FY 2003. Result: 3.89% increase in career program participation since FY 2001 (1657 students.) Completion rate goal not met; however, college remained above State mandated rate of 24.5%.	
Business & Industry	<ol style="list-style-type: none"> 1. Visited companies to promote programs with managers and employees. 2. Staff education and promotional tables at company events. 3. Advisory committee involvement by business and industry representatives. 4. Business and industry representatives invited to career program events. 	FY 2005 Outcome Target: 4% increase in aggregate career program participation (1595 students) and 2% increase in aggregate career program completion from FY 2003. 85% of advisory committees will have business and industry representation. Result: 3.89% increase in career program participation since FY 2001 (1657 students.) Completion rate goal not met; however, college remained above State mandated rate of 24.5%. All advisory committees have business and industry representation.	

Labor	Provide use of facilities for labor organizations as requested.	FY 2005 Outcome Target: ___ of labor organizations will use ARCC facilities for meetings. 4% increase in aggregate career program participation (1595 students) and 2% increase in aggregate career program completion from FY 2003. Result: AFSCME and MAPE used ARCC facilities on occasion. Other community organizations used the facilities as well. 3.89% increase in career program participation since FY 2001 (1657 students.) Completion rate goal not met; however, college remained above State mandated rate of 24.5%.	
Special Populations	Build into “Transitioning Through College” course (offered to selected Transition Plus students in Dist #11 at CR campus of ARCC) a component increasing the awareness of vocational programs and career opportunities. <i>(This is a part of the class.)</i>	FY 2005 Outcome Target: Increase program completion of special population learners by 2% from 2003 rate. Result: Completion rate goal not met; however, college remained above State mandated rate of 24.5%.	

Goal 8 Related Core Sub Indicators: 1P1 – Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 – Postsecondary Degree or Credential Attainment, 3P1 – Placement, 3P2 – Retention in Employment, 4P1 – Nontraditional Participation, 4P2 – Nontraditional Completion.

Fiscal Year	Career Program Completers	Career Program Concentrators	Percent Completers
2001	108	1073	10.06%
2002	199	1067	18.65%
2003	239	878	27.22%
2004	281	1112	25.27%
2005	295	1171	25.19%

Fiscal Year	Students Identifying as Having Disabilities/Completers	Students Identifying as Having Disabilities/Concentrators	Percent
2002	2	26	7.69%
2003	7	22	31.8%
2004	4	28	14.29%
2005	10	32	31.25%

Fiscal Year	Career Program Participants	Percent Change Participants
2001	1595	
2004	1665	4.39%
2005	1657	3.89%

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

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Core Indicator(s)**

Core Indicators

	1. Academic and Skill Attainment
X	2. Completion
X	3. Placement and Retention
	4. Nontraditional

Required Activity:

Goal 9. Special population learner accommodation(s) and support services

Objective	Strategy	Measure	<u>Projected Budget</u>																				
Retention of special population learners in career programs.	<ol style="list-style-type: none"> 1. Targeted retention strategies for career program students including tape text, tutoring, note taking, workshops, and other student service efforts. 2. On-going support group provided for students with disabilities. <i>This strategy did not occur.</i> Special career program speakers made available to group on occasion. 	<p>FY 2005 Outcome Target: Increase program completion of special population learners by 2% from 2003 rate. Result: Number of completers increased from 7 to 10; completion rate when compared to concentrators remained about the same as in 2003.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Fiscal Year</th> <th style="text-align: center;">Students Identifying as Having Disabilities/ Completers</th> <th style="text-align: center;">Students Identifying as Having Disabilities/ Concentrators</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2002</td> <td style="text-align: center;">2</td> <td style="text-align: center;">26</td> <td style="text-align: center;">7.69%</td> </tr> <tr> <td style="text-align: center;">2003</td> <td style="text-align: center;">7</td> <td style="text-align: center;">22</td> <td style="text-align: center;">31.8%</td> </tr> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">4</td> <td style="text-align: center;">28</td> <td style="text-align: center;">14.29%</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">10</td> <td style="text-align: center;">32</td> <td style="text-align: center;">31.25%</td> </tr> </tbody> </table>	Fiscal Year	Students Identifying as Having Disabilities/ Completers	Students Identifying as Having Disabilities/ Concentrators	Percent	2002	2	26	7.69%	2003	7	22	31.8%	2004	4	28	14.29%	2005	10	32	31.25%	College funded
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**Carl D. Perkins Vocational-Technical Education Act of 1998
Local Plan for Career and Technical Education
Five Year Plan 1999-2005**

**Check Appropriate
Core Indicator(s)**

Core Indicators

X	1. Academic and Skill Attainment
	2. Completion
	3. Placement and Retention
	4. Nontraditional

Required Activity:

Goal 10. Full participation of special population learners

Objective	Strategy	Measure	<u>Projected Budget</u>																				
Increase enrollment of special population learners in career programs at both campuses	<ol style="list-style-type: none"> 1. Admissions/Advisor referral of potential career program students to Access Services. 2. Involvement in "Transitioning to College" course offered to Transition Plus and piloting of similar course through Dist # 11 S.T.E.P. program. <i>STEP students come to ARCC for course.</i> 	<p>FY 2005 Outcome Target: Increase program completion of special population learners by 2% from 2003 rate. Result: 10/32 student concentrators completed vs. 7/22 students in 2003 = higher number of concentrators and completers; percentage of completion rate remains about the same as FY 2003.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 -Postsecondary Degree or Credential Attainment.</p>	College funded																				
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**Check Appropriate
Core Indicator(s)** **Core Indicators**

X	1. Academic and Skill Attainment
X	2. Completion
X	3. Placement and Retention
X	4. Nontraditional

Required Activity:

Goal 11. Preparation for nontraditional training and employment

Objective	Strategy	Measure	<u>Projected Budget</u>																								
Increase number of men in nursing.	<p>1. Eliminate any gender bias in curriculum.</p> <p>2. Implement strategies resulting from Spring 2004 focus groups.</p> <p>FY 2005: Feedback from focus groups did not result in any major changes.</p> <p>*(Correction of data collection method beginning in FY 2003 resulted in smaller number of Nursing program concentrators.)</p>	<p>FY 2005 Outcome Target: Increase number of males in nursing program by 3% from FY 2003. Result: 33 male RN concentrators in FY 2005 vs. 25 male concentrators in FY 2003. However, percentage of all RN concentrators remains about the same as FY 2003.</p> <p>Related Core Sub indicators: 4P1 – Nontraditional Participation, 4P2 – Nontraditional Completion.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Fiscal Year</th> <th>Male RN Concentrators</th> <th>Nursing Concentrator</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>13</td> <td>211</td> <td>6.16%</td> </tr> <tr> <td>2002</td> <td>34</td> <td>406</td> <td>8.37%</td> </tr> <tr> <td>2003</td> <td>25*</td> <td>260</td> <td>9.6%</td> </tr> <tr> <td>2004</td> <td>45</td> <td>346</td> <td>13%</td> </tr> <tr> <td>2005</td> <td>33</td> <td>350</td> <td>9.43%</td> </tr> </tbody> </table>	Fiscal Year	Male RN Concentrators	Nursing Concentrator	Percent	2001	13	211	6.16%	2002	34	406	8.37%	2003	25*	260	9.6%	2004	45	346	13%	2005	33	350	9.43%	College funded
Fiscal Year	Male RN Concentrators	Nursing Concentrator	Percent																								
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<p>Increase number of women in computer (IT) and Engineering-related career programs.</p>	<ol style="list-style-type: none"> 1. Provided “fun” introductory CNET classes through after-school and/or summer program to girls age 13 and up. 2. Provided “fun” introductory summer engineering course dedicated to women in engineering for females in grades 7-12. <p>FY 2004: Establish baseline number of female students in computer and engineering related career programs. b.) Establish baseline number of girls who choose CNET and engineering after-school/ summer course options. FY 2005: 6 girls participated in CNET course; 17 girls participated in Engineering course.</p>	<p>FY 2005 Outcome Target: 1. Increase number of girls in CNET after-school/summer course by 5%. <i>Note: 6 girls participated. The course did not take place in FY 2004, so FY 2005 was its first year.</i></p> <p>Related Core Sub indicators: 4P1 – Nontraditional Participation, 4P2 – Nontraditional Completion.</p> <table border="1" data-bbox="1052 500 1822 683"> <thead> <tr> <th>Fiscal Year</th> <th>Female CNET/CSCI Participants</th> <th>Percent Change Participants</th> <th>Female CNET/CSCI Completers</th> <th>All CNET/CSCI Completers</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>66</td> <td>NA</td> <td>4</td> <td>13</td> </tr> <tr> <td>2004</td> <td>60</td> <td>-9%</td> <td>7</td> <td>16</td> </tr> <tr> <td>2005</td> <td>46</td> <td>-30.30%</td> <td>4</td> <td>19</td> </tr> </tbody> </table> <table border="1" data-bbox="1052 711 1822 894"> <thead> <tr> <th>Fiscal Year</th> <th>Female Engineering Participants</th> <th>Percent Change Participants</th> <th>Female Engineering Completers</th> <th>All Engineering Completers</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>10</td> <td>NA</td> <td>0</td> <td>2</td> </tr> <tr> <td>2004</td> <td>11</td> <td>+9.1%</td> <td>0</td> <td>2</td> </tr> <tr> <td>2005</td> <td>14</td> <td>+40%</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Fiscal Year	Female CNET/CSCI Participants	Percent Change Participants	Female CNET/CSCI Completers	All CNET/CSCI Completers	2003	66	NA	4	13	2004	60	-9%	7	16	2005	46	-30.30%	4	19	Fiscal Year	Female Engineering Participants	Percent Change Participants	Female Engineering Completers	All Engineering Completers	2003	10	NA	0	2	2004	11	+9.1%	0	2	2005	14	+40%	0	1	<p>\$1,500 Spent \$1,279.16</p>
Fiscal Year	Female CNET/CSCI Participants	Percent Change Participants	Female CNET/CSCI Completers	All CNET/CSCI Completers																																							
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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 2005 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.

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

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

X	1. Academic and Skill Attainment
X	2. Completion
X	3. Placement and Retention
X	4. Nontraditional

Required Activity:

Goal 12. Collaboration

Objective	Strategy	Measure	<u>Projected Budget</u> (Minimum 10%)
<p>Develop partnerships in career programs with area school districts and businesses, and other MnSCU colleges.</p> <p>FY 2001: 16 articulated courses with Oakland Consortium.</p> <p>FY 2004: 1. Computer networking and applications agreements in place, new computer science articulations underway.</p> <p>FY 2005: Reviewed and evaluated number of students enrolling in and completing articulated courses. Career areas represented (of 113 certificates redeemed) were: RN-23, BMED-57, BUS-27, CNET/CSCI-6.</p>	<ol style="list-style-type: none"> 1. Continued to explore and maintain articulation agreements with Oakland Consortium and promote with secondary feeder schools. 2. Continued to hold regular meetings with local high school counselors, helping to keep them up-to-date on career program options for their students. 3. Partnered with other colleges to enhance learning opportunities for career program students. <p>FY 2005: Strategy of offering Kid U nursing class did not occur. Began collaboration for new Tech Prep partnership with articulations to begin Fall 2005, with HTC, NHCC, Osseo HS, Wayzata HS, Park Centre HS and Maple Grove HS.</p>	<p>FY 2005 Outcome Target: 1. Increase of 5% in number of high school students taking Tech Prep courses, and increase of 5% in number of articulated courses being transcribed. 2. & 3. Aggregate 4% increase in career programs participation (1595 students). Result: Number of students taking Tech Prep courses that would articulate to ARCC remained about the same.* 113 Tech Prep courses were transcribed in FY 2005, compared to 33 in FY 2004, <i>an increase of over 345%!</i> Career program participation has increased 3.89% since FY 2001.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment.</p> <p>*1295 high school students in grades 10-12 took courses that articulate to ARCC (and other schools). 1499 students took courses in FY 2004. However, Anatomy and Physiology course no longer transcribed in FY 2005; 204 students took this course in FY 2004, leaving a comparative 1295 students in other articulated courses.</p>	<p>\$12,498 total for activity 12</p> <p>Spent \$12,832.13</p>

<p>Increase enrollment of individuals in post-secondary career programs through seamless transition from secondary schools.</p>	<p>1) Maintained current and increased program course articulations with Oakland Consortium (added BMED, discontinued Anat. & Phys.), and maintained involvement with School to Work and Tech Prep.</p> <p>2) Expanded focus of existing agreements to improve college preparedness for Tech Prep students and other high school students who may transition to ARCC career programs after high school.</p> <p>3) Provided career exploration and career program information sessions through services for potential learners referred from: * secondary schools * community and government agencies</p> <p>4) Developed and maintained partnerships between ARCC Career Programs and feeder secondary vocational student organizations through hosting of and involvement in student organization special events.</p> <p>FY 2005: Continued to encourage high schools to consider articulating BMED and GIS classes. Collaboratively developed Tech Prep video and upgraded Tech Prep Website. Developed new partnership (see above). Continued relationship with Business Professionals Assoc., offering collaborative program on ARCC campus.</p>	<p>FY 2005 Outcome Target: 1) Maintain and update established and 6 additional articulations. 2-6) Increase participation in career programs by 4% in comparison to FY 2001 (1595 students). Result: Updated Oak Land articulations; developed 6 new articulations with new partnership high schools to begin Fall 2005. 113 Tech Prep courses were transcribed in FY 2005, compared to 33 in FY 2004, <i>an increase of over 345%!</i> Career program participation has increased 3.89% since FY 2001.</p> <p>1P1 -Academic Attainment, 1P2 – Technical Skill Attainment.</p>	
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<p>Graduates will be prepared for real-world work experiences through preceptorship/internship experiences in partnership with local organizations.</p>	<p>All Nursing students will complete 45-hour preceptorship/internship during final year of program.</p> <p>FY 2005: All second year students completed preceptorships.</p>	<p>FY 2005 Outcome Target: Nursing program completion rate to increase 2% from FY 2003 rate. Result: 3% increase.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment, 3P1 – Placement, 3P2- Retention in Employment, 4P1 – Nontraditional Participation, 4P2 – Nontraditional Completion.</p>	
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Describe how your collected data was used to drive the objectives/strategies/measures for this indicator:

- ◆ The names of the collaborating partner organizations: OakLand Tech Prep Consortium schools and leadership, Cisco Regional Academy, Business Professionals Association, area Workforce Centers, area health care facilities, area businesses, area high schools (in addition to those involved with Tech Prep), Anoka Technical College, and Metropolitan State College.
- ◆ A description of the process used to develop collaborative goals and strategies: Ongoing OakLand Consortium meetings and course articulations, Cisco Regional Academy meetings and trainings, Business Professionals Association competitions held on-site at ARCC, collaborative projects between ARCC’s Admissions Department and Workforce Centers and area high schools, Workforce Center staff on-site at ARCC, Advisory Committee involvement with representatives from area healthcare facilities and other career program-related businesses, High School Transition Task Force with area high school counselors meeting 5 times per year, development of new joint career programs with ATC and MSC.
- ◆ FY 2005 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.

*Change in data collection method affected numbers.

Fiscal Year	Career Program Completers	Career Program Concentrators	Percent
2001	108	1073	10.06%
2002	199	1067	18.65%
2003	239	878*	27.22%
2004	281	1112	25.27%
2005	295	1171	25.19%

Fiscal Year	Career Program Participants	Percent Change Participants
2001	1595	
2004	1665	4.39%
2005	1657	3.89%

Fiscal Year	Nursing Completers	Nursing Concentrators	Percent
2002	100	440	22.72%
2003	111	260	42.69%
2004	132	346	38.15%
2005	160	351	45.58%

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

Permissible Activities:

**Check Appropriate
Core Indicator(s)**

Core Indicators

x	1. Academic and Skill Attainment
x	2. Completion
x	3. Placement and Retention
x	4. Nontraditional

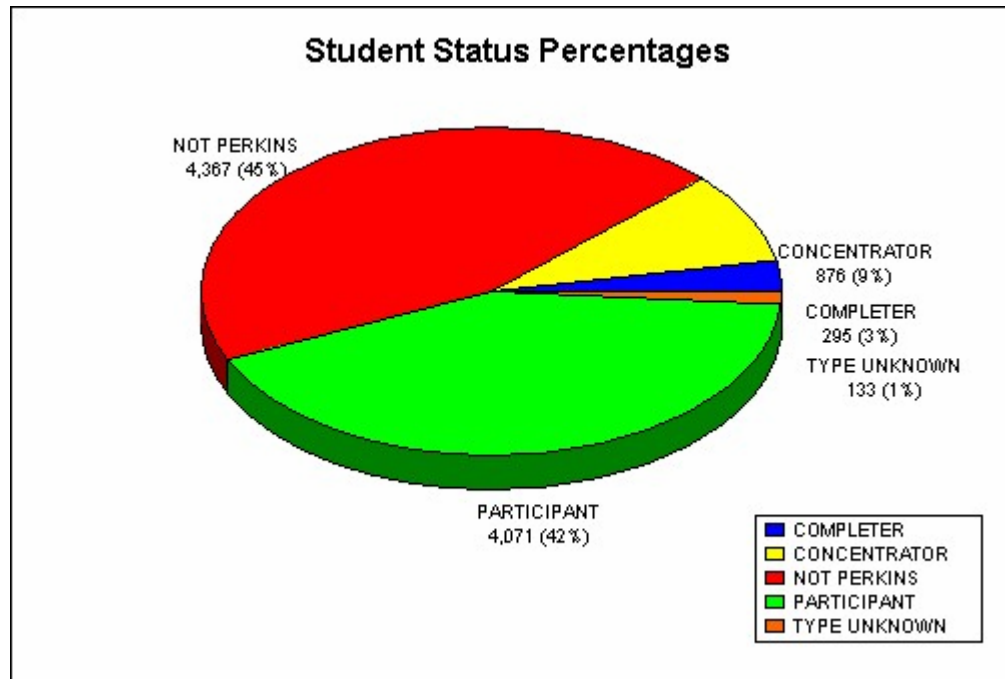
Goals:

<ul style="list-style-type: none"> <input 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 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>#13 Career and prospective program students will be provided career guidance and academic counseling.</p>	<p>1) Career Programs Advisor for assessment and advising of prospective and eligible career program students for appropriate course placement and link to support services. 2) Advising hours to work with students enrolled in on-line business courses.</p> <table border="1" data-bbox="617 792 1087 976"> <thead> <tr> <th>Fiscal Year</th> <th>Career Program Participants</th> <th>Percent Change Participants</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>1595</td> <td></td> </tr> <tr> <td>2004</td> <td>1665</td> <td>4.39%</td> </tr> <tr> <td>2005</td> <td>1657</td> <td>3.89%</td> </tr> </tbody> </table>	Fiscal Year	Career Program Participants	Percent Change Participants	2001	1595		2004	1665	4.39%	2005	1657	3.89%	<p>FY 2005 Outcome Target: 6% increase in career program enrollment (1137). 3% decrease in attrition. 2% increase in completion rate of career programs compared to FY 2003. Result: Career program participation has increased 3.89% since FY 2001. Difficult to track attrition since most programs don't have formal application process. Completion rate goal not met; however, college remained above State mandated rate of 24.5%.</p> <p>Related Core Sub indicators: 1P1 -Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 - Postsecondary Degree or Credential Attainment, 3P1 – Placement, 3P2- Retention in Employment, 4P1 – Nontraditional Participation, 4P2 – Nontraditional Completion.</p> <table border="1" data-bbox="1194 867 1814 1112"> <thead> <tr> <th>Fiscal Year</th> <th>Career Program Completers</th> <th>Career Program Concentrators</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>108</td> <td>1073</td> <td>10.06%</td> </tr> <tr> <td>2002</td> <td>199</td> <td>1067</td> <td>18.65%</td> </tr> <tr> <td>2003</td> <td>239</td> <td>878</td> <td>27.22%</td> </tr> <tr> <td>2004</td> <td>281</td> <td>1112</td> <td>25.27%</td> </tr> <tr> <td>2005</td> <td>295</td> <td>1171</td> <td>25.19%</td> </tr> </tbody> </table>	Fiscal Year	Career Program Completers	Career Program Concentrators	Percent	2001	108	1073	10.06%	2002	199	1067	18.65%	2003	239	878	27.22%	2004	281	1112	25.27%	2005	295	1171	25.19%	<p>\$30,000</p> <p>Spent \$28,948.44</p>
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<p>#18 Mentoring and support services will be provided to students whose first language is not English.</p>			<p>See Indicator 6.</p>																																				

<p>#20 Career programs remain current in technology.</p>	<p>Industry training and tests given to CNET and Computer Science faculty.</p> <p>This goal did not take place.</p>	<p>FY 2005 Outcome Target: CNET and Computer Science combined program completion rates increase by 4% over FY 2003. Result: Though this goal did not take place, completion rate did increase almost 4% over FY 2003.</p> <p>Related Core Sub indicators: 1P1 –Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 – Postsecondary Degree or Credential Attainment, 3P1 – Placement.</p> <table border="1" data-bbox="1192 594 1776 808"> <thead> <tr> <th>Fiscal Year</th> <th>CNET/ CSCI Completers</th> <th>CNET/ CSCI Concentrators</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>21</td> <td>134</td> <td>15.67%</td> </tr> <tr> <td>2003</td> <td>12</td> <td>112</td> <td>10.71%</td> </tr> <tr> <td>2004</td> <td>16</td> <td>116</td> <td>13.79%</td> </tr> <tr> <td>2005</td> <td>19</td> <td>127</td> <td>14.96%</td> </tr> </tbody> </table>	Fiscal Year	CNET/ CSCI Completers	CNET/ CSCI Concentrators	Percent	2002	21	134	15.67%	2003	12	112	10.71%	2004	16	116	13.79%	2005	19	127	14.96%	<p>\$1,000</p> <p>Spent \$0</p>
Fiscal Year	CNET/ CSCI Completers	CNET/ CSCI Concentrators	Percent																				
2002	21	134	15.67%																				
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2004	16	116	13.79%																				
2005	19	127	14.96%																				
<p>#21 Developing new career programs.</p>	<ol style="list-style-type: none"> 1. Follow-up on development of an A.S. in Computer Science. 2. Developed, and implementing an A.S. in Integrative Health and Healing Fall 2005. 3. Collaborated with Metropolitan State Univ. to develop a collaborative BSN program. 4. Strategy to develop an A.S. in Healthcare Administration (Collaborate with Anoka Technical College and Metro State) -- <i>Investigation revealed that this program would not be viable at this time.</i> 5. Began exploration of developing a Biomedical Device Engineering program. 	<p>FY 2005 Outcome Target: 1. 12% increase in CSCI enrollments. Completion rate increase dependent on FY 2004 data. 2. Program approval and implementation. Establish baseline enrollments.</p> <p>Result: 1. 43.59% increase in CSCI participation rate, from 39 in FY 2004 to 56 in FY 2005. Concentrators increased from 17 to 31; there was one completer each year. 2. Program to begin Fall 2005.</p> <p>Related Core Sub indicators: 1P1 –Academic Attainment, 1P2 – Technical Skill Attainment, 2P1 – Postsecondary Degree or Credential Attainment.</p>	<p>\$2,500</p> <p>Spent \$2,331.17</p>																				
<p>#24. Placement activities</p>			<p>See indicator #7.</p>																				

OVERALL COLLEGE PERCENTAGES:



**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/MDE, 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: Activities 1-11)	\$ 74,000	\$ 73,985.75
↑ Activity #12 budget: (minimum of 10% of non-targeted dollars must be budgeted for #12)	\$ 12,498	\$ 12,832.13
<u>TOTAL:</u>	<u>\$ 86,498</u>	<u>\$ 86,817.88</u>
→ Permissible activities budget:	\$ 33,500	\$ 31,279.61
↓ Administrative budget:	\$ 3,500	\$ 2,741.87
<u>TOTAL FY 2005 Perkins BUDGET:</u>	\$123,498	\$120,839.36

A. Total Perkins resources used in Workforce Center Collaboration \$ 20,000

B. Estimate of other expenditures/in-kind contributions from your \$ _____

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

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		
2	Experience in and understanding of all aspects of the industry	\$1,500	\$ 44.76
3	Technology in vocational-technical education		
4	Professional Development	\$4,000	\$ 3,513.27
5	Evaluation of vocational-technical education programs		
6	Continuous program improvement for vocational-technical education programs	\$16,000	\$16,620.72
7	Effectiveness of services and activities	\$51,000	\$52,527.84
8	Broad-based community involvement i.e. parents, students, teachers, business/industry. Labor, special populations		
9	Special population learner accommodation(s) and support services		
10	Full participation of special population learners		
11	Preparation for nontraditional training and employment	\$1,500	\$ 1,279.16
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)	\$12,498	\$12,832.13
TOTAL BUDGET FOR REQUIRED ACTIVITIES:		\$ 86,498	\$86,817.88

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.

