

**Fond du Lac**  
**CARL D. PERKINS**  
**VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**  
***ANNUAL PERFORMANCE REPORT (APR)***  
**FY 2005(10/24/05)**

*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 must report significant achievements that have occurred throughout each fiscal year. More specifically, all goals, strategies, FY 2005 outcomes, and Perkins budget expenditures (projected and actual/final) must be reported for each required activity as written in your FY2005 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 all activity areas.

**Due Dates:**

1. This APR is due October 24, 2005.

E-Mail your completed report to: [lloyd.petri@so.mnscu.edu](mailto:lloyd.petri@so.mnscu.edu) Phone: (651) 297-1484 Fax: (651) 296-3214

*Name of Eligible LEA/Consortia/College: **Fond du Lac Tribal and Community College***

*Name of Person completing this APR: **Patricia Grace***

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**Carl D. Perkins Vocational-Technical Education Act of 1998  
Local Plan for Vocational-Technical Education  
Five Year Plan 1999-2004**

**Required (as submitted in your FY2005 Local Application)**

<b>Required Activity:</b>	<b>X</b>	<b>1. Academic and Skill Attainment</b>
	<b>X</b>	<b>2. Completion</b>
		<b>3. Placement and Retention</b>
		<b>4. Nontraditional</b>

**Activity 1: Integration of academic and technical education**

Increase completion rates in writing courses of students in CTE programs.	<ul style="list-style-type: none"> <li>Hire a College Lab Assistant for the CAA in the area of writing.</li> <li>Identify students in CTE programs who would be best served by working with a College Lab Assistant in the area of writing, utilizing CAA tutoring.</li> </ul>	FY 2005 Outcome Target: 1. Hire a College Lab Assistant for 15 hours/week. 2. CLA will work with 20 CTE students. 3. Increase 2P1 from 21.15% to 24%.	1. Accomplished. 2. Accomplished 3. Accomplished	\$10,000	<b>\$6,486.05</b>

**FY05 Comment:**

- A College Lab Assistant was hired who worked with CTE students. In FY05 there was a change in the CLA's discipline from writing to math/science due to several reasons; a greater need in the area of math/science, as well as there was a temporary Americorp recipient working in that area. Money was reallocated from this area as hiring of a CLA was delayed towards the middle of fall semester and soon after the CLA resigned and the hiring process had to begin again. The CLA provided 1:1 tutoring,

facilitated study groups, and attended course lectures. The Coordinator for the CAA identified CTE students to work with the CLA. For spring and summer semesters, he worked with 24 CTE students, with a total of 60+ hours of contact time. These students required on-going service.

- 1P1 Academic Achievement in FY04 was 24.73% and increased for FY05 to 29.13%, exceeding the target requirement.

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		<b>4. Nontraditional</b>

**Activity 2: Experience in and understanding of all aspects of the industry**

Goal	Strategy	Measure	Actual Measures	<u>Projected Budget</u>	<u>Actual Budget</u>
Enhance CTE curricula to reflect current and emerging industry-related knowledge and skills.	<ul style="list-style-type: none"> <li>• Develop advisory committees that involve industry representatives in career and vocational education (CTE) programs.</li> <li>• CTE faculty and advisory committee will evaluate the effectiveness of curricular revisions from FY04 and make additional recommendations as appropriate.</li> <li>• Contact leaders and identify potential representatives for committees.</li> <li>• Apply recommendations, as needed, from committees to CTE programs.</li> </ul>	<p>FY 2005 Outcome Target:</p> <ol style="list-style-type: none"> <li>1. Four of four active advisory committees will continue to meet and review programs to ensure programs include experience in and understanding o all aspects of industry.</li> <li>2. Develop advisory committees for all new CTE programs.</li> <li>3. Increase advisory committees from 6 programs to 8 programs.</li> <li>4. Increase 2P1 from 21.15% to 24%, and meet 3P1 target of 86%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Accomplished.</li> <li>2. Not accomplished.</li> <li>3. Accomplished</li> <li>4. Accomplished.</li> </ol>	Local Funds	\$0

FY05 Comments

- Input from advisory committees will affect curriculum improvement, thus program improvement resulting in increase in participation and completion. This goal reflects connection with core indicators 1P1, attainment of academic achievement (completers). The following programs met with their advisory committees to ascertain current industry information to utilize when evaluating their programs: Law Enforcement, EUT, ECD and Environmental Science, Nursing. GIS and IT plan to develop an advisory committee for FY05 with professionals from their respective fields. Other committees did not meet formally, but CTE program coordinators maintained contact with their committee members via email and telephone.
- 1P1/2P1 increased from 24.73% to 29.13%. Data for 3P1 unavailable from MNSCU to date.

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		<b>4. Nontraditional</b>

**Activity 3: Technology in vocational-technical education**

<b>Goal</b>	<b>Strategy</b>	<b>Measure</b>	<b>Actual Measures</b>	<b><u>Projected Budget</u></b>	<b><u>Actual Budget</u></b>
Increase program completers' knowledge and skills in current and emerging technologies related to their career areas.	<ul style="list-style-type: none"> <li>• Work with faculty to identify current and emerging instructional and workplace technologies.</li> <li>• Determine specific technology for career and technical programs.</li> </ul>	FY 2005 Outcome Target: <ol style="list-style-type: none"> <li>1. Implement identified technologies for 3 of 6 (50%) CTE programs and the Career Center.</li> <li>2. Increase 2P1 from 21.15% to 24%, and meet 3P1 target of 86%.</li> </ol>	1. Accomplished. 2. Accomplished.	\$10,184	<b>\$10,175</b>

FY05 Comment:

- Goals in this area will continue to be on-going. It was determined by committee to purchase technology for the Career Services, Law Enforcement, Nursing Assistant, and Institutional Research. The other CTE programs did not request funds for technology. In addition to program technology, it was determined, as an institution, that we would replace our placement testing, switching from ASAP to Accuplacer. Monies were used to purchase initial testing materials and technology. All programs will utilize information from the Accuplacer placement test to assist in advising, placing students in appropriate classes.
- 1P1 Academic and skill attainment and 3P1 of placement are influenced by technology advancements. Faculty and students have learned new skills needed to be competitive in job market upon completion.
- 1P1/2P1 increased from 24.73% to 29.13%. 3P1 data is unavailable from MNSCU to date.

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	<b>X</b>	<b>2. Completion</b>
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**Activity 4: Professional Development**

Goal	Strategy	Measure	Actual Measures	<u>Projected Budget</u>	<u>Actual Budget</u>
Enhance student services/faculty knowledge of CTE-related industry trends and practices in order to increase their effectiveness in the areas of advising, recruitment, retention, completion and data collection.	<ul style="list-style-type: none"> <li>Identify and promote professional development experiences for faculty, institutional researcher, advisors, recruiters, and registrar.</li> </ul>	FY 2005 Outcome Target: <ol style="list-style-type: none"> <li>One student services staff will participate in professional development activities related to CTE.</li> <li>Increase 2P1 from 21.15% 24%, and meet 3P1 target of 86%.</li> </ol>	1. Accomplished. 2. Accomplished.	\$4,500	<b>\$4,359</b>

**FY05 Comment:**

- Goals in this area will be on-going. The Institutional Researcher/Recruiter attended the AIR national convention again and the MACTA/MnACTE Winter Conference to gather information to improve data practices at FDLTCC. The Disability Services

Coordinator attended the LD post-secondary Training Institute increasing knowledge in area of new technology for students with disabilities. Law Enforcement faculty attended Rifle Instructor training and counseling faculty attended career counseling and grief counseling training. Again, continued training of Law Enforcement faculty have had a positive impact on student outcomes of those students attending who took and passed the Post License Exam for Law Enforcement. FDLTCC had 100% pass rate in FY05.

- 1P1/2P1 increased from 24.73% to 29.13%. 3P1 data not available from MNSCU to date.

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X

**Required Activity:**

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

**Activity 5: Evaluation of vocational-technical education programs**

Goal	Strategy	Measure	Actual Measures	<u>Projected Budget</u>	<u>Actual Budget</u>
Enhance faculty's assessment of classroom learning outcomes in CTE courses.	<ul style="list-style-type: none"> <li>• Faculty and an industry representative review and/or revise, implement or re-implement, and report to advisory committee on classroom assessment.</li> </ul>	FY 2005 Outcome Target: <ol style="list-style-type: none"> <li>1. Improve assessment strategies in courses within 3 of 6 programs, 50%.</li> <li>2. Increase 1P1/2P1 from 21.5% to 24%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Accomplished</li> <li>2. Accomplished</li> </ol>	Local Funds	<b>\$0</b>

FY05 Comment:

- Four programs (rather than three) utilized industry input on classroom content and assessment: environmental science, EUT, ECD, and CNA. Overall, this led to curriculum development in each area, shaped curriculum plans in relation to longer-term needs and direction, and, in the CNA program, provided specific direction in terms of preparing students for State exams. Each field urged program directors to adhere to high standards in the classroom, which they viewed as imperative to the successful employment of FDLTCC graduates

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**Activity 6: Continuous program improvement for vocational-technical education programs**

<b>Goal</b>	<b>Strategy</b>	<b>Measure</b>	<b>Actual Measures</b>	<b><u>Projected Budget</u></b>	<b><u>Actual Budget</u></b>
Improve student learning in selected areas in Perkins programs based upon program evaluation findings.	<ul style="list-style-type: none"> <li>Continue improvement of data integrity related to Perkins.</li> </ul>	FY 2005 Outcome Target: <ol style="list-style-type: none"> <li>Perform data integrity analysis through sampling.</li> <li>Maintain Institutional Researcher position at 45% time.</li> <li>Increase 2P1 from 21.15% to 24%.</li> </ol>	<ol style="list-style-type: none"> <li>Accomplished.</li> <li>Accomplished.</li> <li>Accomplished</li> </ol>	\$20,000	<b>\$25,591.07</b>

**FY05 Comment:**

- IR continued to work with CTE program coordinators regarding review of programs/students. Additionally, IR continued to work with records department in transcript review to improve integrity of Perkins student's majors and other data. Corrections were made to ISRS accordingly. This will be an on-going process as we continue to add CTE certificates and degrees. Monies were reallocated to this activity to account for contract annual increases in wages/benefits for Institutional Research position.
- Institutional researcher part time position has been maintained, working specifically with Perkins data in evaluation of CTE programs.

- Ties between the evaluation and completion of CTE student's shows an increase with 1P1/2P1 academic attainment to targeted level of 29.13%.

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**Activity 7: Effectiveness of services and activities**

<b>Goal</b>	<b>Strategy</b>	<b>Measure</b>	<b>Actual Measures</b>	<b><u>Projected Budget</u></b>	<b><u>Actual Budget</u></b>
Increase CTE students' awareness of their program's requirements.	<ul style="list-style-type: none"> <li>Develop individual CTE program planning forms.</li> <li>Disseminate program planning forms to CTE students.</li> </ul>	FY 2005 Outcome Target: <ol style="list-style-type: none"> <li>85% or 475 of 559 CTE students will receive and utilize program planning forms.</li> <li>10 of 10 or 100% of CTE programs will have developed and disseminated program plans.</li> <li>Increase 2P1 from 21.15% to 24%.</li> </ol>	<ol style="list-style-type: none"> <li>Accomplished</li> <li>Not accomplished</li> <li>Accomplished</li> </ol>	Local Funds	<b>\$0</b>

**FY05 Comment:**

- 9 of 13 programs use program planners. 100% or 687 of 687 participants in these 9 programs received and utilized planners.
- This is an on-going goal. FDLTCC will focus on continued improvement, updating and implementation in advisor's use of program plans with CTE students. New certificate/degree programs were implemented during the last year. Two of thirteen CTE certificate/degree programs, Human Services and Information Technology, have not completed the program plans, but plan to

complete and disseminate during FY06. The other nine programs utilized the program plans with 100% of their students. .

- CTE students in FY05 took an average of 14.23 credits/semester.
- 1P1/2P1 increased from 24.73% to 29.13%.

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**Activity 8: Broad based community involvement**

Goal	Strategy	Measure	Actual Measures	<u>Projected Budget</u>	<u>Actual Budget</u>
Continue the recruitment of CTE students.	<ul style="list-style-type: none"> <li>• Develop, with student input and targeting nontraditional populations, informational materials to be distributed at orientation sessions, tours, high school visits and other informational sessions.</li> <li>• Implement satisfaction survey and utilize student input for strategic planning and program improvement with special attention to nontraditional populations.</li> <li>• Select at least one student representatives for each CTE advisory council.</li> <li>• Continue to build database of area businesses/industries.</li> <li>• Identify local service providers for special populations and maintain contact with them.</li> </ul>	FY 2005 Outcome Target: <ol style="list-style-type: none"> <li>1. At least one CTE course seeks student input or implements a learning activity regarding the design and content of recruitment material.</li> <li>2. Increase 2P1 from 21.15% to 24% and maintain 3P1 target of 86% and to maintain target of 21% for 4P1 and 16.7% for 4P2.</li> </ol>	<ol style="list-style-type: none"> <li>1. Accomplished</li> <li>2. Accomplished</li> </ol>	Local Funds	<b>\$600</b>

## FY 05 Comments:

- Satisfaction survey. In 2004 – 2005, the chief academic officers of the community colleges of the Northeast Region of the MnSCU system agreed to implement the Community College Survey of Student Engagement (CCSSE). This instrument, which debuted in the national community college context in 2001, is highly acclaimed and surveys many aspects of student life, including scholarship, diversity, student involvement, housing, campus diversity, and student-faculty contact. The survey was given at FDLTCC during the third week of April, 2004. The results, to date, have not been received but will include FDLTCC-specific results, as well as comparative data among the two-year institutions in the Northeast Region. Strategic planning occurred throughout the 2004 – 2005 academic year, FDLTCC engaged in a concentrated strategic planning process led by Leo Christenson of the MnSCU Chancellor’s Office. The committee was composed of FDLTCC faculty, staff, administration, Cloquet and Fond du Lac Reservation community members, and the presidents of FDLTCC’s two student governing bodies (the Anishinaabe Student Congress and the Student Senate). The students reported planning progress back to their respective organizations and, in turn, brought back to the planning table any suggestions or concerns that had been raised. There were two occasions where the student leaders were central to the discussion, essentially determining the direction of the group and the plan. The students focus was on “nontraditional” students, and they were particularly vocal regarding the issue of building into the plan an avenue to explore the utilization of life experience for credit; in addition, they also built into the plan an avenue to examine the formation of “alternate learning” opportunities for credit (i.e., students receiving credit for studying the Anishinaabe language for a semester in a community immersion experience or for spending a semester engaged in a political activism internship). The results of the strategic planning process are in draft form. The plan has been presented to FDLTCC faculty and staff and is currently slated for presentation to the Cloquet Chamber of Commerce and the Fond du Lac Reservation Business Council.
- Monies were reallocated to this cost center as a new brochure was developed that target nontraditional populations for the following CTE program; Geographic Information Systems and Visualization. Additionally, program fact sheets were updated, developed and distributed for CTE programs. Program information was developed and implemented on our website for CTE programs. We continue to utilize the program planners for CTE. Maintained target goals for 4P1 and 4P2.
- Advisory committees continued to add student representatives to their committees.
- Database of area businesses/industries was maintained and increased.
- OSD Counselor continued to work closely with local DRS Counselors to ensure that support is provided to 100% of the special population students. When necessary, the following Social Service programs have been a referral resource, such as; County Social Service Programs, HDC (Human Development Center) counseling and assessments, Salvation Army, Courage Duluth, State Services for the Blind. The students are becoming more aware of the supplemental services available through OSD, Center for Academic Achievement and the Assistive Technology Lab. All students with disabilities have access to these services. Brio data indicates that the total number of concentrators for students with disabilities is 19, with an increase in completions from 10% to 17.39%.

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	<b>X</b>	<b>4. Nontraditional</b>

**Activity 9: Special population learner accommodation(s) and support services**

<b>Goal/Objective</b>	<b>Strategy</b>	<b>Measure</b>	<b>Actual Measures</b>	<b>Projected Budget</b>	<b>Actual Budget</b>
Continue to improve learning environment of special populations.	<ul style="list-style-type: none"> <li>• Provide support services and accommodations through the OSD office that enhance access and success for students with disabilities.</li> <li>• Office for Students with Disabilities (OSD) Counselor identifies, acquires, and implements instructional technology for CTE students with disabilities. Continue to develop data collection system focused on special populations.</li> </ul>	FY 2005 Outcome Target: <ol style="list-style-type: none"> <li>1. Provide services and accommodations for students with disabilities through the OSD office for 100% of the students.</li> <li>2. Technology will be provided for 100% of CTE students with disabilities.</li> <li>3. Increase 2P1 from 0% to 10% for CTE students with disabilities.</li> </ol>	1. Accomplished 2. Accomplished 3. Accomplished	Local Funds	<b>\$0</b>

FY05 Comment:

- Disability Services Counselor did not purchase additional technology in FY05, but continued to assist CTE students in the Assistive Technology Lab. Counselor did attend LD Post-secondary Training Institute to continue to update her skills and knowledge in the technology area. The Disability Counselor continues to assist all CTE students with disabilities. Brio data indicates that 1P1/2P1 was increased from 10% to 17.39%.

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<b>X</b>	<b>4. Nontraditional</b>

**Activity 10: Full participation of special population learners**

<b>Goal</b>	<b>Strategy</b>	<b>Measure</b>	<b>Actual Measures</b>	<b><u>Projected Budget</u></b>	<b><u>Actual Budget</u></b>
Enhance special population learners' placement related to their CTE programs.	<ul style="list-style-type: none"> <li>Pre-enrollment testing assessing students' ability levels and pre-college courses are offered to students found to be below typical college readiness levels.</li> <li>Implement academic retention plan that focuses on special populations.</li> <li>Tutoring lab offered free to all students.</li> </ul>	FY 2005 Outcome Target: 1. Increase 2P1 completion of special populations; <ul style="list-style-type: none"> <li>Academically disadvantaged from 23 % to 24%.</li> <li>Maintain economically disadvantaged at targeted level of 24%.</li> </ul>	1. Accomplished 2. Not accomplished	Local Funds	<b>\$0</b>

FY 05 Comments:

- 1P1/2P1 for academically disadvantaged increased to 36.11% and economically disadvantaged decreased slightly to 21.2%
- The advisors and counselors continued to work with special populations to help them meet graduation completion and find appropriate employment or transferring to another institution. As part of our retention plan, FDLTCC faculty and PROP program

utilize academic alerts to identify students at risk and provide assistance, including introducing students to the CAA (tutoring lab).

- Pre-college testing/advising and tutoring continues to be offered to all CTE students.

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<b>X</b>	<b>4. Nontraditional</b>

**Activity 11: Preparation for nontraditional training and employment**

<b>Goal</b>	<b>Strategy</b>	<b>Measure</b>	<b>Actual Measures</b>	<b><u>Projected Budget</u></b>	<b><u>Actual Budget</u></b>
Increase proportion of non-traditional students in Perkins programs at FDLTCC.	<ul style="list-style-type: none"> <li>Continue development and implementation of web-based career information system.</li> <li>Continue development and dissemination of recruitment and retention materials for current and potential nontraditional students.</li> </ul>	FY 2005 Outcome Target: 1. Maintain 4P1 and 4P2 at targeted level.	1. Accomplished	Local Funds	<b>\$55</b>

FY 05 Comments:

- Career Services continued to be developed online and a Center was provided with the expansion of our building that is also being developed at this time. Technology was added to the Career Services online and in the Center.

- Recruitment and retention materials continued for nontraditional students with written and media participation. 4P1 met targeted level of 26.96% and 4P2 at 21.54%.

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<b>X</b>	<b>3. Placement and Retention</b>
	<b>4. Nontraditional</b>

**Required**

**Activity 12: 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 indicator. This indicator must be planned for with broad community input via STW or other similar partnership). Eligible recipients must maintain control of the Perkins funds.*

Goal	Strategy	Measure	Actual Measures	<u>Projected Budget</u>	<u>Actual Budget</u>
<p>Enhance number of employment placement sites in community organizations.</p> <p>Increase faculty awareness of actual work situations of CTE students.</p> <p>Establish working relationship with feeder schools in the areas of reading, writing, and math.</p>	<ul style="list-style-type: none"> <li>• Organize and implement job fair with community organizational representatives (Workforce Center, MN Chippewa Tribe, Carlton County Human Services), students, and community members.</li> <li>• Offer summer community immersion experiences for faculty teaching CTE students.</li> <li>• Maintain contact with feeder schools (Fond du Lac Ojibwe School, Cloquet High School, Moose Lake High School) and continue to develop strategies to improve college readiness of students in reading, writing, and math related to CTE programs.</li> </ul>	<p>FY 2005 Outcome Target:</p> <ol style="list-style-type: none"> <li>1. Maintain job fair collaboration with a minimum 200 participants attending.</li> <li>2. Maintain 3P1 at targeted level 86%.</li> <li>3. Five students will attend grant writing workshop.</li> <li>4. Offer two immersion experiences for faculty. Increase 2P1 from 21.15% to 24%.</li> <li>5. Maintain contact with four feeder schools in the areas of career development and college readiness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Accomplished.</li> <li>2. Data not available from MNSCU.</li> <li>3. Accomplished.</li> <li>4. Accomplished.</li> <li>5. Accomplished.</li> </ol>	<p>\$9,834</p>	<p><b>\$10,085.22</b></p>

FY05 Comments:

- A Job Fair was held, again in collaboration, with DRS, MN Chippewa Tribe, Workforce Center, and NE Minnesota Office of Job Training and Carlton County Social Services. We had an excess of 300 participants. We continued to develop industry relationships with their participation in the Job Fair and information provided to the Career Resource Center.

- The summer immersion experience was available, but there was no participation during this fiscal year.
- Contact with feeder schools is on-going. FDLTCC through the College in the High School program works on a continuous basis with students and instructors by providing mentors to assure that students are receiving college level instruction and guidance in order to succeed in college. During spring 05' students from the Cloquet Public and Fond du Lac Ojibwe School participated with FDLTCC in programs such as Quiz Bowl. A member of our staff during Fall 04' met with students at the Fond du Lac Ojibwe High School, Moose Lake High School, Barnum High School, Cloquet High School and Willow River High School to encourage students to continue their education beyond high school, including “Why go to college?” and the strategies needed to succeed.
- Collaboration with the Northland Foundation included a grant writing workshop. Students/faculty utilized the knowledge gained from this workshop to write grants. To date, the Human Services students have been awarded one of the grants.

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Local Plan for Vocational-Technical Education  
Five Year Plan 1999-2004**

	<b>1. Academic and Skill Attainment</b>
<b>X</b>	<b>2. Completion</b>
<b>X</b>	<b>3. Placement and Retention</b>
	<b>4. Nontraditional</b>

**Permissible**

13. Career guidance and academic counseling	20. Teacher preparation
14. Work-based learning	21. New program development
15. Provide programs for special populations	22. Family and Consumer Sciences programs
16. Education and business partnerships	23. Vocational-technical education programs for adults and dropouts to complete their education
17. Assist Vocational and technical student organizations	24. Placement activities
18. Mentoring and support services	25. Other activities consistent with the purpose of this law
19. Upgrading and adapting equipment	

Goal	Strategy	Measure	Actual Measures	<u>Projected Budget</u>	<u>Actual Budget</u>
<p>#13. Career guidance and academic counseling for students to enhance skills and improve career choices.</p>	<ul style="list-style-type: none"> <li>• Maintain counselor and provide counseling services</li> <li>• Continue development and improvement of Career Services including continue development of web-based Career Services center.</li> <li>• Disseminate Perkins program information to prospective students, high school students and community agencies (adult learners).</li> </ul>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> <li>• Provide services to 559 CTE students, as requested.</li> <li>• Increase 2P1 from 21.15% to 24%.</li> </ul>	<p>1. Accomplished 2. Accomplished .</p>	<p>\$39,815</p>	<p><b>\$36,082.93</b></p>

<p>#24. Provide placement activities. Increase placement and follow-up services for CTE students.</p>	<ul style="list-style-type: none"> <li>• Establish baseline of placement figures for CTE students.</li> <li>• Provide employment opportunities and placement assistance through counseling services and career services center.</li> <li>• Maintain approaches to follow-up information on CTE program completers.</li> </ul>	<p>FY 2005 Outcome Target:</p> <ol style="list-style-type: none"> <li>1. Maintain 3P1 at targeted level of 86%.</li> <li>2. Increase database of local employers from 30 to 35 employers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Data not available from MNSCU to date.</li> <li>2. Accomplished</li> </ol>	<p>\$4,000    <b>\$3,266.88</b></p>

FY05 Comments:

- Counselor position maintained, providing services to CTE students as needed.
- Center was developed and implemented for online services. Ongoing development continues.
- Dissemination of program information is provided to high school students and college students.
- Placement assistance available on 1:1 basis and continued development of job posting system through the online Career Center, bulletin board and Career Resource Center. Counselors and advisors are available to the students for placement information. Relationships with local employers continue to be developed for potential internships and placements.
- Data for 3P1 unavailable from MNSCU to date.

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

**REQUIRED ACTIVITIES**

INDICATOR	REQUIRED USES OF FUNDS	BUDGET FY '05 PROPOSED/ ACTUAL
1	<b>Integration of academic and technical education</b>	\$10,000/\$6,486
2	<b>Experience in and understanding of all aspects of the industry</b>	Local Funds/\$0
3	<b>Technology in vocational-technical education</b>	\$10,184/\$10,175.16
4	<b>Professional Development</b>	\$4,500/\$4,359.73
5	<b>Evaluation of vocational-technical education programs</b>	Local Funds/\$0
6	<b>Continuous program improvement for vocational-technical education programs</b>	\$20,000/\$25,591.07
7	<b>Effectiveness of services and activities</b>	Local Funds/\$0
8	<b>Broad-based community involvement</b> i.e. parents, students, teachers, business/industry. Labor, special populations	Local Funds/\$600
9	<b>Special population learner accommodation(s) and</b>	Local Funds/\$0

	<b>support services</b>	
<b>10</b>	<b>Full participation of special population learners</b>	Local Funds/\$0
<b>11</b>	<b>Preparation for nontraditional training and employment</b>	Local Funds/\$55
<b>12</b>	<b>COLLABORATION: (NOTE: A minimum of 10% of eligible funds must be budgeted for this indicator. This indicator must be planned for with broad community input)</b>	\$9,834/\$10,085.22

**TOTAL BUDGET FOR REQUIRED ACTIVITIES: \$54,518/\$60,960.38**

**Administrative Costs: \$183.84**

**PERMISSIVE ACTIVITIES**

<b>INDICATOR</b>	<b>PERMISSIVE USES OF FUNDS</b>	<b>BUDGET FY '05</b>
<b>13</b>	<b>Career guidance and academic counseling (for students participating in vocational-technical programs)</b>	<b>\$39,815/\$36,082.93</b>
<b>14</b>	<b>Provide work-related experience i.e. internships, cooperative education, school-based enterprises etc.</b>	
<b>15</b>	<b>Provide programs for special populations</b>	
<b>16</b>	<b>Local education and business partnerships</b>	
<b>17</b>	<b>Assist vocational and technical student organizations</b>	
<b>18</b>	<b>Mentoring and support services</b>	
<b>19</b>	<b>Upgrading and adapting equipment</b>	
<b>20</b>	<b>Teacher preparation</b>	
<b>21</b>	<b>Improving or developing new vocational-technical</b>	

	<b>education courses</b>	
<b>22</b>	<b>family and consumer sciences programs</b>	
<b>23</b>	<b>Vocational education programs for adults and dropouts to complete their education</b>	
<b>24</b>	<b>Placement activities</b>	<b>\$4,000/\$3,266.88</b>
<b>25</b>	<b>Other activities consistent with the purpose of this law</b>	

**TOTAL BUDGET FOR PERMISSIVE ACTIVITIES: \$43,815/\$39,349.81**