

Inver Hills
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)

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Name of Eligible LEA/Consortia/College: Inver Hills Community College

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**Carl D. Perkins Vocational-Technical Education Act -- FY 2005 Annual
Performance Report (APR)**

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

Required Activity:

Goal 1. Integration of academic and technical education

3 Appropriate Core Indicator(s)	Core Indicators
X	1. Academic and Skill Attainment
X	2. Completion
X	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
<p>Academic content integrated into occupational training programs.</p> <p>Students are successful in completing the required academic portions of their program.</p> <p>Graduates of occupational programs possess the technical competence, the soft skills, and the academic capabilities required for continued career growth within livable wage occupations.</p>	<p>Program Review process will continue to measure the integration of academic content and occupational skills development in all occupational programs. Corrective measures implemented as part of continuous quality improvement.</p> <p>Based on the results of College Placement Test (CPT) students are placed into developmental or college level courses. Course placements are enforced. Students required to take development courses are tracked through successful completion of first college-level course in English, mathematics and/reading. Various forms of support available through the Learning Center.</p> <p>Continued integration of program review recommendations into occupational training programs. Maintain active advisory committees for all occupational training programs. Integrate the results of feedback from labor, business and industry into the curriculum.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Improve completion rate from 17% to 24% for 1,300+ concentrators in occupational training programs. ▪ Workforce Investment Act (WIA) Program Performance Measures will indicate a 90% Employment Retention Rate at six months, and an 85% Employment Retention Rate at two years. <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: Improved completion rate from 17% to 26.80% for 1,933 concentrators in occupational training programs. ▪ Accomplished: Workforce Investment Act (WIA) Program Performance Measures indicate a 94.4% Employment Retention Rate at six months, and an 88.2% Employment Retention Rate at two years. 	<p>College Cost</p>

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**3 Appropriate Core
Indicator(s)**

Core Indicators

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

Required Activity:

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

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
<p>Provide industry exposure, perspectives, service and other real world experiences that link to and enhance classroom learning.</p>	<p>Occupational programs and student occupation-specific clubs provide internships, field experiences, and other activities whereby students gain exposure to a variety of career paths within their chosen field. The VISTA will meet with and survey faculty regarding the utilization of service learning/civic engagement in courses. Create service learning partnerships with community non-profits. Disseminate information to students regarding available community service opportunities. Engage Urban Teacher Program students in service learning/civic engagement through K-12 classroom experiences. The Director of Student Life and club advisors will provide additional volunteerism/civic engagement opportunities through occupation specific student life clubs.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Program Review indicates that all eighteen occupational training programs offer “significant opportunity” for students to gain exposure to all aspects of an industry, including global perspectives and service learning opportunities. <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: Program Review indicates that all eighteen occupational training programs offer “significant opportunity” for students to gain exposure to all aspects of an industry, including global perspectives and service learning opportunities. 	<p>College Cost</p>

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Required Activity:

Goal 3. Technology in vocational-technical education

3 Appropriate Core Indicator(s)	Core Indicators
X	1. Academic and Skill Attainment
X	2. Completion
	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
<p>Continued advising of students to fulfill the computer literacy portion of the Minnesota Transfer Curriculum.</p> <p>Increase the number of on-line courses available to students with emphasis on courses that fulfill the requirements of the Minnesota Transfer Curriculum.</p> <p>Increase faculty-use of web-based and web-enhanced instructional methodologies in their courses.</p>	<p>Continued quality improvement to assist students develop computer literacy skills relevant to their specific occupational training programs. Continued evaluation of this component as part of Program Review Process. College funds used to provide open computer labs, up-to-date software, generous hours of operation and tutorial assistance.</p> <p>Provide training and funding for faculty members engaged in on-line course development projects. Provide training and funding for Nursing Department faculty engaged in the conversion of on-line courses from “Web CT” to “Desire To Learn” software.</p> <p>Provide training and technical support for faculty members. Sponsor faculty attendance at technology-related conferences and training sessions.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Improve completion rate from 17% to 24% for 1,300+ concentrators in occupational training programs. ▪ Complete course development or conversion projects that result in additional five on-line course offerings. <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: Improved completion rate from 17% to 26.80% for 1,933 concentrators in occupational training programs. ▪ Accomplished: Completed course development or conversion projects that result in an additional seven on-line course offerings. 	<p>Projected: \$7,000</p> <p>Actual: \$11,489.81</p>

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**3 Appropriate Core
Indicator(s)**

Core Indicators

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

Required Activity:

Goal 4. Professional Development

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
<p>Improve the level of student satisfaction with the quality of instruction within vocational/technical programs.</p>	<p>Provide funding to support individual faculty/staff professional development initiatives related to their areas of instruction. Encourage faculty to develop expertise in infusing technology into their courses through attendance at conferences and workshops. Provide opportunities for faculty to refine their assessment of student learning, to learn and apply the LS/PS model within their courses, and to participate in Metro-Alliance Day. Organize and conduct fifteen one-hour training sessions as part of Campus Wide Training Program (CWTP), organize and conduct fifteen one-hour training sessions each semester with emphasis on EXCEL, PowerPoint, ACCESS, Word, and other software programs.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ All CWTP training sessions evaluated by participants. Overall ratings of 4.0 on a 5.0 scale. ▪ Students rate the quality of instruction in vocational/technical programs at 5.8 on a 7.0 scale (Noel-Levitz Student Satisfaction Inventory). <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished -- all CWTP training sessions evaluated by participants. Overall ratings averaged 4.2 on a 5.0 scale. ▪ Not accomplished – students rated the quality of instruction 5.3 on a 7.0 scale (Noel-Levitz Student Satisfaction Inventory). 	<p>College Funds</p>

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Required Activity:

Goal 5. Evaluation of vocational-technical education Programs

3 Appropriate Core Indicator(s)	Core Indicators
X	1. Academic and Skill Attainment
X	2. Completion
X	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
<p>Implement and refine continuous program evaluation and improvement processes.</p>	<p>Maintain five-year cycle of program review for all occupational training and other college programming. Five college programs and service areas will complete program review in FY '05. Individual programs will complete relevant accreditation requirements. Continued review of data to validate placement of students into appropriate courses through pre-entry assessment. Utilize Noel-Levitz Student Satisfaction Inventory as a means of assessing student satisfaction with occupational training programs including learner and support services. Integrate results into continuous program improvement efforts.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Improve completion rate from 17% to 24% for 1,300+ concentrators in occupational training programs. ▪ Workforce Investment Act (WIA) Program Performance Measures will indicate a 90% Employment Retention Rate at six months, and an 85% Employment Retention Rate at two years. <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: Improved completion rate from 17% to 26.80% for 1,933 concentrators in occupational training programs. ▪ Accomplished: Workforce Investment Act (WIA) Program Performance Measures indicate a 94.4% Employment Retention Rate at six months, and an 88.2% Employment Retention Rate at two years. 	<p>Projected: \$5,000</p> <p>Actual: \$4,268.65</p>

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

Required Activity:

Goal 6. Continuous program improvement for vocational technical education programs

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
<p>Continuous quality improvement for occupational training programs.</p>	<p>Occupational training will be continuously evaluated as part a five-year cycle of program review. Program Review Reports will include an enhancement plan with timelines and implementation processes affecting departmental goals, improved curriculum, adaptation of best practices, adequate resources, and future development opportunities. Liberal Arts/Professional Skills (LSPS) will be integrated into program evaluation and improvement processes.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Improve completion rate from 17% to 24% for 1,300+ concentrators in occupational training programs. ▪ Workforce Investment Act (WIA) Program Performance Measures will indicate a 90% Employment Retention Rate at six months, and an 85% Employment Retention Rate at two years. <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: Improved completion rate from 17% to 26.80% for 1,933 concentrators in occupational training programs. ▪ Accomplished: Workforce Investment Act (WIA) Program Performance Measures indicate a 94.4% Employment Retention Rate at six months, and an 88.2% Employment Retention Rate at two years. 	<p>College Cost</p>

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

X	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 and Actual Budget</u>
<p>Provide adequate data and information to students and staff members within occupational training programs in order to enhance participation, completion, placement and retention rates. Integrate the use of various assessment tools into the ongoing improvement of available student services and activities.</p>	<ul style="list-style-type: none"> ▪ Institutional Research Committee will compile and disseminate data and information on student demographics, industry trends, and the labor market to recruiting personnel, counselors and advisors, and staff members within occupational training programs. ▪ Customized workshops conducted for undecided students with emphasis on occupational training programs. Undecided students will have access to career assessment information at no cost to the student. ▪ Director of Student Employment will provide job seeking skills training, job search assistance, and employment retention services to graduates of occupational training programs. ▪ Data on occupational training programs available to students and potential students via ISEEK Consumer Report. ▪ Integrate the results of Noel-Levitz Student Satisfaction Inventory into evaluation and quality improvement decisions regarding services and activities. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Improve completion rate from 17% to 24% for 1,100+ concentrators in occupational training programs. ▪ Workforce Investment Act (WIA) Program Performance Measures will indicate a 90% Employment Retention Rate at six months, and an 85% Employment Retention Rate at two years. <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: Improved completion rate from 17% to 26.80% for 1,933 concentrators in occupational training programs. ▪ Accomplished: Workforce Investment Act (WIA) Program Performance Measures indicate a 94.4% Employment Retention Rate at six months, and an 88.2% Employment Retention Rate at two years. 	<p>Projected: \$14,000</p> <p>Actual: \$8,841.53</p>

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Core Indicators

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	2. Completion
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	4. Nontraditional

Required Activity:

Goal 8. Broad based community involvement

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
Parents	Continue to conduct special orientation sessions for parents of new students. Continue to participate in School To Work partnership board and interact with parent representatives through this forum.	<p>FY 2005 Outcome Target: Maintain schedule of eight parent track orientation sessions.</p> <p>FY 2005 Actual Outcomes: Accomplished: Maintained schedule of eight parent track orientation sessions.</p>	College Cost
Students	Integrate assessment information obtained from student participants in the Career Cluster Day event into program and quality improvement decisions.	<p>FY 2005 Outcome Target: 90% satisfaction rating from student participants in Career Cluster Day event.</p> <p>FY 2005 Actual Outcomes: Career Cluster Day event revised and replaced with a series of Career Visits from individual schools. Ten schools participated. Evaluation process currently in developmental stage.</p>	

<p>Teachers</p>	<p>Continued contact and interaction with area K-12 teachers through the Career Clusters Day event. Continued contact through semi-annual open house event, school-to-work, and tech prep related functions.</p>	<p>FY 2005 Outcome Target: IHCC and Dakota County Technical College will co-sponsor semi-annual Career Cluster Day events. Teachers and counselors from ten area high schools will participate.</p> <p>FY 2005 Actual Outcomes: Career Cluster Day event revised and replaced with a series of Career Visits from individual schools. Ten schools participated. Evaluation process currently in developmental stage.</p>	
<p>Business & Industry</p>	<p>Maintain WIA Certification for the institution as a whole and for all occupational training programs in order to facilitate the enrollment of dislocated workers in training opportunities consistent with individual retraining plans.</p>	<p>FY 2005 Outcome Target: Maintain WIA Certification for occupational training program.</p> <p>FY 2005 Actual Outcomes: Accomplished: Maintained WIA Certification for occupational training program.</p>	
<p>Labor</p>	<p>Individual occupational training programs will solicit labor representation on program advisory committees.</p>	<p>FY 2005 Outcome Target: Maintain current levels of labor representation on program advisory boards.</p> <p>FY 2005 Actual Outcomes: Accomplished: Maintained current levels of labor representation on program advisory boards.</p>	

<p>Special Populations</p>	<p>Invitations sent to 30 area high schools inviting students, parents, and special education personnel to semi-annual open house events. Follow-up communications offering campus visits to individual groups and the availability of Director of Disability Services to conduct individual presentations as requested.</p>	<p>FY 2005 Outcome Target: Maintain the number students with documented disabilities participating in occupational training programs (50+ participants) and completion rate of at least 24% (25.8% for 2003).</p> <p>FY 2005 Actual Outcomes: Not Accomplished: 65 students with documented disabilities participated in occupational training programs; completion rate of 17.9% in PY 2005.</p>	
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**3 Appropriate Core
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Core Indicators

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

Required Activity:

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

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
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<p>Provide a comprehensive support system for students with disabilities.</p>	<p>Provide transitional planning services to students with disabilities and students referred from a variety of services providers. Respond in writing to all students requesting services – clearly delineating available learner support services and accommodations for specific disabilities. Disability Services Coordinator will conduct seminars for special education and rehabilitation services personnel in order to facilitate the transition of students with disabilities from high school to college. High School Outreach Specialists will meet with and provide information to special population students as an integral part of recruitment efforts.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> Improve current completion from 15% to 20% for 300+ special population concentrators enrolled in occupational training programs (Limited English, Academically Disadvantaged, Single Parent, Displaced Homemaker, Students with Disabilities, and Economically Disadvantaged). <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> Accomplished: Improved completion from 15% to 20.5% for 713 special population concentrators enrolled in occupational training programs (Limited English, Academically Disadvantaged, Single Parent, Displaced Homemaker, Students with Disabilities, and Economically Disadvantaged). 	<p>Projected: \$33,000</p> <p>Actual: \$30,512.21</p>
<p>Provide a comprehensive support system for Limited English Proficiency (LEP) students, economically disadvantaged students, first generation college students and for displaced homemakers and single parents including single pregnant women.</p>	<p>Counselor will work with counseling and learning center staff to coordinate services and support for special population students. Plan will focus on increasing student participation in learning center activities, the use of peer tutoring services, and enrollment the College Success Strategies and Study Skills courses. Increase retention of international students by providing assistance with INS documentation and referrals to academic support services. Director of Student life will promote student participation student organizations and functions designed to meet the needs of specific populations. Continue the use of the Noel-Levitz Retention Management System and College Student Inventory (CSI) as a means of coordinating the provision of learner and other support services for special population students. Provide additional training to peer tutors through the Master</p>		

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3 Appropriate Core Indicator(s)

Core Indicators

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

Required Activity:

Goal 10. Full participation of special population learners

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
Increase the number of concentrators and the completion rate of students with disabilities within occupational training programs.	Continued expansion of Disabilities Services Advisory Committee to obtain feedback and suggestions for continuous quality improvement. The Coordinator of Disability Services will invite special education and rehabilitation services personnel to participate in open house events, counselor breakfasts and other meetings. The Coordinator of Disability Services will train peer tutors to provide customized services based on the individual needs of students with documented learning disabilities.	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Improve current completion from 15% to 20% for 300+ special population concentrators enrolled in occupational training programs (Limited English, Academically Disadvantaged, Single Parent, Displaced Homemaker, Students with Disabilities, and Economically Disadvantaged). <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: Improved completion from 15% to 20.5% for 713 special population concentrators enrolled in 	<p>Projected: \$33,000</p> <p>Actual: \$31,207.42</p>

Increase the completion rate of PELL recipients (economically disadvantaged students) within occupational training programs.

Increase the number of concentrators and the completion rate for displaced homemakers, and single parents including single pregnant women within occupational training programs.

Increase the number of concentrators and the completion rate of LEP students within occupational training programs.

Counselor will work with learning center staff to coordinate services and support for special population students, including those identified as economically disadvantaged within occupational training programs. Plan will focus on increasing student participation in learning center activities, the use of peer tutoring services, and enrollment in the College Success and Study Skills courses.

Improve tracking of special population students by integrating data collected as part of the assessment process with data available through ISRS. Director of Student Life, Vocational Program Counselor, and College Recruiters will sponsor presentations, events, workshops and support groups designed to address the needs of this population of students.

Limited English Proficiency Students: Counselor will work with counseling and learning center staff to coordinate services and support for special population students, including LEP students within occupational training programs. Plan will focus on increasing student participation in learning center activities, the use of peer tutoring services, and enrollment in the College Success and Study Skills courses.

occupational training programs (Limited English, Academically Disadvantaged, Single Parent, Displaced Homemaker, Students with Disabilities, and Economically Disadvantaged).

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Required Activity:

Goal 11. Preparation for nontraditional training and employment

3 Appropriate Core Indicator(s)	Core Indicators
X	1. Academic and Skill Attainment
X	2. Completion
X	3. Placement and Retention
X	4. Nontraditional

Objective	Strategy	Measure	<u>Projected and Actual Budget</u>
<p>Increase the number of participants and the completion rate for students enrolled in occupational training programs that are non-traditional for their gender.</p> <p>Increase the job placement rate for students completing occupational training programs that are non-traditional for their gender.</p>	<p>Admissions Representatives will provide career planning assistance at the Dakota County Workforce Centers with an emphasis on providing information and services on non-traditional training and employment opportunities. Information on non-traditional training and employment is integrated into presentations at recruiting visits and special events. Continue to utilize Diversity Mentor providing services to non-traditional students within the nursing program.</p> <p>Director of Student Employment will organize and facilitate employer panels highlighting individuals employed in careers that are non-traditional for their gender. Director of Student Employment will provide job seeking skills training, job search assistance, and employment retention services to non-traditional graduates of occupational training programs.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Maintain 4P1 participation rate of 21% for 300+ participants, and 4P2 completion rate of 19% for 300+ concentrators enrolled in occupational training programs that are non-traditional for their gender. ▪ Placement rate of 90% for 45+ students completing occupational training programs that are non-traditional for their gender. <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: 4P1 participation rate of 22.24% for 579 participants, and 4P2 completion rate of 18.47% for 498 concentrators enrolled in occupational training programs that are non-traditional for their gender. ▪ Accomplished: Placement rate of 91% for 91 students completing occupational training programs that are non-traditional for their gender. 	<p>Projected: \$37,558</p> <p>Actual: \$32,278.32</p>

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

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

Required Activity:

Goal 12. Collaboration

Objective	Strategy	Measure	<u>Projected and Actual Budget</u> (Minimum 10%)
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<p>Broad curriculum alignment of college occupational programs with Dakota County area high schools offering analogous programs.</p> <p>Assess the current and future need for an expanded Limited English Proficiency (LEP) program.</p>	<p>Continued maintenance, revision and updating of articulation agreements as part of a centralized function. Initiate a process involving broad curriculum alignment so that members of occupational training programs can establish contracts and agreements with their counter-parts at secondary and four-year institutions within this larger framework. Expand the focus of existing agreements to improve college preparedness for students transitioning to Inver Hills Community College.</p> <p>One counselor and one reading instructor will be granted release time in order to collaborate with area high school personnel, assess the needs of incoming LEP students, and gather demographic data. Counselor and instructor will conduct site visits, analyze secondary instructional models and curriculum, and develop recommendations for the establishment of LEP courses and/or modification of current curriculum at IHCC.</p>	<p>FY 2005 Outcome Target: Curriculum Alignment Agreements established with two Dakota County area high schools.</p> <p>FY 2005 Actual Outcomes: Accomplished: Curriculum Alignment Agreements established with three Dakota County area high schools: Sibley, Burnsville and Eastview High Schools</p> <p>FY 2005 Outcome Target: Specific course and curriculum recommendations presented to the administration of IHCC.</p> <p>FY 2005 Actual Outcomes: Accomplished: Specific course and curriculum recommendations presented to the administration of IHCC. English for Academic Purposes (EAP) program established involving new course offerings and the establishment of The Learning Community for Non-Native Speakers of English.</p>	<p>Projected: \$20,000</p> <p>Actual: \$22,056.36</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:

- Dakota Area CTIC – Community Transition Interagency Committee
- Dakota County Perkins Funding Partnership
- Dakota County Tech Prep Consortium
- Dakota County School To Work Partnership

Description of the process used to develop collaborative goals and strategies:

The Dakota County Tech Prep Consortium and the Dakota County School To Work Partnership have been meeting for several years, strategizing, planning and implementing projects through cooperative use of resources. Starting in 2001, these two organizations called recipients of Perkin’s funds in the area to meet and further organize for the specific purpose of collaborating and coordinating the use of Perkin’s resources between secondary and post secondary institutions. Meetings and discussions, and a review of available data, indicated that Inver Hills Community College needed to restructure institutional efforts to increase cooperation with other institutions, and to expand the number of articulation agreements in place with both secondary and four-year institutions. However, further review of progress in this area now indicates the need to focus on the broader alignment of curriculum between secondary and post-secondary occupational training programs and to address the issue of college readiness. For this reason, quantitative measures have been revised – away from the counting of individual course agreements, and toward these broader systemic considerations.

A review of available data also indicated a high population of LEP students in secondary school, but a relatively low rate of participation in IHCC occupational training programs. This led to the recommendation for closer collaboration in order to assess and plan for the present and future needs of the LEP population.

**Local Plan for Career and Technical Education
2005 Plan**

Permissible Activities:

**3 Appropriate Core
Indicator(s)**

Core Indicators

X	1. Academic and Skill Attainment
X	2. Completion
	3. Placement and Retention
	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 and Actual Budget</u>
<p>#13. Increase the completion rate for students enrolled in occupational training programs.</p>	<p>One counselor will devote a portion of their time to address the specific needs of students enrolled in occupational training programs. Services will include interviews with incoming students, interpretation of assessment results, course and program placement recommendations, information and referral. Counselor will follow-up with occupational students to eliminate barriers to program completion and assist students in accessing learner support services.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Improve completion rate from 17% to 24% for 1,300+ concentrators in occupational training programs. <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: Improved completion rate from 17% to 26.80% for 1,933 concentrators in occupational training programs. 	<p>Projected: \$17,000</p> <p>Actual: \$19,900.80</p>
<p>.#19. Upgrade equipment within the nursing lab in order to maintain a quality training environment consistent with industry standards.</p>	<p>Purchase programmable mannequins and related high-tech equipment required to fulfill situational assessment and critical thinking portions of the curriculum.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> ▪ Completion rate of 30% for concentrators within Health Services Career Cluster <p>FY 2005 Actual Outcomes:</p> <ul style="list-style-type: none"> ▪ Accomplished: Completion rate of 30% for concentrators within Health Services Career Cluster 	<p>Projected: \$3,000</p> <p>Actual: \$5,400.67</p>

**Minnesota State Colleges and Universities/Minnesota Department of Education
 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 Minnesota State Colleges and Universities/Minnesota Department of Education, 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)	\$ <u>129,558</u>	\$ <u>118,597.94</u>
↑ Activity #12 budget: (minimum of 10% of non-targeted dollars must be budgeted for #12)	\$ <u>20,000</u>	\$ <u>22,056.36</u>
<u>TOTAL:</u>	\$ <u>149,558</u>	\$ <u>140,654.30</u>
→ Permissible activities budget:	\$ <u>20,000</u>	\$ <u>25,301.47</u>

↓ Administrative budget:	\$ <u>8,000</u>	\$ <u>7,616.31</u>
<u>TOTAL FY 2005 Perkins BUDGET:</u>	\$ <u>177,558</u>	\$ <u>173,572.08</u>

A. Total Perkins resources used in Workforce Center Collaboration \$ _____
 B. Estimate of other expenditures/in-kind contributions from your district/college toward Workforce Center activities: \$ 30,000
 Total Workforce Center Collaboration and expenditures/in-kind contributions (A. + B.) \$ 30,000

**Minnesota State Colleges and Universities
 and Minnesota Department of Education
 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		
3	Technology in vocational-technical	7,000	11,489.81

PERMISSIBLE ACTIVITIES

ACTIVITY	PERMISSIBLE USES OF FUNDS	BUDGET FY'05	
		PROJECTED	ACTUAL
13	Career guidance and academic counseling (for students participating in vocational-technical programs)	17,000	19,900.80
14	Provide work-related experience i.e. internships, cooperative education, school-based enterprises etc.		
15	Provide programs for special populations		
16	Local education and business partnerships		
17	Assist vocational and technical student organizations		
18	Mentoring and support services		
19	Upgrading and adapting equipment	3,000	5,400.67
20	Teacher preparation		
21	Improving or developing new vocational-technical education courses		
22	Family and consumer sciences programs		
23	Vocational education programs for adults and dropouts to complete their education		
24	Placement activities		
25	Other activities consistent with the purpose of this law		

TOTAL BUDGET FOR PERMISSIBLE ACTIVITIES:

\$ 20,000 \$ 25,301.47