

CARL D. PERKINS
VOCATIONAL AND TECHNICAL EDUCATION ACT OF
1998

Annual Performance Report
FY 2005

Minnesota West Community & Technical College

Minnesota State Colleges and Universities

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Minnesota Department of Children, Families & Learning

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

Required

Indicator 1: Integration of academic and technical education

Goal	Strategy	Measure	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
Increase national certification opportunities.	Provide resources encouraging national skill standards, and appropriate assessments to programs.	FY 2005 Outcome Target: 25 out of 32 programs, or 78% of MN West programs will offer a national skill assessment. 2004 – 74%		74% of programs offered a certification assessment prior to graduation.	\$2,671
Increase articulation, PSEO, and concurrent enrollment opportunities.	Collaborate with Tech Prep and consortiums on aligning grad standards into MN West curriculum offerings, increasing articulation, PSEO and concurrent enrollment agreements.	Articulation and concurrent enrollment agreements will be increased to 40. 2004 – 41		41 Articulation Agreements are currently in effect.	
Sponsor Perkins activities within the college and consortium.			1,000		

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Indicator 2: Experience in and understanding of all aspects of the industry

Goal	Strategy	Measure	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
<p>Broaden curriculum components to include all aspects of the industry including a career ladder, where appropriate.</p> <p>Employers of MnWest graduates will articulate employee satisfaction in technical and academic abilities.</p>	<p>Incorporate internships/apprenticeships into appropriate program curriculum.</p> <p>Determine employer satisfaction with an annual survey and remedy problem areas through program review and other college initiatives.</p>	<p>FY 2005 Outcome Target: 75% or 24 of the 32 programs offered at MN West will include an internship component: 2003 – 54% 2005 Establish an employer satisfaction baseline. Final goal will be to obtain 100% employer satisfaction in academic and technical education of graduates.</p>	<p>College funding</p>	<p>Surveys show 54% of eligible programs have internship offerings.</p> <p>Progress has been impeded by legal concerns.</p>	<p>-0-</p>

**Carl D. Perkins Vocational-Technical Education Act of 1998
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Indicator 3: Technology in vocational-technical education.

Goal	Strategy	Measure	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
Promote technology in vocational – technical education by developing, producing and supporting on-line coursework.	Increase the number of on-line course offerings, on line staff mentoring, and on line tutoring.	FY 2005 Outcome Target: Increase the number of on-line courses from 18 in 2000 to 100 in 2005. In addition, 55% of all technical programs, or 18 of the 32, will offer cognitive competencies, online.	College	There are 129 classes offered on-line, 16 programs.	\$9,999
Utilize and promote technology in education through on-line courses, accessibility, and opportunities for the introduction to technical education for area high schools	Assign on-line development, delivery and support duties to technical specialist. Maintain Perkins sponsored trainers and training facilities for technical coursework at area high schools. Sponsor Technical Skills Challenge event for area high schools in collaboration with high school consortium, other post secondary institutions and industry partners.	FY 2005 Outcome Target: 20 High Schools will request technology trainers in preparation for the Technical Skill Competition event. Increase participation from 90 to 100.	\$10,000 see Activity Number 12)	Trainers for Fluid Power have been maintained. Participation at Tech Skills Challenge was over 100 students from 11 high schools.	

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**Required
Indicator 4: Professional Development**

Goal	Strategy	Measure	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
Provide opportunities for professional development to expand knowledge.	<p>Provide information about opportunities for professional development and for best and promising workshops such as League of Innovation Conferences.</p> <p>Provide best practice information and sessions through the Center for Teaching and Learning, National Broadcast on Best Practices and campus program awareness initiatives.</p>	FY 2005 Outcome Target: On a continual and requested basis, provide a minimum of two best and promising workshop opportunities to faculty and staff through the CTL and other resources.	College funding	Workshops include: Tech Prep, Economic Workforce Summit, Retention and Diversity Workshops, Desire to Learn Workshops.	\$1,713

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Indicator 5: Evaluation of vocational-technical education programs

Goal	Strategy	Measure	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
A comprehensive system of program review will be in place to determine institutional effectiveness. Programs will be analyzed for relevancy and impact by an assessment plan focused on both student academic achievement, and in serving the varied educational needs of our diverse populations in supportive settings.	Internal and external evaluations, utilizing data and advisory boards will be conducted. PQI (Program Quality Initiative) will be utilized for all program reviews. Special population data will be considered and addressed in program evaluations.	FY 2005 Outcome Target: 100% of programs are evaluated annually taking special population data into review consideration.	College funding	FY 2005 Outcome Target: 100 % of programs are evaluated annually taking special population data into review consideration.	-0-

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Indicator 6: Continuous program improvement for vocational-technical education programs

Goal	Strategy	Measure	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
<p>Continuous program improvement will be based on data driven decisions and addressed with program review, student satisfaction surveys, and Acuplacer pre and post tests results.</p>	<p>PQI Program review will be in place.</p> <p>The Noel Levitz Student Satisfaction Survey will be administered bi-annually.</p> <p>Employer Satisfaction Survey data will be utilized to improve technical education programs.</p> <p>Acuplacer assessment will be offered to area sophomores upon request and as funding allows. The data will be utilized by high school counselors in course decisions.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • All programs will be annually reviewed. • The Noel Levitz Student Satisfaction Survey data will be utilized in program improvement. Survey participation will be increased from 43% to 75%. • Employer satisfaction survey data will be utilized to improve technical education programs. • Advisory committee recommendations will be utilized. 	<p>College funding</p>	<p>Annual Program Review process in place. PQI implementation in progress. Once completed, the Satisfaction Survey data will be utilized in program decision making.</p> <p>Advisory committees continue to provide contributions to technical education programs.</p> <p>Accuplacer assessment was given to area high schools juniors. The results were shared with participating high school counselors and in a presentation on College Readiness at SMSU to other counselors, faculty and administrators.</p>	
<p>Describe how your collected data was used to drive the goals/strategies/measures for this indicator: Noel Levitz Student Satisfaction surveys are used both in program review processes and in staffing decisions.</p>					

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Required

Indicator 7: Effectiveness of services and activities

Goal	Strategy	Measure	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
<p>Minnesota West CTC will identify and develop effective support systems necessary to assure successful student retention and completion of educational goals.</p>	<p>Secondary and Post Secondary occupational areas will align curriculum and certify programs with national skill standards.</p> <p>Employer satisfaction survey will be utilized in program decisions.</p> <p>Provide Transition Coordinators to upgrade and distribute transitional materials to area secondary schools and CTICS, to provide accommodations as required by ADA law, career information and assessments, and to mentor and monitor progress of students with handicaps.</p>	<p>FY 2005 Outcome Target: 25 out of 32 programs, or 78% of MN West programs will offer a national skill assessment and the participants will meet or exceed the national standard.</p> <p>MnWest has experienced the second highest graduation rate in the state for the past two years. The graduation rate for transition students will be at the graduation rate for all students.</p>	<p>College funding</p> <p>see Activity Number 12</p>	<p>Currently 74% of technical programs offer a skill certification assessment.</p> <p>Support Services served 131 students with disabilities and retained 71%.</p>	

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Required
Indicator 8: Broad based community involvement

Goal	Strategy	Measure	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
Parents	On-line orientation is made available for parents' access.	FY 2005 Outcome Target: available online	College funding	On-line orientation and services available added for parents and students.	
Students	MnSCU policy states that students will participate in student government and college committees. MN West students participate both by campus and by college. Service Learning projects will be promoted through Perkins.	FY 2005 Outcome Target: Increase participation by 2% for a total of 5%. Promote service learning projects through student senate and other student organizations. Baseline project outcomes.		110 students are participating in Student Senate which is approximately 5% of the student body as a whole and 7% of full time students.	
Teachers	Community involvement through internships, advisory committees and events are supported.	FY 2005 Outcome Target: All instructors will have licensure currently. 100% (32) programs will have active advisory boards.		All instructors have internship opportunities through their advisory boards presented to them.	
Business & Industry and Labor	College strategic planning process involves multi-discipline media and community scanning to develop and utilize program trends.	FY 2005 Outcome Target: Scan Process will be utilized in strategic planning. Advisory boards will be utilized.		College strategic planning process involves multi-discipline media & community scanning to develop and utilize program trends	
Special Populations	Collaboration efforts with area agencies will continue with programs such as Work Skills Day, CTICs, SW/WC Career Day, & Transition Fairs.	FY 2005 Outcome Target: Continuous collaboration with agencies in 18 co. area.		The needs of special population learners are considered in all program and event planning, college wide. Agency liaisons collaborate in planning process.	

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Required

Indicator 10: Full participation of special population learners

Goal	Strategy	Measure	Projected Budget	Outcome	Final Budget
<p>The rights of all students to participate in educational opportunities in a bias-free environment are recognized by Minnesota West Community and Technical College. The college will provide support services to insure retention through academic support, and will work to remove barriers to students' successful completion of educational goals.</p>	<p>Annual staff in-service on ADA Law, appropriate accommodations, minority and non-traditional student issues.</p> <p>Increase retention by staffing Academic Success Centers for one-to-one or small group tutoring and by placing tutors in classrooms with high concentrations of special population students.</p> <p>On-line tutoring will be utilized.</p>	<p>FY 2005 Outcome Target: Retention rate for special population learners will be equal to total student population. Increase special population retention by 1% annually.</p> <p>FY 2000 – 67% FY 2001 – 70% FY 2002 – 75% FY 2003 – 74% FY 2004 – 71%</p>	<p>159,413</p>	<p>Perkins-funded coordinators provided retention services to all students but targeted students in special populations by:</p> <ol style="list-style-type: none"> 1. Inviting to support services 2. Monitoring progress 3. Offering Study Skill Workshops to small groups or to programs. 4. Monitoring students “Missing in Action”. 5. Developing a Success Plan for students on Probation along with advisor. 6. Following up on individual Success Plans. 7. Establishing appropriate accommodations for students with disabilities. 8. Other individual services as appropriate. <p>Support Services served 266 students with disabilities or in special populations and retained 201 or 76%. FY 04 – 71% FY 03 – 74% FY 02 - 75% FY 01 - 70% FY 00 - 67%</p>	<p>\$155,751</p>

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**Carl D. Perkins Vocational-Technical Education Act of 1998
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Required

Indicator 11: Preparation for nontraditional training and employment

Goal	Strategy	Measure	Projected Budget	Outcome	Final Budget
MN West will provide services to encourage participation and successful completion for single parents, single pregnant women and displaced homemakers	Provide assistance with an Equity Coordinator on each campus offering support groups, information, referrals, and crisis funding for transportation and day care.	FY 2005 Outcome Target: 75% of students requesting services will be retained.	46,638	Last year 90 single parents, displaced homemakers and students in non-traditional programs were served with workshops on money management, legal issues, self-defense, personal wellness, mental health, and gender issues. They had support group meetings. The retention rate for this group was 84% . MnWest conducts Breaking Traditions Workshops with faculty to showcase non-traditional programs with hands-on participation.	\$45,565
Retain students who are enrolled in programs non-traditional to their gender, single parents and displaced homemakers.	Conduct "Breaking Traditions" workshops, monitor marketing materials and other college literature for gender bias language.	2000 – 62% 2001 – 57% 2002 – 85% 2003 – 68% 2004 – 79%			
Recruit students into programs that are non-traditional to their gender.	Disseminate information regarding services available for students who are in non-traditional programs, single parents or displaced homemakers.				

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Indicator 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	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
<p>Increase the number of students enrolling in non-traditional programs.</p> <p>Increase secondary students knowledge of technical education and opportunities.</p>	<p>Collaborate with Southwest/West Central Service Cooperative to:</p> <p>1) Maintain a Non-Traditional Employment Coordinator.</p> <p>2) Collaborate on Technical Skills Challenge with high school participants.</p> <p>3) Collaborate with secondary schools to establish and schedule customized Career Day Events at each campus and SMSU.</p> <p>4) Provide Accuplacer assessment to area sophomores upon request and as funding allows.</p>	<p>FY 2005 Outcome Target: Increase 4P1 and 4P2 by 1%, from 16% and 9% to 17% and 10%. 100% of high schools will receive presentations and information on non-traditional careers.</p> <p>Technical Skills Challenge evaluations will be utilized for improvement. Number of participants will increase from 80 to 100.</p> <p>Assessment data will gathered and utilized by secondary counselors in advising and by MN West in remedial coursework decisions.</p>	<p>\$16,000</p> <p>see Activity Number 4</p>	<p>MN West Perkins dollars are co-mingled with the Perkins SW/WC dollars for the following efforts:</p> <p>a. Career development Coord. Duties to include assisting local districts and students in participating Perkins career development programs and promoting non-traditional career education.</p> <p>b. Technical Skills Challenge – an event that for area high school</p>	<p>\$20,633</p>

	Collaborate with area agencies, schools and corporations in special projects and transition services for special population students.	Graduation rate for transition students will be at the graduation rate for all students.	\$22,000 – See Activity 7	students that promote MnWest program areas. Event brought 100 students to campus. c. Accuplacer assessment – coordinate delivery and result dissemination with area high school counselors. *Retention Rate for Transition students: 71% College: 68%	\$30,984
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Describe how your collected data was used to drive the objectives/strategies/measures for this indicator:

Secondary and Post-Secondary Perkins Coordinators and staff met to review the services delivered through the Perkins projects. Areas already linked were documented and costed out. Strategies for improved and or expanded activities were discussed. Staff (SW/WC and MN West) met to review and provide input in areas of cooperation. Suggestions (plans) were taken to the Southwest Minnesota School to Work Governing Board and Minnesota West's Perkins Committee for priority setting and implementation procedures. The final was approved by both entities.

Project areas/ areas of concern:

- 1. The number of females entering high tech programs is consistently low. A slow increase is being seen in the number of males entering traditionally female occupations such as nursing. These concerns are being addressed by collaboratively hiring a Regional Non-Traditional Employment Coordinator who works with area high schools promoting non-traditional occupations.**
- 2. A Technical Skills Competition Day will be implemented to further promote technology in education.**
- 3. The number of high schools students entering college with developmental needs in math and English is another concern. Mn West will offer to assess area high school sophomores with the college placement assessment. The results will be shared with the high school counselors for use in their advising. MN West will be able to utilize the results in their future planning for developmental course offerings.**
- 4. Career Exploration Events will be held at each campus of MN West CTC and at SMSU to provide high school students an opportunity to explore the various careers in the region as well as the educational opportunities.**

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Permissible

<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 18. Mentoring and support services <input checked="" type="checkbox"/> 19. Upgrading and adapting equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> 20. Teacher preparation <input checked="" 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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Goal	Strategy	Measure	<u>Projected Budget</u>	<u>Outcome</u>	<u>Final Budget</u>
19) Adaptive and supplemental support equipment will be purchased or upgraded. Students will be trained on up-to-date and state of the art equipment.	Purchase, upgrade and maintain adaptive, support and program equipment as appropriate and reasonable. Work closely with business and industry through advisory boards to upgrade equipment to meet and exceed industry standards.	FY 2005 Outcome Target: Utilize Perkins budget to upgrade and purchase equipment.	23,000 to be distributed via RFP's		\$29,249
21) Support the viability of new programs	Contribute dollars to provide adequate funding to new programs.	FY2005 Outcome Target: 2 New programs will be supported with funds.	10,000	\$5000 of support given to 2 new programs.	\$9,378

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

REQUIRED ACTIVITIES

INDI CAT OR	REQUIRED USES OF FUNDS	BUDGET FY '05 Est.	BUDGET FY '04 ACTUAL
1	Integration of academic and technical education	1,000	2,671
2	Experience in and understanding of all aspects of the industry		
3	Technology in vocational-technical education	10,000	9,999
4	Professional Development		
5	Evaluation of vocational-technical education programs		
6	Continuous program improvement for vocational-technical education programs		
7	Effectiveness of services and activities		
8	Broad-based community involvement i.e. parents, students, teachers, business/industry. Labor, special populations		
9	Special population learner accommodation(s) and support services	62,840	58,506
10	Full participation of special population learners	159,413	155,751
11	Preparation for nontraditional training and employment	46,638	45,565
12	COLLABORATION: <u>(NOTE: A minimum of 10% of eligible funds must be budgeted for this indicator. This indicator must be planned for with broad community input)</u>	38,000	51,617

TOTAL BUDGET FOR REQUIRED ACTIVITIES: EST. 317,891 FINAL325,822

NOTE: 1. Budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more within any given Indicator. Received required permission to move funding from Activities 9 & 10 to Activity 19.

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

PERMISSIVE ACTIVITIES

INDICATOR	PERMISSIVE USES OF FUNDS	BUDGET FY '05 EST.	BUDGET ACTUAL
13	Career guidance and academic counseling (for students participating in vocational-technical programs)		
14	Provide work-related experience i.e. internships, cooperative education, school-based enterprises etc.		
15	<u>Provide programs for special populations</u>		
16	<u>Local education and business partnerships</u>		
17	<u>Assist vocational and technical student organizations</u>		
18	<u>Mentoring and support services</u>		
19	<u>Upgrading and adapting equipment</u> *Additional Allocation added here	23,000	29,249
20	<u>Teacher preparation</u>		
21	<u>Improving or developing new vocational-technical education courses</u>	10,000	9,378
22	family and consumer sciences programs		
23	Vocational education programs for adults and dropouts to complete their education		
24	<u>Placement activities</u>		
25	Other activities consistent with the purpose of this law		

TOTAL BUDGET FOR PERMISSIVE ACTIVITIES: 38,627 FINAL

NOTE: 1. Budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more within any given Indicator. Received required permission to move funding from Activity 9 to Activity 19.

MnSCU/DCFL
CARL D. PERKINS ANNUAL PERFORMANCE REPORT
BUDGET
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2004 – JUNE 30, 2005

PERKINS BUDGET SUMMARY FOR FY 2005

	Est.	Act.
← Required activities budget: (Indicators 1-11)	\$279,891	\$274,205
↑ Indicator #12 budget:	\$38,000	\$51,617
<u>TOTAL:</u>	\$317,891	\$325,822
→ Permissive activities budget:	\$33,000	\$38,627
↓ Administrative budget:	\$_____	\$_____
<u>TOTAL FY 2005 Perkins BUDGET:</u>	\$350,891	\$_364,449
<u>Additional Allocation received 1/04</u>	9,720	
	\$360,611	