

Career and Technical Education Mission/Vision of the Act

To provide students with integrated technical, occupational, and academic skills and to apply those skills to the ever-changing needs of education for the world of work

Purpose

Career and Technical Education is a critical component of Minnesota's educational system. Career and Technical Education contributes to the overall education of Minnesota citizens through its emphasis on strong technical, occupational and academic skills. Career and Technical Education also contributes to the economic health of individuals, families, and broader communities by enhancing learner' preparation for participation in a career, life long learning and responsible citizenship.

Career and Technical Education enhances the preparation of tomorrow's workforce. This is achieved through:

- In-depth career exploration and career planning.
- Contextual learning that connects education and school to the work place, and assists in the application of basic skills to life situations.
- The development of occupational and academic competencies that facilitate transition into advanced placement in post-secondary career preparation programs.
- The development of occupational competencies necessary for entering an occupation.

NONDISCRIMINATION IN EMPLOYMENT AND EDUCATION OPPORTUNITY POLICY

POLICY STATEMENTS

Equal Employment Opportunity Policy Statement

The College is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, age, marital status, disability, activity or membership in a local commission, creed, or status with regard to public assistance. This policy implements all applicable Federal, State and System laws, regulations, executive orders, and policies. Consistent with its AA/EO Policy, SPTC is committed to ensuring the full realization of equal educational and employment opportunities for all members of the College community in all facets of College life. In order to implement its policy on EO, the College shall:

1. Recruit, hire, train, and promote persons in all job titles on the basis of job-related qualifications and requirements consistent with applicable laws, directives, and regulations.
2. Base decisions on employment to further the principles of EO.
3. Ensure that promotion decisions are in accord with principles of EO by imposing only valid requirements for promotional opportunities.
4. Assure that all personnel actions such as compensation, benefits, transfers, layoffs, College-sponsored training, education, tuition assistance, and social and recreational programs are carried out equitably.
5. Ensure that no individual shall be subjected to discrimination in any facet of the College community.

Affirmative Action in Employment Policy Statement

The objective of the College's Affirmative Action Policy is to include underutilized groups in areas where they have been and continue to be underutilized. It is not the College's intent to enhance educational or employment opportunities to underutilized groups to the exclusion of others.

In pursuit of our commitment to Affirmative Action, the College shall make an effort to:

1. Recruit students and employ qualified persons who are members of underutilized groups.
2. Implement programs designed to develop and broaden the aspirations, qualifications, and educational opportunities of members of underutilized groups.
3. Maintain an environment free from unlawful discrimination and harassment of students and employees.
4. Establish and maintain a learning environment that supports the needs of members of underutilized groups.

Non-Discrimination Policy Statement

BOARD POLICY 1B.1

Minnesota State Colleges and Universities is committed to a policy of non-discrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, veterans status, creed, religion, age, national origin, physical or mental disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Harassment of an individual or group on the basis of race, sex, color, veterans status, creed, religion, age, national origin, physical or mental disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, the Minnesota State Colleges and Universities shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

This policy is directed at verbal and physical conduct that constitutes discrimination/discriminatory harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, MnSCU will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. The system office, colleges, and universities shall

develop and implement a complaint process to review complaints of discrimination/harassment or sexual violence. This policy supersedes all existing system, college, and university non-discrimination policies.

LOCAL APPLICATION COVER SHEET for FY2006

Name of Eligible LEA/Consortia/College: Saint Paul College

Name of Contact Person & Address: : Dr. Margie Tomsic, Associate Dean of Assessment/Research
Rm 118, 235 Marshall Ave , Saint Paul, MN 55102

Phone: 651) 846-1316 **Fax:** (651) 846-1451

e-mail: Margie. Tomsic@saintpaul.edu

Fiscal Agent: _____ **Contact Person:** _____

Phone: _____ **Fax:** _____

Address: _____

E-mail: _____

District Type: # _____ **District : #** _____

APPLICATION TYPE

(Check One)

Single LEA

Consortium*

College

*NAME OF PROJECT CONSORTIUM MEMBER DISTRICTS				
District/Agency Name	Type/ Number	Eligibility Amount	Targeted Fund	Total
				Total

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient shall make this application and **Personnel Activity Reports** (PARs) available for review and comment by all **appropriate** parties as outlined in the Carl D. Perkins Vocational and Technical Education Act of 1998, MnSCU/MDE, and peer review processes.
2. None of the funds expended under this Act will be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
3. The eligible sub-recipient shall outline goals, strategies, measures, and outcome targets in the following required areas: (a) strengthening the academic, and vocational and technical skills of students; (b) providing students with experiences in all aspects of an industry; (c) develop, improve and expand the use of technology in vocational education (CTE) programs; (d) provide professional development programs for teachers, counselors, and administrators; (e) develop and implement evaluations of local vocational education programs (CTE); (f) Initiate, improve, expand, and modernize quality vocational education programs (CTE); (g) provide services and activities that are of sufficient size, scope, and quality to be effective; (h) link secondary and postsecondary vocational education (CTE) programs, including implementing Tech Prep programs; (i) Involve parents, businesses and labor organizations in the design, implementation and evaluation of vocational education programs (CTE); (j) provide student participation in and completion of vocational and technical education programs (CTE) that lead to nontraditional training and employment; (k) strategies that prevent discrimination against special populations students and supports for learner accommodations and support services; (l) provide for full participation of special population learners.
4. None of the funds made available under this Act shall be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et. seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under the Perkins Act.

5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; and (2) to mandate that any individual participate in a vocational and technical education program, including a vocational technical education program (CTE) that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. Federal vocational funds will be used to supplement, and to the extent practicable; to increase the amount of state and local funds for vocational education, and in no case to supplant (replace) such state or local funds.

THE FOLLOWING STATE ASSURANCES ARE REQUIRED:

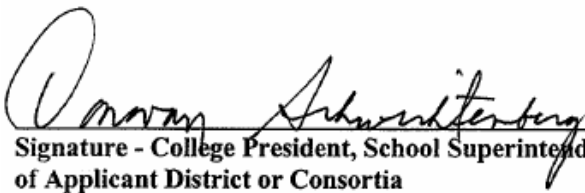
1. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the **completion of Personnel Activity Reports (PAR's)**.
2. The eligible sub-recipient will comply with all regulations, policies, guidelines, and requirements included in the Education Division General administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
3. The eligible sub-recipient will comply with the Vocational Education Guidelines (CTE) for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
4. The eligible sub-recipient will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
5. The eligible sub-recipient will comply with the minimum wage and maximum hours provisions of the Federal fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
6. The eligible sub-recipient will establish safeguards to prohibit employee from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

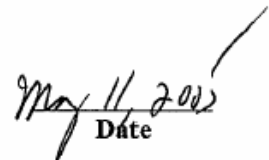
7. The eligible sub-recipient will give the grantor agency or the Comptroller General through any responsible authority the access to the right to examine all records, books, papers, or documents related to the awarding of these funds.

CERTIFICATIONS

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities will be conducted in accordance with state and federal laws, rules and regulations; and in accordance with the Minnesota Department of Education and the Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:


 Signature - College President, School Superintendent, or Vocational Director
 of Applicant District or Consortia


 Date

FOR CONSORTIUM MEMBERS ONLY	
<p>I have read and will comply with the above assurances.</p>	
<p>_____ Signature - Superintendent or Authorized Representative</p>	<p>_____ Local District Type/Number</p>
<p>_____ Name of Consortium</p>	<p>_____ Date</p>

* Consortia members: each district superintendent or authorized representative within your consortia must sign this form to be submitted with the application.

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**Carl D. Perkins Vocational-Technical Education Act of 1998
Local Plan for Career and Technical Education
1999-2006**

Check Appropriate
Core Indicator(s) Core Indicators

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

Required Activity:

Goal 1. Integration of academic and technical education

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Increase student learning for work and life roles by infusing general education into the technical curriculum.</p> <p>Summarize and track student evaluations of teaching to monitor effectiveness of programs.</p> <p>Facilitate student learning for work and life roles through career planning and portfolio development.</p>	<p>Update general education outcomes ; align with the Minnesota Transfer Curriculum; document, and monitor outcomes using direct/ indirect measures of student learning(student portfolios/CATs); link assessment results to continuous improvement. Prepare Quality Assurance Reports as a follow-up to accreditation process with summary, findings, recommendations and feedback loops. Monitor and evaluate effectiveness of changes in courses and new programs to improve learning.</p> <p>Utilize appropriate and approved measures to assess advanced general and technical skills and placement of students. (Associate Dean of Assessment /Research .20)</p>	<p>FY 2006 Outcome Target: 95% of the 34 technical programs are evaluated above FY04.. 1P1, 1P2 and 2P1 completers attain a GPA of 2.0 or higher in technical and Gen classes; direct (Capstone/Portfolio) and indirect (Student Surveys) measures of learning demonstrate skill attainment of students in 85% of programs; 1P1 diploma attainment achieves the state negotiated target of 24.5%.</p> <p>80% of evaluations are rated good or excellent.</p>	<p>\$20,226.00</p>

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Required Activity:

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

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

Objective	Strategy	Measure	<u>Projected Budget</u>
Maintain the currency of faculty and programs through industry connections, training, meetings with Advisory Committees and Apprenticeship Coordinators.	Promote discipline/credential attainment of faculty/staff as required by the Higher Learning Commission (HLC); provide on-the-job training to maintain currency in classroom applications; meet with Advisory Committees and Apprenticeship Coordinators to improve programs and services.	FY 2006 Outcome Target: 70% of faculty attain academic credentials; 10% participate in opportunities to upgrade skills; 75% of all programs meet at least once per year with Advisory Committee.	College Cost
Facilitate student development of academic/technical skills through industry partnerships and on-the-job training.	Offer student internships to develop academic and technical skills; develop new instruments to assess industry placement experiences; collect, track and summarize data to increase the training and placement of students upon graduation	80% of the placement evaluations receive a positive rating on personnel, facility or training indicators; 90% of students in industry partnerships are placed following graduation.	
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Check Appropriate
Core Indicator(s)

Core Indicators

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

Required Activity:

Goal 3. Technology in vocational-technical education

Objective	Strategy	Measure	<u>Projected Budget</u>
Track the success of students who use the Instructional Technology Center, including numbers who enroll in the PLATO Learning system, ELL students, and their attainment and placement in courses.	Track the persistence and performance of students who take PLATO courses; provide instructors and advisors with score and student tracking reports on PLATO and other applications. Tutor and assist students individually and in groups to facilitate the development of academic and technical skills.	FY 2006 Outcome Target: More than 650 students enroll in PLATO courses (above FY04); 70% of the students who complete the PLATO developmental courses complete classes with a grade of C or higher; 1P1 Completion Rates attain the state negotiated level of 24.5%.	\$114,201.12
	Intervene when students do not meet SAP standards; continue to evaluate students enrolled in the College Readiness Program and provide regular feedback.	70% of students who enroll in ESL classes receive correct placement; 100% are evaluated using the new process.	
Link innovative applications to instruction by providing resources and in-service training for faculty and staff.	Provide weekly sessions and ongoing resources on technology and classroom enhancements. (Associate Dean of Instructional Technology/Dev. 1.0) (Instructional Technology Assistant 1.0)	70% use technology to enhance online or face-to-face classes through technological or web-enhanced applications.	

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

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

Required Activity:

Goal 4. Professional Development

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Increase faculty and staff knowledge and expertise to integrate and infuse general education in the technical curriculum.</p> <p>Increase faculty and staff knowledge and expertise in using the College Assessment Model to assess student outcomes and make recommendations for continuous improvement in teaching and learning.</p> <p>Work with faculty to fully implement an online intake assessment for English language learners.</p>	<p>Offer in-service sessions on integrating and infusing general education in the technical curriculum; provide sample applications and resources for faculty to integrate general education in the technical curriculum.</p> <p>Work closely with faculty and staff on assessment system to measure student outcomes and use data-based decision-making to improve teaching and learning. Provide sessions and resources on direct and indirect measures of program outcomes; offer sessions and provide resources for WIDS training and for Desire2Learn training modules</p> <p>Implement an online ESL assessment program to place and evaluate students.</p>	<p>FY 2006 Outcome Target: Work closely with 50% of the departments to evaluate faculty success rates in integrating and infusing general education in with the technical curriculum as measured by assessment matrices and students' completion of general education requirements.</p> <p>75% of the WIDS plans are evaluated to continuously improve teaching and learning; 90% of the programs are evaluated using the Student Assessment Model FY</p> <p>80% of ESL students are correctly placed by cut scores using the online assessment system.</p>	College Cost

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

Required Activity:

Goal 5. Evaluation of vocational-technical education Programs

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Promote students' success at SPC by evaluating programs and services based on the achievement of student outcomes related to:</p> <ul style="list-style-type: none"> • Attainment of academic and technical skill levels • Attainment of diplomas, degrees and licensure pass rates • Placement and retention in employment or transfer to a 4 year program <p>Completion and placement in programs that lead to nontraditional employment</p>	<p>Examine intake measures of incoming students for placement in courses and programs. Add and track the results of students enrolled in an additional lower division course in reading, add additional pre-requisites for chemistry and math.</p> <p>Assess the academic attainment of program concentrators/completers, and licensure pass rates on the (NCLEX, MLT-BOR, CRT)</p> <p>Identify the placement rates of new graduates and their retention in employment</p> <p>Document nontraditional completion and job placement in nontraditional careers.</p> <p>(Associate Dean of Assessment/Research .10)</p>	<p>FY 2006 Outcome Target: 90% of the students complete an assessment prior to acceptance if their entering scores are below the level where these assessment can be waived; 70% of the students who enroll in reading course are appropriately placed. 1P1 and 1P2 attainment of diplomas attains the negotiated target of 24.5%. 75% or more of the students who take licensure exams pass on the first attempt. 90% or more of new graduates in technical fields and in nontraditional areas are employed following graduation as measured by the Graduate Follow-up Survey.</p>	<p>\$10,113.00</p>

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Required Activity:

Goal 6. Continuous program improvement for vocational technical education programs

Check 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 Budget</u>
Enhance students' success in courses and programs by evaluating and continuously improving teaching and learning.	Update tracking, analysis and reporting of assessment data to measures of student learning and link reporting outcomes to College Assessment Report. Target students with academic difficulties for sessions through the College Readiness Program.	FY 2006 Outcome Target: Evaluate 95% of technical programs using the Program Assessment Model. 1P1 completion rates attained the state negotiated rate of 24%. 2P1,1P1 completers attain a 2.0 or higher in tech/general education Evaluate 90% of programs on faculty ratings of program effectiveness and efficiency measures.	\$20,226.00
Evaluate programs on college effectiveness and efficiency indicators.	Update and implement College-wide Assessment Program to report skill and degree attainment, placement and retention for employment; implement and provide interventions for students who are not making satisfactory performance.	Target least performing programs for further evaluation, suspension or closure; implement changes for continuous improvement of teaching and learning using the College Assessment Model. FY2006 Annual Assessment Report is evaluated to continuously improve teaching and learning.	
Evaluate the results of Master Academic Planning for Continuous Improvement.	Target program review of 10% of least performing programs. (Associate Dean of Assessment/Research .20)		

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X	2. Completion
X	3. Placement and Retention
X	4. Nontraditional

Required Activity:

Goal 7. Effectiveness of services and activities

Objective	Strategy	Measure	<u>Projected Budget</u>
<p>Monitor the institutional effectiveness of services and activities by tracking student performance based on intake measures, persistence rates in programs from fall to spring and academic success/placement in courses and employment.</p> <p>Determine the effectiveness of college programs and services to increase the institution's effectiveness for students during the first year.</p>	<p>Assign advisor to direct services for admission assistance, retention and follow-up of students enrolled in the College Readiness Program. Work with the recruitment officers to increase entry of students in nontraditional programs. (Director of Admissions .50)</p> <p>Investigate issues that impact academic learning and student life satisfaction.</p>	<p>FY 2006 Outcome Target: Intake measures correctly place students in courses 75% of the time as measured by gpa in course placements. Students enrolled in the College Readiness Program have a diploma completion at or above the target of 24%.</p> <p>Increase the performance or 4P1 by 2% and 4P1 by 1%.</p> <p>Selected programs and services determined through AQUIP will be reviewed based on data results and improvements recommended to enhance student satisfaction and retention.</p>	<p>\$77,166.45</p>

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

Required Activity:

Goal 8. Broad based community involvement

Objective	Strategy	Measure	<u>Projected Budget</u>
Parents	Involve SPC parents and invite parents of local high schools to attend Career Fairs and career exploration activities.	FY 2006 Outcome Target: 20 parents participate in events; 75% rate events as good or excellent.	College Cost
Students	Invite secondary students to participate in Career Fairs and career exploration activities.	FY 2006 Outcome Target: 900 students participate in events; 75% rate events as good or excellent.	
Teachers	Involve teachers to promote Career Fairs and to align program with curriculum and to encourage students to attend SPC.	FY 2006 Outcome Target: 10 teachers serve as student contacts in the schools to promote and coordinate student activity.	
Business & Industry	Involve business and industry in community building alliances to meet goals for training and employment.	FY 2006 Outcome Target: Business and industry representatives participate in biannual program Advisory Committees.	
Labor	Collaborate with labor and Apprenticeship committees to update courses, programs and services	FY 2006 Outcome Target: Add an Associate Degree of Applied Science in Construction Mgmt by June 04 .	
Special Populations	Provide interpreters at Career Fairs ; Disability Coordinator provides outreach services to students/parents/teachers at high schools to assist students in transitioning to postsecondary programs.	FY 2006 Outcome Target: Career Fairs include at least 1 interpreter; Disability Coordinator provides outreach services to at least 7 high schools in surrounding school districts.	

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	4. Nontraditional

Required Activity:

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

Objective	Strategy	Measure	<u>Projected Budget</u>
Increase the retention to completion and persistence rate from fall to spring of students with disabilities by providing developmental planning, programming and reasonable educational and physical accommodations	Disability Coordinator works with faculty and staff to provide accommodations for SPC students with disabilities; monitors effectiveness of physical and educational accommodations provided to students with disabilities; assesses students with disabilities in their retention and success of programs. Targets students with disabilities who are at risk for not completing programs and provides additional tutoring services as needed. 50% of students with disabilities attain a gpa of C or higher; 30% or more of participants in the College Readiness Program receive assistance from the tutoring director. (Tutoring Director .25) Disability Director Coordinator, .50 time)	FY 2006 Outcome Target: Increase the % of students with disabilities who complete their programs from 22% to 23%. Increase the percentage of students who continue to enroll in courses from fall to spring by 1%.	\$56665.50

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X	2. Completion
	3. Placement and Retention
X	4. Nontraditional

Required Activity:

Goal 10. Full participation of special population learners

Objective	Strategy	Measure	<u>Projected Budget</u>
Promote and maintain academic support services for SPC students with disabilities to facilitate their access to and achievement of educational and career goals	<p>Disability Coordinator assists students with disabilities to access and succeed in SPC courses and programs by coordinating with admissions staff, secondary/transition staff and community agencies to provide reasonable education and physical accommodations; coordinator monitors the effectiveness of accommodations.</p> <p>Tutoring director monitors the grade point average of students and assigns peer tutors, depending on students' needs and levels of performance. Monitors students' success rates before and after tutoring to help students achieve educational and career goals.</p> <p>(Tutoring Director, .50) (Disability Coordinator, .50)</p>	<p>FY 2006 Outcome Target: Increase the % of students who complete their programs, 1P1,2P1 from 24.5%. Students who receive peer tutoring attain a gpa of C or higher in all academic/technical courses.</p> <p>4P1 indicators of participation of at 200 Pell recipients in nontraditional careers continues to attain exceed the negotiated target rate of 10%.</p>	\$56665.50

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

Required Activity:

Goal 11. Preparation for nontraditional training and employment

Objective	Strategy	Measure	<u>Projected Budget</u>
Increase student participation and completion of programs that lead to nontraditional training and employment.	<p>Continue to assess programs and manage those with a 25-75% ratio of student participating and completing majors that lead to nontraditional training and employment; provide support services for students who complete programs leading to employment.</p> <p>Work with the marketing team to promote careers in nontraditional areas, e.g., health careers to men, trade degrees to women. Provide outreach efforts at the high schools.</p>	<p>FY 2006 Outcome Target: Increase the participation of 4P1 participators from FY2005 by 2%. Increase the 4P2 completion rate from FY2005 by 1% from the previous year to more closely approach the target percentages.</p>	College cost

Collaboration Required Activity 12 – Overview

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

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

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

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

- ◆ the names of the collaborating partner organizations,
- ◆ a description of the process used to develop collaborative goals and strategies,
- ◆ FY 2006 outcome targets, and
- ◆ the budget for the Perkins recipient. While not required a common budget for all collaborators identifying source or funds would be helpful.

COLLABORATION (*definition*) A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.

(Note: a minimum of 10% of total eligible funds (not including Targeted Funds) must be budgeted for this activity. This activity must be planned for with broad community input via STW or other similar partnership.) Eligible recipients must maintain control of the Perkins funds.

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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	Projected Budget <small>(Minimum 10%)</small>
<p>Increase the opportunities for middle school and secondary students in the St. Paul Schools who explore career options and career planning courses. Negotiate with labor organizations and workforce centers to provide educational opportunities for secondary students.</p> <p>Collaborate with the St Paul High Schools and other institutions in the transfer of CLEP, advanced placement, credit for prior learning and facilitate the transfer of credit from secondary to postsecondary institutions through the articulation process.</p> <p>Facilitate student understanding of career/education opportunities and ways to meet requirements for transfer.</p>	<p>Continue to collaborate and partner with SPC and the St. Paul Schools to offer career planning activities and career exploration classes. Offer additional career opportunities as part of the Career Explorations and St. Paul Connections classes at high Schools in St. Paul. Admission Advisor .50 works with students to coordinate career opportunities.) (Admissions Director .50)</p> <p>Transfer specialists provide academic and student services to assist PSEO and other students with admission, advising and completion of SPC courses. Establishes transfer agreements to align educational opportunities for secondary and postsecondary students. (2 Transfer Specialists 1.0)</p> <p>Offer Career Connections and Career Fairs to secondary students.</p>	<p>FY 2006 Outcome Target: Increase the percentages of students who participate in career exploration classes to 220 in FY06; increase the percentages of new 18 year olds who matriculate to SPC as regular students by 1% from FY05.</p> <p>Increase the number of PSEO students participating in SPC career opportunities by 1% from FY05. Work on the alignment of new educational articulations for secondary students. Increase the number of students who complete AS and AAS degree programs in technical fields by 1%.</p> <p>Offer 20 Career Connections courses and monitor the number of participants who return to SPC as regular students.</p>	<p>\$196,735.00</p>

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

- ◆ St. Paul Public Schools, Saint Paul College connections
- ◆ Continuation of Career Explorations and St. Paul Connections programs for outreach, improve of credit transfer and promotion of programs.
- ◆ FY 2006 outcome targets (increase the % of 18 yr olds who attend programs, increase PSEO students who participate in career opportunities)
- ◆ . (See above)

**Carl D. Perkins Vocational-Technical Education Act of 1998
Local Plan for Career and Technical Education
1999-2006**

Permissible Activities:

**Check 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"> X 13. Career guidance and academic counseling <input type="checkbox"/> 14. Work-based learning <input type="checkbox"/> 15. Provide programs for special populations <input type="checkbox"/> 16. Education and business partnerships <input type="checkbox"/> 17. Assist Vocational and technical student organizations <input type="checkbox"/> 18. Mentoring and support services <input type="checkbox"/> 19. Upgrading and adapting equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> 20. Teacher preparation <input type="checkbox"/> 21. New program development <input type="checkbox"/> 22. Family and Consumer Sciences programs <input type="checkbox"/> 23. Vocational-technical education programs for adults and dropouts to complete their education <input type="checkbox"/> 24. Placement activities <input type="checkbox"/> 25. Other activities consistent with the purpose of this law
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Objective	Strategy	Measure	<u>Projected Budget</u>
Enhance the first year experience by providing student success strategies, orientation and group counseling for incoming students	Monitor satisfactory academic progress; create interventions for success; maintain contact with students. Evaluate the success of students who are placed on a faster track, including those who participate in online registration. (Counselor 1.0)	FY 2006 Outcome Target: 50% or more of the incoming students attain a gpa of C or higher; half of the new students attain a credit completion rate of 50%. All fulltime students assigned academic advisor.	\$99,144.00
Provide intervention counseling for students with personal or behavioral issues.	Assist faculty in mediated meetings with students to help student retention and to promote student success.	FY 2006 Outcome Target: Twenty-five percent of the students with behavioral/personal issues attain a gpa of C or higher.	

**Minnesota State Colleges and Universities/Minnesota Department of Education
 CARL D. PERKINS LOCAL APPLICATION
 BUDGET
 SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
 JULY 1, 2005 – JUNE 30, 2006**

DIRECTIONS & REMINDERS

- / **Cost of all Perkins funded personnel must be split out between the designated activities (indicators 1 to 25) that your local application addresses. Keep in mind that only the first 12 indicators address the required activities that you must conduct.**

- / **Federal Carl D. Perkins cannot be used to supplant funds from other sources.**

- / **The Carl D. Perkins Education Act of 1998 requires that Personnel Activity Reports (PAR) to be filled out on all personnel funded by these federal dollars. PARs do not need to be sent to MnSCU/MDE, but do need to be kept and monitored at the local level.**

- / **Each eligible sub-recipient receiving funds under this Act shall not use more than five (5) percent of the funds for administrative costs associated with the administration of this law.**

Identify in A. that amount of total Perkins resources that were used in collaboration efforts with Workforce Centers. Identify in B. the estimate of other expenditures/in-kind contributions from your district/college toward workforce center activities.

PERKINS BUDGET SUMMARY FOR FY 2006		
	PROJECTED	ACTUAL
← Required activities budget: Activities 1-11)	\$ 355,263.57	\$
↑ Activity #12 budget: (minimum of 10% of non-targeted dollars must be budgeted for #12)	\$ 196,735.00	\$
<u>TOTAL:</u>	\$ 551,988.57	\$
→ Permissible activities budget:	\$ 99,144.00	\$
↓ Administrative budget:	\$ 20,138.43	\$
<u>TOTAL FY 2006 Perkins BUDGET:</u>	\$671,281.00	\$

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: \$ 12,500.00
Total Workforce Center Collaboration and expenditures/in-kind contributions (A. + B.) \$ 12,500.00

**Minnesota State Colleges and Universities/Minnesota Department of Education
CARL D. PERKINS LOCAL APPLICATION**

BUDGET

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

JULY 1, 2005 – JUNE 30, 2006

REQUIRED ACTIVITIES

ACTIVITY	REQUIRED USES OF FUNDS	BUDGET FY '06	
		PROJECTED	ACTUAL
1	Integration of academic and technical education	\$20,226.00	\$
2	Experience in and understanding of all aspects of the industry	College Cost	
3	Technology in vocational-technical education	\$114,201.12	\$
4	Professional Development	College Cost	
5	Evaluation of vocational-technical education programs	\$10,113.00	\$
6	Continuous program improvement for vocational-technical education programs	\$ 20,226.00	\$
7	Effectiveness of services and activities	\$77, 166.45	\$
8	Broad-based community involvement i.e. parents, students, teachers, business/industry. Labor, special populations	College Cost	
9	Special population learner accommodation(s) and support services	\$56606.50	\$
10	Full participation of special population learners	\$56,665.50	\$
11	Preparation for nontraditional training and employment	College Cost	
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>	\$196,735.00	\$
TOTAL BUDGET FOR REQUIRED ACTIVITIES		\$551,998.57	

NOTE:

1. Budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissible activity.
2. Budget changes must be pre-approved by MDE if they change 10% or more from one activity to another.

**Minnesota State Colleges and Universities/Minnesota Department of Education
CARL D. PERKINS LOCAL APPLICATION
BUDGET**

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

JULY 1, 2005 – JUNE 30, 2006

PERMISSIBLE ACTIVITIES

ACTIVITY	PERMISSIBLE USES OF FUNDS	BUDGET FY'06	
		PROJECTED	ACTUAL
13	Career guidance and academic counseling (for students participating in vocational-technical programs)	\$99,144.00	\$
14	Provide work-related experience i.e. internships, cooperative education, school-based enterprises etc.		
15	Provide programs for special populations		
16	Local education and business partnerships		
17	Assist vocational and technical student organizations		
18	Mentoring and support services		
19	Upgrading and adapting equipment		
20	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		
	Administration of Grant	\$20,138.43	

TOTAL BUDGET FOR PERMISSIBLE ACTIVITIES:

\$119,282.43

NOTE:

1. Budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissible activity.
2. Budget changes must be pre-approved by MDE if they change 10% or more from one activity.

**Minnesota Department of Education (MDE)
PERSONNEL ACTIVITY REPORT
(PAR)**

Employees who are required to report that work coincides with funding use this form. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name _____		Title/Classification _____		Reporting Period (circle one):			
				January	April	July	October
				February	May	August	November
				March	June	September	December
TIME DISTRIBUTION (UFARS Code)	Percent of time	<u>DESCRIBE ACTIVITIES</u>					

I have performed the above duties as described.

I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature

Date

Supervisor Signature

Date

**Minnesota State Colleges and Universities (MnSCU)
PERSONNEL ACTIVITY REPORT
(PAR)**

As specified in the Carl D. Perkins Vocational and Technical Education Act of 1998, all colleges receiving Federal Perkins resources must maintain Personnel Activity reports (PARs). A PAR must be completed for **each** funded individual and maintained at the college for audit purposes. Federal law requires that 1) if an individual is funded under only one (1) Perkins' cost area, a PAR must be completed semi-annually and 2) if an individual is funded under two (2) or more Perkins' cost areas, a PAR must be completed monthly.

NAME ANNUALLY		REPORTING PERIOD (circle one):		(OR)	SEMI-
_____		January	April	July	October
DATE _____		February	May	August	November
		March	June	September	December
COST AREAS	(IN % OF 100%)	DESCRIBE ACTIVITIES			
Federal Carl Perkins Local Grant					
Federal Carl Perkins Leadership					
Federal Carl Perkins Tech Prep					
All other					

I have performed the above duties as described.

I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature

Date

Supervisor Signature

Date