

**CARL D. PERKINS
CAREER AND TECHNICAL
EDUCATION ACT OF 2006**

**An Act that Supports
Career and Technical Education
in Minnesota**

**LOCAL APPLICATION for the
FY 2008 Transition Year
Perkins Basic and Tech Prep**

July 1, 2007- June 30, 2008

**Minnesota State Colleges and Universities
&
Minnesota Department Education**

Section II – Local Application

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

1. High School to College Transitions: describe your primary intent to support the successful transition of students from high school to post secondary education.

Consider the following guiding questions:

- How will you determine career pathways and programs of study that will be implemented in your consortium?
- How will you measure technical skill attainment within career and technical programs in your consortium?
- How do you propose to communicate college and work readiness standards to students and teachers?
- How will you improve both academic and technical skills of participants in your career and technical education programs?
- What role will your consortium play in ensuring that students will be able to continue a program of study that was started within your consortium but for which no postsecondary program exists within your current/proposed consortium?¹
- Given multiple entry and exit points in programs, how will you provide transitions for adult learners from entry to completion?
- How will you address the professional development needs of your career and technical education teachers/faculty and their academic colleagues?
- How will you modify or design your CTE programs to prepare students for high skill, high wage, or high demand occupations that lead to self sufficiency?

What are your plans for addressing high school to college transitions under Perkins IV? CTE programs and Tech Prep agreements will be modified through on-going processes established through secondary/post-secondary partnering through Tech Prep, various advisory committee meetings, data from MnSCU and MDE, and trends in our economy locally, regionally, and nationally. In Spring FY 2007, ARCC's Computer Networking Program (CNET) began to develop a process for coherent sequencing of a program of study with the STEP program in Secondary School District #11, including preparation of students to demonstrate an understanding of industry standards. We plan to refine that process further, to work with other high school partners on this program of study, and to use it as a model for other programs. We will work on providing smooth 2+2+2 transitions for students in career pathways that lead to high skill, high wage or high demand occupations, such as CNET and healthcare. We will continue our current Tech Prep partnerships and explore the brokering of services with other area Secondary programs. Pending funding, we plan to research and incorporate professional competency tracking/industry certification standards for at least one career program. (See note in Objective 4 below.)

Advising services will be available for all career programs students, whether they are coming from high school or are returning adults. As programs of study are clarified, training and updates will be provided for secondary and post-secondary instructors, counselors and advisors.

A new career programs Research Analyst position was added in FY 2006 and a career programs Administrative Assistant position was added in FY 2007 (See Objective 5 below). Current institutional processes, including program review, support Perkins programs but are not as detailed regarding specific student outcomes or as timely as the annual improvement cycle demands. Perkins goal setting and reporting and other system and federal initiatives have created an increased institutional awareness of our need to better align multiple accountability and reporting systems, leading to better integrated initiatives to improve student outcomes over time. A specific challenge is to develop measures and systems which allow faculty and leadership to more quickly become aware of student barriers to success, use evidence to propose interventions, and then measure the effects of interventions, especially for target populations. These additions to staff specifically for Perkins programs are enabling these programs to lead the way toward better continuous progress monitoring for students to facilitate such an intervention cycle over time. Thus far, these positions have been fully funded by Perkins and do not supplant college funds.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1. Establish a process to align Secondary and Post-Secondary courses, certifications and articulated courses in at least one program of study, leading to program improvement.</p> <p>Career Program Deans</p>	<p>Bring Secondary and Post-Secondary instructors, staff and/or administration together to collaborate on developing a sample “Program of Study matrix.”</p> <p>Develop a process to prepare students for self-tests which simulate certification exams, and build a model for other programs.</p> <p>Collaboratively provide trainings and updates for: a) secondary and post-secondary instructors on how to perform the evaluation process while utilizing college and work readiness standards, and b) secondary and post-secondary counselors and advisors regarding advising students about career pathways and programs of study.</p>	<p>FY 2008 Outcome Target:</p> <p>Secondary and Post-Secondary:</p> <ol style="list-style-type: none"> 1. Build matrix. 2. Develop common process for measuring student outcomes related to preparation for certification exams. 	<p>\$1,200</p>
<p>2. Provide smooth transitions for students who are in CTE programs which lead to high skill, high wage, or high demand occupations that lead to self-sufficiency.</p> <p>Anita Jeziah</p>	<p>Continue/expand current partner and brokering services for regional Tech Prep agreements with other High School districts in our region. Consider hiring consultant to assist with brokering services. (See goal 5.)</p> <p>Increase the number of partner high school students continuing their education in a related ARCC program.</p>	<p>FY 2008 Outcome Target:</p> <p>Secondary: Oak Land District to provide baseline data available from follow up study and Tech Prep consortium.</p> <p>Post-Secondary: Maintain and expand existing partnerships, and articulation agreements. Track numbers of certificates presented by students at ARCC.</p> <p>Collect baseline data of Oak Land District students who turn in Tech Prep certificates, as well as whether those students continue within the same occupational field.</p>	<p>\$2,500</p>

<p>3. Maintain and increase access to information between career planning, college success, and the world of work for all students, including non-traditional students.</p> <p>Mary Raeker-Rebek, Anita Jeziah</p> <p>Note: This full-time Advising position is 40% funded by the college. (See also goals 3 and 4.)</p>	<p>Advising and counseling services for prospective and eligible career programs students, for appropriate course placement and link to support services. Students will receive advisement on how to identify high skill, high wage or high demand occupations through resources such as MCIS, ISEEK, MN CAREERS and the Minnesota Workforce Center.</p> <p>Provide program information sessions for students and prospective students, ranging from high school students to returning adults. Inform them about targeted career programs which lead to high skill, high wage, or high demand occupations that lead to self-sufficiency.</p> <p>Provide creative exploration presentations at high schools and at other events, through college career program staff/faculty and/or business presenters.</p>	<p>FY 2008 Outcome Target: Post-Secondary: Report numbers of career programs students served - breakdown report into numbers of career program students advised regarding non-traditional majors.</p> <p>Report numbers of sessions provided.</p> <p>Report number of presentations offered and number of students in attendance.</p>	<p>\$12,500</p>
<p><i>4. Students in Career Pathways will experience a coherent sequence of courses with program improvement leading to alignment of curriculum to occupational skill standards and academic competencies for articulation with higher education.</i></p> <p><i>Career Programs Deans</i></p>	<p><i>Faculty and support staff will work with, or hire consulting agency to work with industry representatives to research professional competency tracking/ industry certification standards for CTE programs, leading to suggestions for program assessment, improvement and development.</i></p> <p>NOTE: This goal is tentative, based on total funding amount and/or reallocation of additional funds. We hired SkillsNet, Inc. to perform this task for one program at the end of FY 2007. Because this information is critical in CTE program planning, we hope to include this goal for at least one other program in FY 2008. However, it will depend on availability of funds, due to other priorities as noted in the rest of the plan.</p>	<p>FY 2008 Outcome Target: Post-Secondary: <i>Develop summary of recommendations by program for: 1) student competencies needed, 2) industry standards for measurements of competencies, 3) possible changes to existing programs, 4) possible investigation of development of new programs/certificates.</i></p>	<p>\$8,000</p>

<p>5. Monitoring of individual student progress in targeted career programs, to improve student academic and technical skill learning, retention, and completion, including both high school students transitioning to ARCC career programs as well as adult learners and students from under-represented populations.</p> <p>Mary Raeker-Rebek, Rosie Mortenson, Susan Tarnowski</p>	<p>Research/Evaluation position will respond to Perkins initiatives to develop monitoring system based on individual student progress, coordinated and aligned with other institutional initiatives for monitoring student progress and program outcomes. The program improvements envisioned are better targeted student advising, improved student relationships with faculty and staff, enhanced acceptability of support to students who are experiencing difficulties, redirection of students to more appropriate majors when needed, and improved success for identified majors.</p> <p>Assistant for career programs to provide administrative support, including:</p> <ul style="list-style-type: none"> • Provide data management services to career programs, including tracking of students in programs and progress toward certificates. • Provide support for systematic program communication with students to allow for accurate contact information maintenance and interventions with students. • Schedule, organize and prepare for advisory board meetings. Attend and take minutes. 	<p>FY 2008 Outcome Target: Post-Secondary: One career program student monitoring database will be developed, and aligned with student assessment program and Perkins indicators, with contact management plan and pilot.</p>	<p>\$22,750</p>
<p>6. CTE instructional equipment/technology will be current with educational industry standards.</p> <p>CTE instructors and faculty will update and enhance their technical skills - with a goal to more efficiently disseminate information to CTE students and to enhance student learning, thus leading to collaborative CTE program improvement and smooth secondary to post-secondary transitions.</p> <p>Steve Reed, ARCC's Instructional Technologist</p>	<p>Provide resources for instructional technologies that are current with industry standards.</p> <p>CTE instructors and faculty will be trained to fully make use of innovative classroom technologies and new CTE-related technologies. Secondary and Post-Secondary partners will collaborate to provide training by career pathway area(s).</p>	<p>FY 2008 Outcome Target: Secondary & Post-Secondary: Equipment upgraded in at least one CTE classroom at ARCC and at least one secondary CTE classroom.</p> <p>ARCC's Information Technology Department's Instructional Technologist will provide documented training and support to evaluate the success of the implemented technologies.</p> <p>Note: These funds are to provide innovative technologies for career programs. The Instructional Technologist is a new position in the Information Technology Department and is 100% funded by the college.</p>	<p>\$10,738</p>

List the required and permissible activities addressed above. 1. Required Activity 2, 11; 2. Required Activity 7, 10; 3. Permissible Activity 2; 4. Required Activity 3; 5. Required Activity 7, 8; 6. Required Activity 4, 5, 7, 11.

1. **Brokering of Services:** A new consortium structure involving secondary and postsecondary partners will, by design, facilitate student transitions from secondary programs to postsecondary programs within Programs of Study. To facilitate the movement of CTE students from high school to college, it is the expectation of the state that each Perkins recipient will identify, and expedite transfer into, a Minnesota postsecondary program within each secondary Program of Study. The recipient is not required to have both secondary and postsecondary components within its Programs of Study.

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2. Collaboration: Minnesota’s State Plan for Career and Technical Education places high emphasis on collaboration to support student success and life-long access to career and technical education. It is required for this Local Transition Plan approval that at least 10% of funds (not including targeted funds) be reserved for collaboration. Under this one-year transitional plan, effective collaboration may be focused on the identification and development of your FY09 consortium structure.

Consider the following guiding questions:

- How will you provide collaboration for CTE Program Improvement purposes among your partners?
- What best practice collaboration activities will you continue/carry over from Perkins III?
- How will you assure CTE students of smooth transitions between pathways within career clusters?
- What common collaborative goals will you and your partners develop for FY08?
- How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?

What are your plans for collaboration during the transition year (2007-2008)? ARCC and partners will continue to be data driven in order to find common ground for collaboration. In conjunction with Career Pathway development, ARCC plans to continue building on existing 2+2 secondary to post-secondary articulations to assure students of smooth transitions. We plan to identify at least one secondary to post-secondary Career Pathway. By participation in the Fall 2007 NTPN conference, along with secondary partner(s), we will strategize common goals and best practices to collaboratively provide training to secondary and post-secondary instructors and staff. We will continue to work together with our partners to best achieve our common goals and accountability.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1. Secondary and postsecondary components of the secondary-postsecondary partnership will continue to provide best practices for students to earn college credit through dual/concurrent enrollment or articulation agreements; and opportunities for alignment and/or articulation with baccalaureate programs.</p> <p>CTE Deans, Anita Jeziah, Dana Irgens</p>	<p>In conjunction with Career Pathway development, continue to build on existing Tech Prep 2+2 secondary to post-secondary articulations to consider coherence of course sequences and barriers to integration and curriculum alignment for specific career programs. Continue providing collaborative meetings with high schools that lead to creation and maintenance of articulation agreements through Oak Land Tech Prep Consortium, and Osseo and Wayzata area partnership.</p>	<p>FY 2008 Outcome Target: Secondary and Post-Secondary: Identify at least one secondary to post-secondary Career Pathway, with recommendations for next steps to address any existing barriers to integration and alignment between industry needs, career program and academic coursework, secondary and postsecondary.</p>	<p>See goal 1:1</p>
<p>2. Secondary and Post-secondary representatives will receive professional development in best practices related to career pathways, Tech Prep and other areas related to Perkins.</p> <p>Mary Raeker-Rebek, Anita Jeziah</p>	<p>Secondary and Post-secondary partners will participate in Fall 2007 NTPN Conference, and will return with strategies to enhance continued planning and partnering for the improvement of student academic and technical success in CTE programs.</p> <p>Conference attendees will collaboratively provide training to CTE instructors and staff .</p>	<p>FY 2008 Outcome Target: Secondary & Post-Secondary: 6 secondary and 5 post-secondary staff and/or instructors will be trained in at least one best practice utilized by other institutions/partnerships.</p>	<p>\$3,300</p>

<p>3. ARCC and partners will have good communication about accountability indicators for joint planning.</p> <p>Mary Raeker-Rebek, Caroline Fahrney</p>	<p>Develop communication system for accountability measures between partners for collaborative CTE program improvement.</p>	<p>FY 2008 Outcome Target: Secondary and Post-Secondary: Feasibility report with data samples and methods for potential baselines.</p> <p>See note regarding Research Analyst position in Goal 1 descriptor.</p>	<p>\$11,750</p>
<p>4. Improve academic curricular foundation for associate degree CTE graduates to continue on to baccalaureate programs, providing smooth transitions for students pursuing further post-secondary education.</p> <p>CTE Deans</p>	<p>ARCC faculty will research and address academic content and rigor in associate degree CTE program-related specific courses for compatibility with courses in baccalaureate degree programs. Research will include consultation with partnering 4-year higher education institutions and industry. Current courses will be revised and/or new courses will be developed as needed based on faculty research conclusions.</p>	<p>FY 2008 Outcome Target: Course(s) totaling 3 credits will be revised or added. Courses will be reviewed by Academic Standards Committee.</p>	<p>\$3,000</p>
<p>5. Secondary and post-secondary students' awareness and knowledge of two-year career educational programs and related high skill, high wage, and/or high demand occupational opportunities will be evaluated.</p> <p>Mary Raeker-Rebek, Erin Harley, Patty Scofield</p>	<p>A market research firm will be hired. Secondary partners and ARCC research staff will work with firm to develop research questions and methods of measurement. The study will include a focus on ESL/immigrant students. Collaboration will occur between research firm, ARCC staff and secondary partners in interpreting the data and formulating recommendations.</p>	<p>FY 2008 Outcome Target: Secondary and Post-Secondary: Summary report of research with recommendations for curricular/program enhancement and/or development at the secondary and post-secondary level will be produced.</p>	<p>\$20,000</p>
<p>List the required and permissible activities addressed above. 1. Required Activity 1, 2, 10, 11; 2. Required Activity 5, 11; 3. Required Activity 7, 11; 4. Required Activity 1, 7, 8, 10, Permissible Activity 10, 5. Required Activity 7, 9, 11.</p>			

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3. Employer, Community, and Education Partnerships

Consider the following guiding questions:

- o How will you involve parents, business, and labor to advise in the design, implementation, and evaluation of CTE programs of study?
- o What will you do to provide student experience in, and an understanding of, All Aspects of the Industry which may include work-based experiences?
- o How will you identify high skill, high wage, or high demand occupations within your region?
- o How will you provide transition for adult learners into the workforce?
- o How will you address collaboration with other organizations (e.g., WorkForce Center, non-profits, service organization, Chambers, Economic Agencies, etc.)

What are your plans to develop, expand, and improve partnerships with employers, community members, and other educational institutions during the FY07-08 transition plan?

CTE students will be provided with instruction, career guidance, academic counseling and job placement services in line with employer and community expectations, as communicated by business partners on advisory committees and through other contacts with industry professionals and our local Workforce Center. We plan to work with our secondary partners to identify a process for moving to combined secondary/post-secondary advisory committees for CTE programs. We will align student assessment to industry standards so that students may demonstrate understanding of all aspects of an industry.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1. Career programs students and prospective career programs students will be provided career guidance and academic counseling in line with employer and community expectations.</p> <p>Mary Raeker-Rebek, Anita Jeziah</p>	<p>Career Programs Advisor to participate in Advisory Committees to enhance committee members' perspective of students' needs, and to communicate current program information to peers and students. Help students align their majors with intent and ensure awareness of resources, including information on how to identify high skill, high demand and high wage occupations.</p>	<p>FY 2008 Outcome Target: Post-Secondary: Report numbers of career programs students served - breakdown report numbers of career program students advised regarding non-traditional majors.</p> <p>Note: This full-time Advising position is 40% funded by the college. (See also goals 1 and 4.)</p>	\$11,500
<p>2. Alignment of student assessment to industry standards so that students may demonstrate understanding of all aspects of an industry.</p> <p>Mary Raeker-Rebek, Caroline Fahrney</p>	<p>Utilize faculty and staff research on industry standards, coordinate with Career Pathway development, and support improved alignment and measurement of student technical and academic attainment.</p> <p>Explore coordination of data from eLumen and other sources to provide measures of technical skill attainment.</p>	<p>FY 2008 Outcome Target: Secondary and Post-Secondary: One career program measurement matrix established related to technical attainment competencies.</p> <p>See note regarding Research Analyst position in Goal 1 descriptor.</p>	\$11,750

<p>3. a.) Collaborate with local Workforce Center to provide effective career development and placement services for ARCC career program concentrators, alumni, and local high school students and alumni, including various adult learners and those in programs/careers who are of non-traditional gender.</p> <p>Karen Kraft, Fredi Ketchum</p> <p>b.) To be a workforce training provider of choice in our area for high skill, high wage and high demand jobs.</p> <p>Rosie Mortenson</p>	<p>4. a.) Employment Representative (from the Workforce Center) to assist students with identifying high skill, high demand and high wage occupations:</p> <ul style="list-style-type: none"> • Coordinate with counselors to provide labor market, placement and salary information from Graduate Follow-up surveys to students for career planning • Provide assistance to students with resume-writing, job seeking strategies and skills • Enhance student access to available jobs through on campus job fairs, employer campus visits, and specific job postings • Liaison between employers, students, ARCC and other community groups, including secondary students <p>Note: Workforce Center collaboration is funded by the college.</p> <p>b.) Keep abreast of workforce needs and provide entry level skills training to those returning to the workforce. Stimulate growth of new programs as a result of relationships with area employers.</p>	<p>FY 2008 Outcome Target: Secondary: Post-Secondary:</p> <p>a.) Graduation follow-up response rate to remain at or above FY 2007 State required rate of 85%.</p> <table border="1" data-bbox="1220 383 1635 557"> <thead> <tr> <th>Graduation Fiscal Year</th> <th>Grad Follow-Up Response Rate</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>91.3%</td> </tr> <tr> <td>2004</td> <td>93.9%</td> </tr> <tr> <td>2005</td> <td>91.7%</td> </tr> <tr> <td>2006</td> <td>90.29%</td> </tr> </tbody> </table> <p>-Track CTE student use of Job Placement Services -Track numbers of jobs posted (employer use).</p> <p>b.) Track number of customized training programs provided</p>	Graduation Fiscal Year	Grad Follow-Up Response Rate	2003	91.3%	2004	93.9%	2005	91.7%	2006	90.29%	<p>College funded</p>
Graduation Fiscal Year	Grad Follow-Up Response Rate												
2003	91.3%												
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<p>4. Provide support for students interested in Business careers so that they may gain a better understanding of all aspects of the industry and which profession(s) within Business is (are) the best match for them, including helping them to identify high skill, high wage and high demand occupations in ARCC's region.</p> <p>Mary Raeker-Rebek, John Hennen</p>	<p>Develop one-credit "Orientation to Business Careers" course to be offered in conjunction with ARCC Business careers program, and as an elective for any interested student, including transitioning adults. Development of course to utilize community resources to address all aspects of the industry, including collaboration with other higher education and industry professionals, as well as Workforce Center staff and data. Course to also be articulated with Tech Prep secondary partners.</p>	<p>FY 2008 Outcome Target: Secondary: Course to be articulated with at least one secondary school by FY 2009. Post-Secondary: Course to be developed and approved in time for pilot to be offered Spring 2008 at Coon Rapids campus.</p>	<p>\$3,000</p>										
<p>5. Create an on-line career resource for secondary and post-secondary students to ask questions about careers and career choices.</p> <p>Michael Wall</p>	<p>Explore creation of a database of ARCC alumni willing to interact with college and high school students on career related subjects. A web site will allow students to read a greeting from the participant, go through an average day, read about suggested education for the job, and submit questions. Participating alumni will also be able to accept mentoring relationships, offer job shadowing, and post answers to questions they receive in a public forum area.</p>	<p>FY 2008 Outcome Target: Secondary and Post-Secondary: Feasibility report and possible pilot.</p>	<p>College funded</p>										

<p>6. To inform secondary and post-secondary students of business program options at ARCC and to expose them to successful ARCC alumni working in the business world.</p> <p>Michael Wall</p>	<p>Invite secondary and post-secondary students to a dinner featuring a prominent business leader who is an ARCC alum.</p> <p>These events will be used to first inform and then involve secondary and post secondary students in the cycle of interest-application-student-alum as it specifically applies to business education and business careers. Students will hear a presentation which will include not only current business topics, but also a personal history which shows the power of business education in becoming successful in business. The costs are for 140 total participants (70 for each dinner), and include food-related, space-related, speaker-related, and participant materials-related expenses.</p>	<p>FY 2008 Outcome Target: Secondary and Post-Secondary: Dinner is held for a total of 70 secondary and post-secondary students at the Coon Rapids campus and at the Cambridge campus of ARCC.</p> <p>Evaluations of the program and of students' interests/needs are collected and used to inform program planning and program improvement at the secondary and post-secondary level. Information specifically related to recruitment and retention will be collected and analyzed for use in future planning.</p>	<p>\$4,400</p>
<p>2. Identify a process to move to combined secondary/post-secondary advisory committees for CTE programs.</p> <p>CTE Deans</p>	<p>Research best practices among other secondary and post-secondary institutions that may already have such a process in place. Collaborate with secondary CTE partners to establish a process for combined advisory committees.</p>	<p>FY 2008 Outcome Target: Secondary and Post-Secondary: CTE advisory committees to establish a process for joint meetings starting in FY 2009.</p>	<p>See Goal 5</p>
<p>List the required and permissible activities addressed above. 1. Permissible Activity 1, 2; 2. Required Activity 6; 3. Required Activity 11, Permissible Activity 20; 4. Required Activity 7, 10; 5. Required Activity 3, 11; 6. Required Activity 3, 11.</p>			

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4. Service to Special Populations

Consider the following guiding questions:

- What will you do to provide success for special populations in career and technical education for high skill, high wage, or high demand occupations that lead to self sufficiency?
- What steps will you take to improve nontraditional (gender) participation, retention, and completion in your CTE programs?

<u>What are your plans to ensure that members of special populations will be able to fully participate in activities/programs supported by Perkins/Tech Prep?</u> Students with special needs will be referred to appropriate services, such as Disability Access Services, ELL services, tutoring and TRIO programs. Using continuous progress monitoring and institutional research, programs will reduce barriers to success for under-represented groups.			
Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1. Career programs students and prospective career programs students with special needs will be provided career guidance and academic counseling in line with employer and community expectations, so that students may successfully become self-sufficient. (Also see goals 1:3 and 3:1)</p> <p>Mary Raeker-Rebek, Anita Jeziah</p>	<p>Career Programs Advisor for advising of prospective and eligible career programs students, including students in special populations, for appropriate course placement and link to support services. Students will be referred to other college services such as Disability Access Services, ELL services, tutoring and TRIO programs.</p>	<p>FY 2008 Outcome Target: Post-Secondary: Report numbers of special populations served - breakdown report numbers of career program students advised regarding non-traditional majors.</p> <p>Report numbers of known career programs students active in Access Services and TRIO programs.</p> <p>Note: This full-time Advising position is 40% funded by the college. (See also goals 1 and 3.)</p>	<p>\$11,500</p>

<p>2. Monitoring of individual student progress in targeted career programs, to improve student learning, retention, and completion, including students in special populations.</p> <p>Using continuous progress monitoring and institutional research, programs will reduce barriers to success for under-represented groups.</p> <p>Mary Raeker-Rebek, Caroline Fahrney, Rosie Mortensen, Valerie Hoffman</p>	<p>Research/Evaluation position will respond to Perkins initiatives to develop monitoring system based on individual student progress, coordinated and aligned with other institutional initiatives for monitoring student progress and program outcomes.</p> <p>Research on factors related to under-represented groups to support program improvement.</p> <p>Assistant for career programs to provide administrative support, including:</p> <ul style="list-style-type: none"> • Trigger counselor/advisor and/or disability services follow-up with students, including inactive students, to ensure accurate identification of program students and student access to support services to improve student outcomes. (see goal 1:5) • Provide administrative assistance with coordination of academic program planning and evaluation of career programs. • Provide support for systematic program communication with students to allow for accurate contact information maintenance and interventions with students. • Schedule, organize and prepare for advisory board meetings. Attend and take minutes. 	<p>FY 2008 Outcome Target: Secondary:</p> <p>Post-Secondary: Feasibility report with data samples and methods for potential baselines.</p> <p>Report out to one program on barriers to success.</p> <p>See note regarding Research Analyst and Administrative Assistant positions in Goal 1 descriptor.</p>	<p>\$22,750</p>
<p>3. Data indicates that ARCC Business programs have the largest group of non-completing Perkins majors at the college. We will seek to increase success of non-traditional students in ARCC Business programs which have been identified as having high percentages of non-traditional concentrators.</p> <p>Career Programs Deans, Mary Raeker-Rebek</p>	<p>Identify barriers to completion in Business programs. Increase prospective student awareness of career requirements to improve informed choice of majors and motivate relevant high school preparation. To do this, ARCC will provide Business career exploration presentations at local high schools and other events, and develop an Orientation to Business Careers course that will be articulated with secondary partners (See Goal 3:5 above). The presentations and course will include information and examples of professionals in Business careers that are non-traditional for their gender.</p>	<p>FY 2008 Outcome Target: Secondary:</p> <p>Post-Secondary: Report out on barriers and develop a plan for improvement.</p>	<p>See goals 1:3 & 3:5</p>
<p>List the required and permissible activities addressed above. 1. Permissible Activity 2, 4; 2. Required Activity 6, Permissible Activity 4; 3. Required Activity 7, 9.</p>			

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5. New Consortium Structure, Planning, and Development

Beginning in FY08-09, a new structure of Perkins consortia will be implemented in Minnesota under which each consortium must include at least one Perkins-eligible postsecondary institution and at least one Perkins-eligible secondary school district. While the state reserves the right to make a *final determination* on this consortium structure to ensure that all interested schools and institutions may participate under Perkins IV, we would like you to identify your secondary and postsecondary partners.

Consider the following guiding questions:

- Identify with whom you propose to partner under the FY08-09 new structure. In making this determination, you should consider current effective relationships, anticipated programs of study, and the role you anticipate in brokering services with other secondary schools and postsecondary institutions in your geographic area, dual and concurrent enrollment opportunities, and the region's history of high school to postsecondary matriculation.
- Effective partnerships require time and commitment to lead all partnering schools/institutions. How will you meet the needs for leadership time and commitment to develop and operate the new structure?
- How do you propose to emphasize program improvement and secondary/postsecondary relationships under your new consortium?
- How do you envision your new consortium operating?
- Describe your current activities under Perkins III/Tech Prep that you propose to continue under your new proposed Perkins IV consortium?

What are your plans for developing a new consortium structure by December 31, 2007?

ARCC will continue to be data driven in order to find common ground for collaboration with current and potential partners. We plan to continue the best practice of a strong Tech Prep system we now have in place. We plan to continue to meet with representatives from our secondary partners from the Oakland Cooperative Center (Cambridge-Isanti, Princeton, and St. Francis), Anoka Hennepin School District #11 (Andover, Anoka, Blaine, Champlin Park, Coon Rapids, Crossroads Alternative Center, & STEP), Elk River Area Schools (Elk River, Rogers, & Zimmerman) and our post-secondary partners (Anoka Technical College, North Hennepin Community College and St. Cloud Technical College) to determine strategies and a plan to broker and work together to continue best practices and implement new Programs of Study. In addition, we have joined with representatives from secondary affiliates Osseo Area Schools (Osseo, Maple Grove, Park Center, & Osseo Area Learning Center), Wayzata High School, and Fridley High School, as well as Hennepin Technical College to offer the best post-secondary transitions for area CTE students. During this process, we will also remain open to the possibility of partnering and/or brokering services with other secondary and post-secondary institutions as well.

We will continue to achieve and expand the best post-secondary options for area students through regional Tech Prep agreements. Representatives from the various entities mentioned will strive to form a plan to continue to work together to best achieve our common goals and accountability. Currently, we and our partners have data that demonstrates local high school students further their education at ARCC and our partnering post-secondary institutions. A consortium coordinator will guide the process, timelines, and tasks. This coordinator will also serve as a consultant for our brokering of services. Consortium members (secondary and post-secondary) have agreed to put dollars towards this effort.

A Plan detailing the new consortium structure and operations will be submitted on or before December 31, 2007.

Please note New Consortium Structure Planning Worksheet that follows this page. Due December 31, 2007.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1. Partner with at least one secondary institution and possibly other post-secondary institution(s) to form a new consortium structure to be fully implemented in FY 2009. Also, define a process for the brokering of services with institutions outside of our consortium.</p> <p>Anita Jeziah, CTE Deans</p>	<p>Continue providing collaborative meetings with high schools that lead to creation and maintenance of articulation agreements through Oak Land Tech Prep Consortium, and Osseo and Wayzata area partnership.</p> <p>Define new consortium including operating assumptions, focus of activities and roles of partners. Collaborate with partners and potential partners (such as Fridley School District) to find the best combinations of consortia for our area, as well as brokering services for current or interested partners who might not be directly involved in our consortium. Make provisions on ARCC campus for collaborative meetings to occur during Fall 2008. Assess feasibility of hiring consultant to assist with brokering services beginning in FY 2009.</p>	<p>FY 2008 Outcome Target: Secondary and Post-Secondary: Agree upon consortium structure.</p> <p>Develop a single local Perkins plan within the new consortium to be implemented in FY 2009.</p>	<p>\$1,000</p> <p>Note: We may shift additional funds here as needed and available.</p>
<p>2. Identify a process to move to combined secondary/post-secondary advisory committees for CTE programs.</p> <p>CTE Deans</p>	<p>Research best practices among other secondary and post-secondary institutions that may already have such a process in place. Collaborate with secondary CTE partners to establish a process for combined advisory committees.</p>	<p>FY 2008 Outcome Target: Secondary and Post-Secondary: CTE advisory committees to establish a process for joint meetings starting in FY 2009.</p>	<p>(From Goal 3, budget amount included in above amount)</p>

MnSCU/MDE
CARL D. PERKINS AND TECH PREP LOCAL APPLICATION
BUDGET

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2007 – JUNE 30, 2008

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '08		
		Required Activities	Permissible Activities	Total Budget
1	High School to College Transitions			\$ 49,688
2	COLLABORATION: (NOTE: A minimum of 10% - old Activity 12 dollars- of eligible Perkins Basic funds must be budgeted for this category. This category must be planned for with Employer, Community, and Education Partnership input.)			\$ 38,050
3	Employer, Community, and Education Partnerships			\$ 30,650
4	Service to Special Populations			\$ 34,250
5	New Consortium Structure, Planning, and Development			\$ 1,000
Administration not to exceed 5%				\$ 3,500
Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008		\$	\$	\$157,138

Additional Informational Items:

1. Coordination Time for Perkins Basic Grant or Tech Prep	% of Total Time	Total Budget
Total Time for Coordination of Perkins or Tech Prep (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	2.2%	\$3,500
2. Perkins Basic Grant and Tech Prep Collaboration with WorkForce Centers for FY2008		
A. Total Perkins and Tech Prep Funds (dollars) used in collaboration with WorkForce Centers		\$
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		
Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]		\$ **






****Note: The college will spend almost \$30,000 for collaboration with WorkForce Centers. These are funds that were covered by Perkins in previous grant years. (See Goal 3.3)**

**MnSCU/MDE CARL D. PERKINS AND TECH PREP
LOCAL APPLICATION BUDGET:
Notes and Reminders
JULY 1, 2007 – JUNE 30, 2008**

NOTE:

1. Postsecondary Basic broad goal budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissive category.
2. Broad goals budget changes for secondary Perkins Basic and Tech Prep must be pre-approved by MDE or MnSCU if they change 10% or more between any given required or permissive category.
3. For Secondary Perkins, any expenditure over \$1,000.00 MUST receive prior approval from MDE.

DIRECTIONS & REMINDERS

-  Cost of all funded personnel must be split out between the five (5) Broad Goals
 - High School to College Transitions
 - Collaboration
 - Employer, Community, and Education Partners
 - Serving Special Populations,
 - New Consortium Structure, Planning and Development
-  Federal Carl D. Perkins and Tech Prep funds **cannot supplant** funds from other sources.
-  The Carl D. Perkins Education Act of 2006 requires Personnel Activity Reports (PAR) to be filled out on all personnel funded by Perkins and Tech Prep resources. 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 the amount of total Perkins or Tech Prep resources that were used in collaboration efforts with WorkForce Centers.

MnSCU/MDE

CARL D. PERKINS AND TECH PREP LOCAL APPLICATION

BUDGET NARRATIVE 2008

GOALS	Brief Description: <ul style="list-style-type: none"> • include information on salary, staff development, and other relevant expenditures • Needs to be tied to objectives and strategies 	Total Budget
High School to College Transitions	\$34,250 will be used for salaries related to CTE student access to information and support services, and improvement of student academic and technical skill learning, retention and completion. \$3,700 will go towards brokering of services with partners, other collaborative meetings with secondary, and related materials. \$1,000 will be used to develop a creative CTE field exploration presentation . \$10,238 is budgeted for equipment and training of CTE instructors and faculty to update and enhance their technical skills, leading to collaborative CTE program improvement. <i>(We have tentatively budgeted an additional \$8,000 towards research of industry standards and student competencies, dependent on availability of funds.)</i>	From Projected Budget Goal 1 \$49,688 <i>(possible additional \$8,000)</i>
Collaboration	\$3,300 will pay for one secondary and one post-secondary partner to attend the NTPN conference and return to train others on best practices. \$11,750 will pay for salary to develop a communication system for accountability measures between partners. \$3,000 will be used to improve the academic foundation for associate degree to baccalaureate degree articulation. \$20,000 is budgeted for market research with a focus on ESL/ immigrant student, and secondary to post-secondary collaboration.	From Projected Budget Goal 2 \$38,050
Employer, Community, and Education Partnerships	\$23,250 is designated for salaries for career guidance and academic advising of CTE students, and alignment of student assessment to industry standards. \$3,000 is budgeted to develop an “Orientation to Business Careers” course so students may gain a better understanding of all aspects of the business industry. \$4,400 will be used for events to inform students of Business program options at ARCC and expose them to successful ARCC Business program alumni.	From Projected Budget Goal 3 \$30,650
Service to Special Populations	\$34,250 is designated for salaries where duties include advising students with special needs and connecting them with support services; monitoring of CTE student progress and reduction of barriers for under-represented groups; and related administrative assistance.	From Projected Budget Goal 4 \$34,250
New Consortium Structure, Planning, and Development	In addition to funds above that will be used in collaborative activities, \$1,000 has been designated specifically for defining a new consortium structure, including identifying a process to move to combined secondary/post-secondary advisory committees for CTE programs.	From Projected Budget Goal 5 \$1,000

Notes:

1. The total budget for each broad goal must be obtained from the projected budgets that you provided in the narrative for the five goals (pages 4 through 7).
2. Dollars allocated to new consortium development under goals 1 through 4 should be added to the identified budget for goal 5 and reported here under New Consortium Structure, Planning and Development rather than under its other goal. Do not duplicate report budget figures.

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient shall make this application and Personnel Activity Reports (PAR) available for review and comment by all appropriate parties as outlined in the Carl D. Perkins Career and Technical Education Act of 2006.
2. None of the funds expended under this Act shall 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. 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; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
4. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
5. The eligible sub-recipient shall 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.
6. The eligible sub-recipient shall 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.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines 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.
8. The eligible sub-recipient shall 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.
9. The eligible sub-recipient shall 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.
10. The eligible sub-recipient shall establish safeguards to prohibit employees 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.

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

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 shall 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:

Applicant District or Consortium: Anoka-Ramsey Community College

Signature - College President, School Superintendent, CTE Director, or their designee

Date

Signature –Tech Prep Fiscal Agent

Date

FOR LOCAL CONSORTIUM MEMBERS ONLY:

- Consortium members: each district superintendent or authorized representative within your consortium must sign this form to be submitted with the application. Additional pages can be added to your local application for all signatures.

I have read and shall comply with the above assurances:

Signature - Superintendent or Authorized Representative

Date

District Name

Local District Type and Number