

**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**

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.

What are your plans for addressing high school to college transitions under Perkins IV?

DCTC will actively identify and promote pathways to create seamless connections with area secondary schools. DCTC will define technical attainment measurements for CTE programs and track success annually through the campus Assessment of Student Learning committee. DCTC will identify and market program laddering opportunities, creating opportunities for students to take advantage of multiple entry and exit points.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
Define programs of study with area high schools.	Through analysis of current articulation agreements, identify pathways appropriate to the CTE programs on campus. Priority will be given to high wage, high skill options.	Work on first program of study that includes nanoscience technology and pre-engineering with Lakeville High School.	\$52,000
Utilize industry certification exams where available to assess student learning.	Each program assesses the availability of industry certification and implements third-party assessment where applicable. Seven programs will use National Occupational Competency Testing Institute (NOCTI) tests.	Minimum of four of the seven programs will exceed state and national scores. Documentation will be in the program's annual report and the Assessment of Student Learning annual report for college-wide benchmarking.	
Clearly defined institutional core outcomes and their measures through general education and individual CTE programs.	Replicate survey of key employers about non-technical skills and outcomes desired in higher education.	Completed survey with identified set of core outcomes to complement technical skill attainment.	
Maintain high level of retention in CTE programs.	Define benchmarks of retention for CTE programs (general population, non-traditional students, special populations).	Student success rate, using MnSCU tools, will remain constant at 80% for full-time CTE students.	
Maintain computer literacy in all technical training programs of significant length.	Continued improvement of Computer Literacy course offerings. Offer additional support to students who exhibit the most basic level of computer understanding and/or are English Language Learners.	Continue to meet or exceed 73% pass rate in computer literacy.	

Provide ongoing training to assist faculty and staff in improving their technology expertise.	Provide opportunities for faculty and staff to use desire 2 Learn (D2L) and provide exposure to other leading edge technologies for learning enhancement.	Minimum of four sessions on technology-related topics for faculty professional development.	
<p>List the required and permissible activities addressed above. Integration of academic and technical education; development, improvement, or expansion of the use of technology; professional development; articulation, PSEO and other transition strategies.</p>			

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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.

What are your plans for collaboration during the transition year (2007-2008)?			
DCTC will develop and maintain relationships to promote CTE and encourage students to pursue CTE programs at both secondary and post-secondary levels. The primary focus will be on consortium structure and development.			
Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
Establish new consortium structure without the development of a new or additional administrative structure.	College administrators and personnel will collaborate, provide administrative direction and oversight based on a collaborative approach without the necessity of adding another standing committee or administrative entity. Consortium members will pursue this goal to the degree that it continues to be feasible and functional. Emphasis on utilizing available funding for the establishment of career pathways, and the support of students engaged in consortium endorsed programs of study.	No additional hiring in order to oversee the joint efforts of two post-secondary consortium members. Menu of services to secondary partners (i.e. brokering, programs of study, career days, etc.) identified and promoted to consortium members. Secondary partners identified.	\$25,000

<p>Develop relationships that will increase enrollment of secondary students in CTE programs.</p>	<p>Develop partnerships to define paths in which students can transition into CTE programs through analysis of articulation, concurrent enrollment options. Design a plan to best incorporate new state credentialing requirements for high school instructors teaching college coursework.</p> <p>Provide “DCTC for a Day” to introduce and reinforce CTE programming career options for teachers, counselors, case managers and ABE center staff.</p>	<p>Identify potential concurrent partners.</p> <p>Maintain secondary articulation agreements that contribute to a clear program of study. First area of focus to be on nanoscience, science and math.</p> <p>Host event for 30 participants per session.</p>	
<p>Create opportunities for secondary students, teachers and counselors to explore CTE programs.</p>	<p>Partner with the Hubbs Center to offer a focused CTE exploration opportunity for immigrant populations.</p>	<p>Host event for 45 participants.</p>	
<p>Explore new workforce center partnerships.</p>	<p>Loss of funding for the Employment and Training Center on campus shifts the college to a new possible direction for partnership.</p>	<p>Identify one collaborative event on which to build a partnership between the college and the local workforce center.</p>	
<p>List the required and permissible activities addressed above.</p> <p>Articulation, PSEO and other transition strategies; programs of study; collaboration; new consortium structure</p>			

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3. Employer, Community, and Education Partnerships

<p>What are your plans to develop, expand, and improve partnerships with employers, community members, and other educational institutions during the FY07-08 transition plan? DCTC will offer students experiential learning opportunities to students to gain a full understanding of their occupational direction. DCTC will support and provide opportunities for faculty to maintain strong connections to business and industry and improve their technical skills.</p>			
Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
Provide appropriate occupational internships for students to gain experience in industry as an integral part of the curriculum	Utilize Advisory Committees to reinforce internship options and opportunities for students. College assesses internship experiences.	Assessment of Student Learning Committee identifies institutional measure of internship assessment.	College Funds
Ensure Continuous quality improvement in all technical training programs.	Continue to review all occupational training programs on a three-year schedule as specified and required by the College's Continuous Improvement Program Plan. Monitor and follow-up on all program improvement strategies	100% of occupational training programs complete the Program Review Process including analysis of this activity.	
Utilize industry certification exams where available to assess student learning.	Each program assesses the availability of industry certification and implements third-party assessment where applicable. Seven programs will use National Occupational Competency Testing Institute (NOCTI) tests.	Minimum of four of the seven programs will exceed state and national scores. Documentation will be in the program's annual report and the Assessment of Student Learning annual report for college-wide benchmarking.	
Faculty who are current in their connections with business and industry.	Provide support and opportunities for faculty internships and professional development. Continue support of MnSCU Awards for Excellence program (if available); continue internal grant program for faculty.	8-10 faculty participate in summer internships. 30% of unlimited faculty seek professional development or competitive grant funds to improve student learning, retention or diversity.	

Maintain or strengthen CTE program advisory committees.	CTE program advisory committee membership will be reviewed for broad participation of community, industry and secondary partners.	Advisory Committee rosters are current and represent broad participation, including secondary partners.	
<p>List the required and permissible activities addressed above.</p> <p>Work-based learning including all aspects of industry; evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs; continuous program improvement for CTE; provide services and activities that are sufficient size, scope and quality to be effective</p>			

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

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?

<p>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?</p> <p>DCTC will provide academic and programmatic support for students with special needs. DCTC will continue to train faculty and staff to work effectively with students who are part of special populations at the college.</p>			
Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
Ensure continuous quality improvement in all technical training programs.	Continue to review all occupational training programs on a three-year schedule as specified and required by the College's Continuous Improvement Program Plan. Monitor and follow-up on all program improvement strategies	100% of occupational training programs complete the Program Review Process including analysis of this activity.	\$171,000
Identify high wage, high skill and high demand occupations and develop marketing materials aimed at attracting special population students.	Work with state and local agencies to define high wage, high skill and high demand occupations. Work with DCTC Marketing to design materials.	Identify the top five high wage, high skill, high demand occupations in Minnesota and Wisconsin that relate to DCTC CTE programs. Promotional materials developed.	
Assure access to occupational and technical college training programs and effective utilization of available resources for special populations.	Continue support service plans for special population learners who request accommodations and/or academic support.	Increase program completion rate for special population learners to 20%.	
Identify unique needs of non-traditional students.	Host a focus group to identify needs of non-traditional learners and challenges that exist in their programs of choice.	Document challenges and potential solutions for non-traditional learners. Full implementation of one solution.	

Retain special populations, students who are academically disadvantaged, and students with documented disabilities.	Provide college entry assessment, developmental level instruction, tutoring and accommodation support.	Benchmark retention rates near or above college-wide rates for the identified special populations.	
Assist Limited-English proficiency (LEP) students to build skills toward high wage, high skill and high demand occupations.	Continue developmental coursework and support services for LEP students to improve success rates of the students.	Retain LEP students into CTE programs from ELL coursework. Maintain program completion rate of 35% of LEP learners.	
<p>List the required and permissible activities addressed above.</p> <p>Programs that provide for high wage, high skill or high demand occupations that lead to self-sufficiency for all students with emphasis on special populations; evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs; support training, mentoring, and activities for nontraditional students</p>			

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

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.

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

Collaborative joint planning effort involving Inver Hills Community College and Dakota County Technical College, Dakota County area secondary institutions, and other institutions in portions of Ramsey, Washington, and Rice counties. It is envisioned that institutions will have some degree of autonomy over Perkins funds to the extent they can choose which Consortium endorsed projects they wish to emphasize and contribute to. Consortium members will benefit by being able to concentrate on a lesser number of required and permissive activities, with the knowledge that the Consortium as a whole can cover the full range of activities and programming required to support the establishment of career pathways and programs of study within Career and Technical Education.

Although long standing relationships exist at many levels between Dakota County Technical College, Inver Hills Community College and secondary institutions within the service area, plans call for the establishment of more formal agreements in the form of institutional articulation agreements, program articulation agreements, and then course-to-course articulation within the context of these agreements and understandings. Detailed plans for establishing and defining the inner workings of a new Consortium necessarily remain somewhat tentative and flexible at the start of the FY '08 Transitional Plan. However, broad outlines of the plan involve jointly sponsored meetings hosted by the two local colleges, and including secondary administrators, Perkins Coordinators, and other CTE personnel. Employers and other stakeholders can be brought into the process as career pathways are established and/or reinvigorated between secondary and post-secondary CTE programs.

Establishing a process for shared responsibility for student success will involve collaboration on the sharing of data regarding CTE students enrolled in secondary institutions, students involved in the transition between secondary and post-secondary (PSEO students, those involved in Transitions Plus, etc.) and students participating attain post-secondary CTE credentials. This will be one of the key goals and agenda item for the newly formed consortium. At a minimum, the process would need to include secondary and post-secondary administrators familiar with Perkins IV goals and objectives, secondary instructors, and also, the participation of institutional research personnel. Issues regarding confidentiality and data privacy will be negotiated within this context and setting, a permanent sub-committee of the Consortium.

The newly formed Consortium will actually have a very strong basis for accomplishing the brokering of services. Area institutions have long-standing practices, procedures and processes for assisting students with information and referral information, initiating contacts and make inquiries as appropriate and following-up with students as part of continuous quality improvement initiatives and processes. This process will be strengthened as informational materials become available highlighting Programs of Study are presented to students within the context of newly

established career pathways. Existing Career Centers and Counseling Centers will continue to play a key role in the advising, information and referral process. In addition, these personnel will receive training in the need to assist students in the effective use of advanced standing agreements, academic and other forms of support available to CTE students.

Comprehensive research and planning has firmly confirmed the need to establish a successful model within a single Program of Study, to troubleshoot and resolve the problems that have plagued this type of effort on a local, state, and national basis. The plan is to then establish additional programs of study with an emphasis on the actual career pathways that CTE students pursue, given the realities of the CTE programs available within the service area, and the need to also broker services with other institutions offering other Programs of Study. Ongoing analysis and collaboration on this issue is anticipated, and will be included as an agenda item in Consortium meetings, however during the FY '08 transitional year, it would be highly desirable to focus available resources and energies on a highly successful "pilot" that will greatly enhance efforts and the potential success of efforts to expand and offer additional Programs of Study.

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>
Establish new consortium structure without the development of a new or additional administrative structure.	College administrators and personnel will collaborate, provide administrative direction and oversight based on a collaborative approach without the necessity of adding another standing committee or administrative entity. Consortium members will pursue this goal to the degree that it continues to be feasible and functional. Emphasis on utilizing available funding for the establishment of career pathways, and the support of students engaged in consortium endorsed programs of study.	No additional hiring in order to oversee the joint efforts of two post-secondary consortium members.	College Funds
Submit New Consortium Structure Planning Worksheet to the state by due date.	1. Joint meeting involving administrators from academics and student affairs from DCTC and Inver Hills Community College. Purpose of the meeting is to assess the pros and cons of forming a consortium involving both institutions. The	State approval for Consortium Structure Planning Worksheet.	College Funds

	<p>results of this meeting were to proceed with plans involving a partnership.</p> <ol style="list-style-type: none"><li data-bbox="688 321 1226 862">2. The two colleges have agreed to seek partners with those schools who transition students into CTE programs offered by the two colleges. These schools are Hastings, Rosemount, Lakeville, Farmington, and Burnsville. Others may be added as consortium planning expands. Initial collaborative efforts would concentrate on discussions with these institutions and a second phase of discussions involving other secondary institutions in the western portion of Washington County and the southern portion of Ramsey County.<li data-bbox="688 870 1226 1453">3. Plans beyond the initial collaborative meeting necessarily remain tentative as they are dependent on the results of the discussions. At this time it is anticipated that the structure for the day of planning will focus on the five main sections of the FY 2008 Perkins transitional plan. Initiations will be sent to Perkins Coordinators and supervisors/administrators of Perkins programming. The goal will be to obtain ideas and suggestions for a new set of processes leading to the formation of a consortium structure that will facilitate services and support for students involving in CTE		
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	<p>programming.</p> <ol style="list-style-type: none">4. Based on the results of these collaborative efforts, the partners will define and articulate the new consortium structure.5. Disseminate plans and obtain feedback for potential consortium participants.		
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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	\$52,000		\$52,000
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.)	\$25,000		\$25,000
3	Employer, Community, and Education Partnerships			
4	Service to Special Populations	\$169,500	\$1500	\$171,000
5	New Consortium Structure, Planning, and Development			
Administration not to exceed 5%				
Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008		\$246,500	\$1500	\$248,000

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	15%	\$college funds
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		0
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers Please see last objective/strategy in Goal 2—unsure due to recent county change.		?
Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]		\$

MnSCU/MDE

CARL D. PERKINS AND TECH PREP LOCAL APPLICATION

BUDGET NARRATIVE 2008

GOALS	Brief Description:	Total Budget
High School to College Transitions	<ul style="list-style-type: none"> • include information on salary, staff development, and other relevant expenditures • Needs to be tied to objectives and strategies • Advisor/retention efforts \$42,000 • College Lab Asst/computer literacy efforts \$10,000 • Maintain strong retention rate of full-time CTE students 	From Projected Budget Goal 1 \$52,000
Collaboration	<ul style="list-style-type: none"> • Reduction in funds forced loss of outreach coordinator, tasks to be handled by administrators and staff to be determined \$25,000 	From Projected Budget Goal 2 \$25,000
Employer, Community, and Education Partnerships	<ul style="list-style-type: none"> • Provide NOCTI assessments to students in appropriate programs • Connect MnSCU Strategic Plan with college strategic and master plans • Continue Awards for Excellence or replace with college mini-grants for faculty excellence 	From Projected Budget Goal 3 College Funds
Service to Special Populations	<ul style="list-style-type: none"> • College Lab Assts/support of academically disadvantaged, non-traditional, special populations students \$146,000 • Disability Services Advisor \$25,000 • Advisor/retention efforts, \$21,000 	From Projected Budget Goal 4 \$171,000
New Consortium Structure, Planning, and Development	<ul style="list-style-type: none"> • Actively engage in building consortium structure with Inver Hills Community College and area high schools. • Complete consortium structure plan due by Dec. 31, 2007 • Work with high schools in consortium on identifying program of study 	From Projected Budget Goal 5 College Funds

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.