



# 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?<sup>1</sup>
- 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?

**Southeast Tech will involve students, faculty and staff in leveraging the collective strengths, resources, and knowledge of the high schools and college in genuine and reciprocal partnerships addressing high school to college transitions.**

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget												
<ol style="list-style-type: none"> <li>1. Expand awareness and usage of articulation agreements and college credit courses to promote the transition from high school to college. Introduce career pathways to the consortium high schools.</li> <li>2. Support, expand and create an awareness of the learning possibilities via the college wide electronic system in collaboration with area high school officials.</li> <li>3. Southeast Tech supports, encourages and enhances professional development of CTE teachers/faculty and their academic colleges through training and activities to enhance teaching and learning improving the quality of college programs and services.</li> <li>4. Southeast Tech reflects the vision and mission of the institution on a daily basis implementing all college master plans to evaluate Vocational-Technical education programs.</li> <li>5. A program of study will be developed for a career pathway. Consortium High Schools will understand, develop and utilize "Program of Study" opportunities. Increased awareness and use of Tech Prep Articulations between Minnesota State College Southeast Technical and the Hiawatha Valley Consortium will assist the development of a Program of Study.</li> <li>6. Identify and implement effective transition programs for students of the consortium from High School to College. "College in the CTE Class Room".</li> <li>7. Concurrent College Classes within the High School Class Room of Consortium High Schools will be expanded.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with area high schools to up date and develop general education course agreements. Provide PSEO and Honors On Line opportunities. Administer the Accuplacer (Basic Skills Test) to area high school students. Implement a plan for the development of career pathways.</li> <li>2. Utilize the ITV system that has been developed in partnership with Caledonia High School and Southeast Tech offering college and custom training courses to high school students as well as community members in and around the Caledonia School District.</li> <li>3. Continue to offer Professional development that promotes understanding of industry and applied/contextual learning.</li> <li>4. Annually review professional development goals of all CTE teachers/faculty and their academic colleagues.</li> <li>5. Continue to review and revise the evaluation process working towards consistent practices of evaluation and improvement.</li> <li>6. Restructure High School registration guides so that Minnesota State College Southeast Technical's program of study guides are connected with them. By doing this students of the consortium will realize what High School courses are required to enter various programs at Southeast Tech.</li> <li>7. Consortium CTE students will use the equipment and facilities at Southeast Tech to enhance their CTE High School curriculum.</li> <li>8. Southeast Tech will coordinate and conduct summer mini courses in the Trade and Technology areas for High School CTE instructors.</li> <li>9. Southeast Tech will promote, educate and coordinate the implementation of Concurrent College Classes within the class rooms of the consortium High Schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Add two general education articulation agreements adding to the list of current local CTE Articulation Agreements. Two high schools will have their career pathways complete</li> <li>2. In collaboration with Caledonia High School lay the ground work to deliver at least two college and/or custom training courses starting in the Fall of 08/09.</li> <li>3. 100% of CTE teachers/faculty and their academic colleagues will participate in professional development activities that address goals within the college strategic plan.</li> <li>4. Enrollment, retention, and completion rates for the participant, concentrator and completer will increase from the previous year.</li> <li>5. A program of study will be in place for the 08/09 academic year.</li> <li>6. 10 consortium High Schools will participate in "College in the CTE Class Room" using the Southeast Techs facilities and equipment.</li> <li>7. 10 High School CTE instructors will take part in the Summer CTE Mini Courses at Southeast Tech.</li> <li>8. 4 school districts within the consortium will have a concurrent contract agreement in place for the 08/09 academic year. There are currently 2 school districts that have concurrent contract agreements.</li> </ol> <p><b>FY 2008 Target:</b> Enrollment, retention and completion rates</p> <table border="1" data-bbox="1423 1138 1829 1252"> <thead> <tr> <th></th> <th>FY06-07</th> <th>FY07-08</th> </tr> </thead> <tbody> <tr> <td><b>Participant</b></td> <td>859</td> <td></td> </tr> <tr> <td><b>Concentrator</b></td> <td>1114</td> <td></td> </tr> <tr> <td><b>Completer</b></td> <td>593</td> <td></td> </tr> </tbody> </table>		FY06-07	FY07-08	<b>Participant</b>	859		<b>Concentrator</b>	1114		<b>Completer</b>	593		\$10,000
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<b>Participant</b>	859														
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<b>Completer</b>	593														

List the required and permissible activities addressed above.  
**1, 2, 4, 5, 7, 8, 9, &10**

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**:

- o How will you provide collaboration for CTE Program Improvement purposes among your partners?
- o What best practice collaboration activities will you continue/carry over from Perkins III?
- o How will you assure CTE students of smooth transitions between pathways within career clusters?
- o What common collaborative goals will you and your partners develop for FY08?
- o How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- o 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)?

**Southeast Tech will form a compact with the high schools in the consortium and Winona State University weaving collective strengths, resources, and knowledge together to accomplish more than we can alone all in the name of collaboration.**

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<ol style="list-style-type: none"> <li>1. Secondary officials of consortium high schools along with officials from Winona State and Southeast Tech will be informed of new initiatives and activities offered through Southeast Tech aligning joint efforts, collaborating together. High schools in the consortium will be up-dated on a continual basis informing them of pertinent changes or additions.</li> <li>2. High School CTE instructors and Minnesota State College Southeast Technical CTE instructors will have a common ground and a mutual understanding regarding the shared responsibility of CTE student success.</li> <li>3. High Schools CTE curriculum and Southeast Techs program majors will link with a common goal toward High Skill / High Wage demand jobs in the region.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Perkins staff will meet with high school officials encouraging collaboration.</li> <li>▪ Quarterly high school guidance counselor workshops will be conducted.</li> <li>▪ Tech PREP coordinator meetings will be held in the Fall and Spring.</li> <li>▪ CTE instructors from consortium high schools will meet annually.</li> <li>▪ Campus visit days and college tours will be held for high school students.</li> <li>▪ Mentoring opportunities for middle school and ALC students will be available.</li> <li>▪ Trade and Technology days will be conducted for CTE high school students.</li> <li>▪ Southeast Tech will collaborate with the inclusion and diversity office of Winona State together supporting and serving the under represented students at Southeast Tech.</li> <li>▪ The Hiawatha Valley Consortium will collaborate with Minnesota State College Southeast Technical coordinating a plan with the area school districts to develop and implement a new consortium for career – technical education for the academic year 08/09.</li> <li>▪ Minnesota State College Southeast Tech will sponsor Trade and Technology days “a hands on experience” for Consortium High School sophomores, juniors, and seniors in collaboration with the Winona Work Force Center, High School Educators and MSC-ST.</li> <li>▪ High School CTE educators will meet with Minnesota State College Southeast Technical CTE educators at least once during the 07/08 to collaborate on the following:               <ul style="list-style-type: none"> <li>o What common collaborative goals can there be between the High Schools and MSC-ST regarding CTE students?</li> <li>o What goals will be developed for 08/09?</li> <li>o What collaborative structure can be put into place to share responsibility for CTE student success?</li> </ul> </li> <li>• Examine career exploration offerings in the Consortium High Schools and look at how Southeast Tech can Partner up.</li> <li>• Review CTE curriculum at the High Schools and program majors at Southeast Tech that connect to the High Skill / High Wage demand.</li> </ul>	<ol style="list-style-type: none"> <li>1. Perkins program manager will coordinate activities and meetings.</li> <li>2. A spring survey will be conducted seeking in-put from the high school/college officials asking key questions centering around satisfaction. A 80% satisfaction rating will be the mark.</li> <li>3. At least one agreement will be established by December 31, 2007.</li> <li>4. 12 districts will participate in Trade and Technology Days.</li> <li>5. 15 districts will participate in at least one meeting with Minnesota State College Southeast Technical CTE instructors finding a common ground and a mutual understanding regarding the shared responsibility of CTE student success.</li> <li>6. 6 districts will find a link between their CTE curriculum and Southeast Techs program majors.</li> </ol>	<p align="center">\$29,800</p>

List the required and permissible activities addressed above.

**7 and 11**

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

### 3. Employer, Community, and Education Partnerships

Consider the following **guiding questions**:

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

<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?  <b>Southeast Tech will leverage the collective assets of the college in partnerships with employers, community members, other educational institutions and the community in general to expand civic engagement.</b></p>									
Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>						
<ol style="list-style-type: none"> <li>1. Expand work based learning experiences to increase skill attainment.</li> <li>2. Partnerships with employers, educational intuitions, the workforce center, and community members will be improved and expanded.</li> <li>3. Support the technology and equipment reflecting business/industry standards providing relevant training for students.</li> </ol>	<ol style="list-style-type: none"> <li>1. As programs are reviewed, modified and developed, emphasis will be directed at appropriate work-based learning experiences in the curriculum.</li> <li>2. Provide parent packets to local high schools that include career information, financial aid information and information on programs and services at Southeast Tech.</li> <li>3. Secondary educators will serve on college advisory committees.</li> <li>4. Custom training in partnership with the workforce center will continue to expand training for business, industry and labor by providing industry specific training.</li> <li>5. Labor and apprenticeship organizations will be involved in advisory committee meetings to incorporate skill standards into the curriculum.</li> <li>6. Collaborate with area business to obtain up-dated equipment for work force training partnerships.</li> <li>7. Aid the Learning Resource Center in staying up-dated with equipment needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase the number of program areas offering work-based learning experiences to increase student skill attainment from 15 to 16.</li> <li>2. Parent packets will be given to all consortium high schools (17).</li> <li>3. 100% of programs continue to meet annually with advisory committees made up of secondary educators and representatives from business and industry.</li> <li>4. Maintain courses offered through custom training, 2007 is the benchmark.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;"><b>FY07</b></td> <td style="width: 10%; text-align: center;"><b>FY08</b></td> </tr> <tr> <td style="text-align: center;"><b>Courses Offered</b></td> <td style="text-align: center;">320</td> <td style="text-align: center;">320</td> </tr> </table> <ol style="list-style-type: none"> <li>5. Update equipment for at least one CTE program.</li> </ol>		<b>FY07</b>	<b>FY08</b>	<b>Courses Offered</b>	320	320	<p>\$9,500</p>
	<b>FY07</b>	<b>FY08</b>							
<b>Courses Offered</b>	320	320							
<p>List the required and permissible activities addressed above.  <b>3 and 9</b></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**:

- o 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?
- o What steps will you take to improve nontraditional (gender) participation, retention, and completion in your CTE programs?

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?

**Minnesota State College Southeast Tech has and will do what ever is feasibly possible going the extra mile to ensure that special population members fully participate in activities and programs supported by the Perkins grant.**

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1. The college's commitment to quality will result in customer focused service that identifies and develops effective support systems needed to assure successful completion of educational goals.</p> <p>2. The college's commitment to quality will result in developing programs to improve retention of current students.</p> <p>3. On going support services and accommodations for students with disabilities will continue to increase student success.</p> <p>4. Maintain retention of single parents/displaced homemakers/single pregnant women (SP/DH/SPW), special population, students with disabilities and special needs, first generation students, and the academically disadvantaged.</p> <p>5. College environment ensures equitable participation in programs and services for minority students.</p> <p>6. Recruit students to nontraditional programs. Increase the participation and completion rates of nontraditional students.</p> <p>7. Provide services to non-declared major participants to assist them in developing appropriate lifework plans.</p> <p>8. Provide personal counseling to assist students in resolving issues related to interpersonal relationships, personal barriers, and social situations that may interfere with their academic and career objectives.</p>	<ul style="list-style-type: none"> <li>• The continuation of development and implementation of effective activities to improve student retention and completion.</li> <li>• Student services will continue to develop retention strategies including: <ul style="list-style-type: none"> <li>• Referral to outside agencies</li> <li>• Academic advising</li> <li>• Counseling services</li> </ul> </li> <li>• Implementing accommodations for students with documented disabilities.</li> <li>• Provide services to support non-traditional students</li> <li>• Continue to improve the learning resource center to better serve students and meet program specific needs</li> <li>• Provide career services to students.</li> <li>• Continue to provide fundamental math and fundamental communication during the summer, tuition free.</li> <li>• Maintain the number of special population participants, concentrators, and completers by providing accommodations or support including: <ul style="list-style-type: none"> <li>• Developmental courses</li> <li>• Testing Accommodations</li> <li>• Tutoring</li> <li>• Adaptive equipment</li> <li>• In class assistance</li> <li>• Note-taking</li> <li>• Proof reading</li> <li>• Counseling</li> <li>• Referrals</li> </ul> </li> <li>• Continue to support the underrepresented population through recruitment and retention.</li> <li>• Measure and maintain enrollment rate of SP/DH/SPW and special population students by offering services including: <ul style="list-style-type: none"> <li>• Tutorial help</li> <li>• Career guidance and assessment</li> <li>• Assistance with the elimination of educational barriers</li> <li>• Referrals to external support services</li> <li>• Early advising and registration</li> </ul> </li> <li>• Increase enrollment of individuals in programs non-traditional to their gender by incorporating: <ul style="list-style-type: none"> <li>• Trade &amp; Technology Days</li> <li>• Collaborate with Winona Work force Center to promote nontraditional career opportunities</li> <li>• Support network for nontraditional students to encourage retention.</li> </ul> </li> <li>• Provide career development services to non-declared major students including special populations.</li> <li>• Provide career and academic advising for at-risk students.</li> <li>• A comprehensive career development system is provided by utilizing MCIS, ISEEK, and other career development tools.</li> </ul>	<p>1. The number of students who complete their program will increase over the prior two year Avg. by 3%. (2yr Avg. 593)</p> <p>2. The learning resource center will maintain an overall satisfaction rating of 90% or better as surveyed by the student population.</p> <p>3. Completion rate for special populations and non-traditional students will increase over the prior two year Avg. by 3%. (Special population - 2yr Avg. 313; Nontraditional – 2yr Avg. 68).</p> <p>4. Increase college wide minority population by 1%.</p> <p>5. Nontraditional completers will increase over prior two year Avg. by 3% (2yr Avg. 71).</p> <p>6. Individuals in programs Nontraditional to gender will increase over prior two year Avg. by 3% (2yr Avg. 320).</p> <p>7. Reduce the number of non-declared students over prior two year Avg. by 3% (2yr Avg. 384).</p> <p>8. 100% of students will have access to personal counseling, career and academic advising and tutoring.</p>	\$233,293
<p>List the required and permissible activities addressed above. <b>6,7, and 9</b></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.

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?

**Minnesota State College Southeast Technical will meet with area high schools in the Fall of 07 – The purpose being to put together the new consortium structure.**

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. The Hiawatha Valley Consortium along with Minnesota State College Southeast Technical College will coordinate and plan with area school districts to develop and implement a new consortium. Planning will build upon the relationships that already exist between Southeast Tech and these local districts. A consortia wide meeting will be held in the Fall of 07. The meeting will inform everyone of the new structure concept. A plan and structure of leadership will be formulated.</p>	<ol style="list-style-type: none"> <li>1. Meet with officials from area high schools in the fall of 07 to determine member schools and the structure of the new consortium.</li> <li>2. Form an advisory committee to guide the consortium.</li> <li>3. Examine and review Southeast Techs role in the consortium connection.</li> <li>4. To be Emphasized:               <ol style="list-style-type: none"> <li>a. Connections between High School registration materials and Southeast Techs registration guides. A key in developing a program guide.</li> <li>b. Examine career exploration offerings in the consortium High Schools and look at how Southeast Tech can partner up.</li> <li>c. Identification of High Wage / High Skill demand jobs in the consortia area and examine skills needed for these jobs.</li> </ol> </li> </ol> <p>Review curriculums at the High Schools and program majors at Southeast Tech that connect to the High Skill / High Wage job demand.</p>	<p>1. A new consortium will be formed and the agreement will be in place by December 31, 2007.</p>	<p>\$7,950</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
<b>1</b>	High School to College Transitions	<b>1, 2, 4, 5, 7, 8, 9, 10</b>		<b>\$10,000</b>
<b>2</b>	<u>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.)</u>	<b>7, 11</b>		<b>\$29,800</b> <b>10%</b>
<b>3</b>	Employer, Community, and Education Partnerships	<b>3, 9</b>		<b>\$9,500</b>
<b>4</b>	Service to Special Populations	<b>6, 7, 9</b>		<b>\$233,293</b>
<b>5</b>	New Consortium Structure, Planning, and Development	<b>12</b>		<b>\$8,450</b>
<b>Administration not to exceed 5%</b>				<b>\$7,450</b>
<b>Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008</b>		<b>\$</b>	<b>\$</b>	<b>\$297,993</b>

**Additional Informational Items:**

<b>1. Coordination Time for Perkins Basic Grant or Tech Prep</b>		
	<b>% of Total Time</b>	<b>Total Budget</b>
Total Time for Coordination of Perkins or Tech Prep (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	<b>33%</b>	<b>\$22,500</b>
<b>2. Perkins Basic Grant and Tech Prep Collaboration with Work Force Centers for FY2008</b>		
A. Total Perkins and Tech Prep Funds (dollars) used in collaboration with Work Force Centers		<b>\$5,000</b>
B. Estimate of other expenditures/in-kind contributions used in collaboration with Work Force Centers		<b>\$5,000</b>
<b>Perkins budget spent in collaboration with Work Force Centers for FY2008 [A + B]</b>		<b>\$10,000</b>

# MnSCU/MDE

## CARL D. PERKINS AND TECH PREP LOCAL APPLICATION

### BUDGET NARRATIVE 2008

GOALS	Brief Description: <ul style="list-style-type: none"> <li>• include information on salary, staff development, and other relevant expenditures</li> <li>• Needs to be tied to objectives and strategies</li> </ul>	Total Budget
<b>High School to College Transitions</b>	<ul style="list-style-type: none"> <li>• Professional development for the CTE staff</li> <li>• Accuplacer administration (Basic Skills Testing)</li> <li>• Career pathways development</li> <li>• ITV course offering in collaboration with Caledonia HS</li> <li>• “College in the Class Room”</li> </ul>	From Projected Budget Goal 1  \$10,000
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Grant coordinator salary</li> <li>• Career fair for students</li> <li>• Trade and Technology days for CTE students</li> <li>• Workshops for CTE educators</li> <li>• Mentoring for CTE students</li> </ul>	From Projected Budget Goal 2  \$29,800
<b>Employer, Community, and Education Partnerships</b>	<ul style="list-style-type: none"> <li>• Up grading and adapting equipment</li> <li>• Parent information packets</li> <li>• Industry specific training</li> </ul>	From Projected Budget Goal 3  \$9,500
<b>Service to Special Populations</b>	<ul style="list-style-type: none"> <li style="width: 33%;">• Tutoring</li> <li style="width: 33%;">• Developmental Courses</li> <li style="width: 33%;">• Recruitment</li> <li style="width: 33%;">• Counseling</li> <li style="width: 33%;">• In class assistance</li> <li style="width: 33%;">• Retention</li> <li style="width: 33%;">• Transition Assistance</li> <li style="width: 33%;">• Note taking</li> <li style="width: 33%;">• Adaptive equipment</li> <li style="width: 33%;">• Testing accommodations</li> <li style="width: 33%;">• Proof reading</li> <li style="width: 33%;">• Academic advising</li> <li style="width: 33%;">• Career advisement/Counseling</li> </ul>	From Projected Budget Goal 4  \$233,293
<b>New Consortium Structure, Planning, and Development</b>	<ul style="list-style-type: none"> <li>• Planning and development.</li> </ul>	From Projected Budget Goal 5  \$8,450

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.