



MINNESOTA STATE

Career and Technical Education

Status Report

01619-FY17 Minnesota West Consortium Perkins Application

Perkins IV Consortium

Award Year:	2016	Status:	Approved
Contract Number:	01619	Approved By:	Jeralyn Jargo
Status Report Number:	01	Approved Date:	10/26/2017
Submitted By:	Gail Polejewski		
Submitted Date:	10/16/2017		
Status Report Type:	Annual Performance Report		
Report Period	07/01/2016 06/30/2017		
	From Date	To Date	

Primary Contact and Organization

Primary Contact

Name:* Ms. Gail Polejewski
Salutation First Name Middle Name Last Name

Title: Secondary Contact

Email:* gail.polejewski@swsc.org

Address:* SW/WC Service Coop.
 1420 East College Drive

*** Phone:*** Marshall Minnesota 56258
City State/Province Postal Code/Zip
 507-537-2273
Phone Ext.

Fax: 507-537-7327

Organization Information

Name:* Minnesota West Consortium

Organization Type: MN Perkins Consortium

Organization Website:

Address:* 1011 First Street West

*** Phone:*** Canby Minnesota 56220
City State/Province Postal Code/Zip
 507-223-7252

Fax:

Ext.

Status Report Approval

Level	Approved By	Approved Date	Approval	Comments
-------	-------------	---------------	----------	----------

Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

The Minnesota West Consortium has completed the required Programs of Study. The goal for the FY 17 school year will be to develop additional Programs of Study if possible. Regional needs assessments, labor market information and advisory board recommendations have resulted in the pursuit of three new CTE programs at Minnesota West in Health Information Technology, Precision Machining, and Mechatronics starting in Summer 2016 and Fall 2016. Precision Machining and Mechatronics include advanced manufacturing core courses offered through area Fast Trac programming resulting in articulated career pathways.

Professional development needs are assessed through polling and also by target performance levels. The MN West Consortium uses a number of valid and reliable assessments that also inform initiatives, development opportunities and curriculum. These include but are not limited to NOCTI testing, competitions (FCCLA, FFA, BPA and Skills USA), and certifications such as POST, HESI, and National Fluid Power Society Certification.

The SWWC and its partners are attempting to rebuild career and technical education by developing a hybrid delivery model that uses center-based instruction, community field experiences, and on-line instruction. The first course we are going to deliver is an Introduction to Medical and Health Careers class for 25 students from 6 school districts. The first course will be offered during second semester of the 2016-17 school year.

Six school districts, Minnesota West Community and Technical College, Minnesota River Valley Education District and the Southwest and West Central Service Cooperative have been meeting since November 2015 to determine student interest, develop a sustainable financial model, and to develop a course description. The medical and health care field is one of the fastest growing in southwest Minnesota, no schools currently offer courses in this area, and it is the highest interested area for high school students.

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

FY17 was a busy and exciting year for Career and Technical Education in the Minnesota West Consortium. The focus of the application was on rebuilding CTE in the region and that effort resulted in a number of activities and positive results.

Career Fields and Pathways are a central focus of the southwest Minnesota Career Expo held at Southwest Minnesota State University and Minnesota West Community and Technical College each fall. Exhibitors are organized by career field with the career wheel prominently displayed for students to see the connections between the industries. During the Expo, high school sophomores and juniors receive a college campus tour, participate in a game show where they learn about labor market information as well as career and educational opportunities, especially those available in southwest Minnesota, and they interact with exhibitors who represent a wide variety of careers. In 2016, 118 exhibitors shared information about career options with students- our largest number in the 14-year history of the event. 1814 students from 30 schools attended the two-day event. An additional 600+ students attend the career fair in Fairmont that is also supported with consortium funds. In total, over 2400 high school students are exposed to the career field and cluster concept.

The objectives of the Expo are for participants to:

- gain information about careers and educational options by attending interactive sessions, a career game show, and a campus tour.
- investigate career options that align with their skills and interests.
- improve job seeking skills and understanding of what employers need.
- become more aware of career opportunities in southwest Minnesota.
- explore non-traditional careers.

In addition to the exhibits, students participate in a game show style activity where they learn about local labor market data and post-secondary education opportunities. While we have such a large number of students in one place, we also take the opportunity to survey them to get a sense of their future plans and learn where they get their career planning advice.

Interesting findings:

Students who plan to get a 4-year degree- SMSU- 56.58%, MN West- 45.24%

Students who plan to get a 2-year degree- SMSU- 19.74%, MN West- 31.55%

Students who plan to go straight to work- SMSU- 2.63%, MN West- 4.76%

Students who plan to go to the military- SMSU- 7.89%, MN West- 5.36%

Students who are unsure of their plans- SMSU- 13.16%, MN West- 13.16%

Schools will focus on 11 pathways to update in the Programs of Study website.

MN West CTC worked to offer new and revamped CTE programs and curriculum to our students. Specifically Precision Machining was brought back after a number of years not being offered. Health Information Technology is a new program that began this year. Fluid Power and Industrial Technology also began a transition to Mechatronics to offer a whole new curriculum that is better suited to industry needs. While Carpentry was not offered in FY17, planning took place throughout the year on how to provide a joint program for MN West CTC students and Pipestone High School students. A hybrid delivery model course, Introduction to Medical and Health Careers, that used center-based instruction, community field experiences, and online instruction was offered for the first time to high school students. Further conversations and planning took place to offer this course and Basic Mechanics, Information Technology, Engineering and Manufacturing, and CNA courses to other high school students within the consortium in FY18. Other important contributions to CTE in the area included:

- Partnership with Riverland and Century College to begin Solar. Curriculum adopted.
- Math departments commitment to tailor Math 1107, Concepts in Math, to the technical specialties students are in.
- Ground breaking for the \$2.55 million dollar Indoor Powerline Technology Training Facility in Jackson. Ribbon cutting in August and use began Fall 2017.
- The Center for Career Education in Worthington provides opportunity for students in Industrial Maintenance/Mechatronics from business such as JBS, AGCO and Bedford.
- First year of Surgical Technology as a 2 year program.
- Nursing celebrated 20 years as a program at MN West CTC graduating over 2000 nurses in that time frame.
- The unique partnership between SW MN ABE, MN West CTC, and SW MN PIC/Workforce served 189 to gain college credits and or industry certifications.
- Activities to expose high school students to CTE education continued in 2017. Breaking Traditions, 9th Grade Exploration Day, Kids College, and Xtravaganza are just a few examples.

Faculty and staff were offered and took part in a wide array of professional development activities. These included but were not limited to over 40 campus CTL events, Fall Kick Off, Spring CTL, CTE Works Summit, Student Affairs Conference, State Disabilities Conference, Luoma Leadership Academy, D2L Ignite, Electrical Summit, State Superintendent Workshop, BPA, Nursing Simulation, Energy Education for Educators, and Star of the North.

Students participated in a number of skills assessments and competitions as they have in the past. Students completed NOCTI testing in Automotive, Administrative Assisting, Computer Technology, Electrician, and Diesel Technology. Law enforcement, allied health programs and agriculture students completed certification and licensure exams. Students also participated in Skills USA, BPA, and Creative Connections Student Hair Competition.

All CTE programs at MN West CTC are required to assemble advisory boards and hold annual meetings. They provide industry expertise and guidance that is current and up to date and are powerful tools in the development and improvement of CTE programs. They were instrumental in the decisions related to Precision Machining, Fluid Power/Industrial Maintenance/Mechatronics, and Carpentry. Twenty-two programs provided documentation of meetings in 2017.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

Consortium members apply for funds in order to make improvements to their programs. Those funds benefit students' skill acquisition and exposure to technology and processes used in industry. As a result of this investment, students in the Minnesota West consortium have demonstrated significant achievements. During the 2016-17 school year, 2374 high school students participated in BPA, FCCLA, or FFA organizations where they developed and demonstrated industry-based technical skills. 48 consortium FCCLA teams achieved gold level performance at State competition. 96 consortium BPA teams earned Top 10 finishes at the State BPA competition. 120 consortium FFA teams earned Gold Level performance at the State FFA competition.

Overall enrollment was up at MN West CTC in FY17 by 6% and 2.5% so far in FY18. MN West CTC had 382 completers, 252 concentrators, and 1,157 participants. Students participated in BPA competition leading to 7 qualifying for nationals in Orlando. Creative Connections Student Hair competition resulted in 4 competitors, 4 models and 2 students placing. Twelve agriculture students complete the Custom Applicators Exam; Class A 10 passed, Class C 6 passed, Class H 7 passed. The Practical Nursing Program achieved 96% pass rate on the NCLEX tying for first place in the state.

Enrollment in new programs was as follows:

- Precision Machining 14
- Health Information Technology 20
- Industrial Technology/Fluid Power/Mechatronics 37

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

Our CTE Collaboration project has been more successful than anticipated and is growing faster than we expected. The purpose of the project is to develop a collaborative and state-approved Health Science program for high school students. The Health Care Core Curriculum (HCCC) is the basis for the exploratory course that will be the beginning of a Health Science Academy for 5 high schools. The medical and healthcare industry is one of the top employers in southwest Minnesota, and surveys of high school students indicate the medical field is consistently a top career interest area. In spite of the economic needs and high student interest, there is only one approved high school health science program in our 18 county service area. Students do not have an opportunity to register for health science courses at their schools without this course.

Articulated College Credit is available through Minnesota West for the Health Care and Society course. The articulation agreement is listed on the www.ctecreditmn.com website and is available for any student completing all course requirements and achieving a "B" or better in the class. Health Care and Society is a course requirement for many Minnesota West Community and Technical College Allied Health Programs.

Two days a week the students meet as a group to participate in lab activities and listen to guest speakers. The other three days of the week, students are in their home schools and communities participating in job shadowing at local healthcare businesses, working on online classroom assignments, and completing their capstone projects. Three job shadowing experiences are required of each student. With the instructor's guidance, students develop the interpersonal skills to approach potential job shadowing sites, secure the shadowing experience, interact professionally with the business, and complete the necessary course requirements.

Minnesota West Carl Perkins program staff help the participating high schools get the course State approved as a Health Science CTE program. Courses such as Medical Terminology, Certified Nursing Assistant, Human Anatomy, and Health 2017-18 CTE Collaboratives Science Internships will be developed and offered in subsequent years.

Community business partners provide real-world examples and experiences directly to students so they can see how the contents of the course fit in the context of the healthcare industry. The CEOs of two local hospitals are currently teaching at two of the sites which demonstrates the hospitals' commitment to the project.

Instructors continually work to secure partnerships with local businesses to provide information and experiences to students in the areas of dental, chiropractic, mental health, sports science, optometry, etc.

One Introduction to Medical Careers course has expanded to three locations with 55 students from 10 school districts. Additional collaborative courses are being developed in Information Technology, Mechanics, Certified Nursing Assistant, and Engineering and Manufacturing.

The consortium's unique Career Pathways Program partnership with ABE, PIC, and MN West CTC has also been successful in providing students with college credits, certificate programs that lead to diplomas and AAS degree and industry-recognized credentials. The success of the program stems in part from leadership's willingness to take risks and try new things.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R5 Professional Development
Strategies	
Poll teachers to gauge their professional development needs.	
Outcomes	
Offer professional development opportunities for teachers.	
Measures	
1 training will be offered specific to FACS, AG, or Business teachers' needs.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$2,050.26
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,050.26
Total	\$2,050.26
Reallocation Explanation	
Goal 1 Objectives 2	

Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P5 Student Organizations
Strategies	
Approved Agriculture, Business, Industrial Technology and Family and Consumer Science programs will be supported through Carl Perkins consortium funding. Approved programs will apply for funds by November 2016 to make improvements (equipment, technology, curriculum supplements (under some circumstances), and certain student organization expenses to their programs that align with Programs of Study and Technical Skill Attainment.	
Outcomes	
High school students will develop and demonstrate industry based technical skills through student organization participation.	
Measures	
60 % of consortium schools will have FCCLA teams that achieve goal level performance at State competition 65 % of consortium schools will have FFA teams that achieve goal level performance at State competition 85 % of consortium schools will have BPA teams that place in the top 10 at State competition	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$43,937.42
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$43,937.42
Total	\$43,937.42
Reallocation Explanation	

Goal 1 Objectives 3

Use of Funds*	R2 Programs of Study
Strategies	
High School and post-secondary CTE students will demonstrate technical skill attainment using 3rd party, standardized assessments. New options for assessments will be explored.	
Outcomes	
Business, Automotive, Early Childhood, and Manufacturing programs that teach significant content will be identified. Instructors will evaluate their classes to determine which CTE programs teach a sufficient level of content to warrant students taking an approved TSA. Tests will be purchased for participating schools.	
Measures	
55% of consortium students will pass third party technical skill assessments	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$8,000.00
Reallocation Explanation	

Goal 1 Objectives 4

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R10 Collaboration, R11 Articulation, 1
Strategies	
Initiate three new CTE programs for FY 2017 that are high wage, high demand occupations based on regional labor market information and advisory board recommendations.	
Outcomes	
Instructors hired for three new CTE programs. Curriculum approved and courses offered starting Summer 2016 in Health Information Technology AAS. Curriculum approved and courses offered starting Fall 2016 in Precision Machining Certificate, Diploma, and AAS and Mechatronics Diploma and AAS.	
Measures	
Marketing, recruitment, and enrollment efforts have begun for HIT, Precision Machining, and Mechatronics. Projected enrollment for each program is 7 students in each program.	
Post-Secondary Required Activities	\$62,368.86

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$66,631.14
Post-Secondary Admin Cost	\$10,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$139,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$139,000.00
Reallocation Explanation	

Goal 1 Objectives 5	
Use of Funds*	R2 Programs of Study, R6 Assessment , P5 Student Organizations
Strategies	
National Skill Standards and/or established business and industry standards will be exceeded in skill testing, certification qualifications. Faculty/Instructors are responsible for assessment with assistance from coordinators. The assessments will be proctored by persons other than the faculty/instructor. Student will gain understanding of industry and skills through student competitions at the state and national levels.	
Outcomes	
Minnesota West will expand the technical programs participating in National Skills Testing where appropriate. There will be compliance with the State assessment schedule for POS. The Data Driven Improvement Model- CTEDDI- will improve data and classroom instruction. Assessment results will allow faculty to be aware of areas of strength in program curriculum as well as areas where curriculum should be strengthened. Students will be better prepared and have a competitive advantage through student competitions.	
Measures	
When the opportunity is appropriate, students competing in state and national events will exhibit higher skills. Students in Skills USA, BPA and Heartland Beauty Skills Competition will place at State and National Levels. 85% of students involved in CTE programs will score at or above National average on approved technical skill assessments.	
Post-Secondary Required Activities	\$8,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$8,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$8,000.00
Reallocation Explanation	

Goal 1 Objectives 6	
Use of Funds*	R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R10 Collaboration, P1 Advisory Committees
Strategies	
Skill Assessments and results will be shared by faculty with business and industry through program Advisory Boards' yearly meetings.	
Outcomes	
Faculty will share results of instruments with Advisory committees for each technical program. Committees are composed of industry and business professionals, students, faculty, and alumni. This will occur with all majors and in particular with any major that is considered a Program of Study.	
Measures	
100% of CTE majors will hold an advisory meeting a minimum of once a year. Business and industry advisory groups interact and collaborate with faculty regarding student assessment/achievement and quality of training. Assessment results are included and discussed on Advisory Board Agendas. Advisory members will offer input on curriculum in relationship to industry standards and trends and based on assessment results.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00

Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Reallocation Explanation	

Goal 1 Objectives 7

Use of Funds* R2 Programs of Study, P7 Equipment Leasing/Purchasing/Upgrading, Reallocation

Strategies

Programs of Study website will be updated.

Equipment will be updated in approved manufacturing programs.

Information Technology programs will be enhanced.

Outcomes

Schools will update their information in the POS website. Technical assistance will be requested and workshops will be held either in multiple sites around the consortium or using web-based training.

Instructors who have attended Advance IT training will enhance their classes by purchasing necessary equipment and taking field trips to IT businesses or for added instruction from partnering college instructors.

Manufacturing equipment will be upgraded to meet industry standards.

Measures

100% of schools in the MN West Perkins consortium will update their information in the MNPOS website.

2 schools will improve their IT courses through field trips or upgrading equipment.

Manufacturing equipment will be upgraded.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$9,164.45
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,164.45
Total	\$9,164.45

Reallocation Explanation

POS workshops will be held so schools can update their information in the www.mnpos.com website

Teachers who attended Advance IT workshops will purchase necessary equipment for new courses. Transportation will be paid to schools taking students on field trips to further explore the IT industry.

Manufacturing programs that are updating their courses will have funds available to make needed improvements.

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships**Goal 2 Narrative:**

Southwest Minnesota prides itself on its ability to form often unlikely business and agency partnerships for a common cause. In order to serve a large area with limited resources, we have demonstrated, time and time again, the benefits of working together with many partners to meet the needs of traditional and non-traditional learners. Through conferences, staff development opportunities, student competitions, and other events, we rely on the expertise of industry, non-profits, WorkForce Centers, and educators at all levels to provide the best services possible. The Minnesota West Consortium has a strong and unique partnership with area ABE, Workforce, PIC, and customized training agencies which has allowed for better transitions and continuum of service for high school and adult learners. One example would be our partnership with the Marshall Area Technical Education Center which is an alternative high school in the area. College credit courses are offered in CNA and welding taught by Minnesota West hired instructors. High school students taking these courses are co-enrolled and the courses translate to a number of degrees. MATEC also hosts Fast Trac programming in Industrial Technology and Universal Health Care Worker in which adult learners use the facility. There is also an option for students who have done the Industrial Technology Fast Trac to them complete the Welding Certificate at the facility. Also the Fast Trac programming offered in the region is a collaborative effort between Minnesota West, Workforce, and ABE. Members of each institution play integral roles at varying stages of the programming. For instance Minnesota West staff present at classes regarding post secondary opportunities, admissions, financial aid, and transferability of the course work taken. Minnesota West staff also assist with Career Scope assessments for ABE and Workforce participants along with interpretation of results. ABE staff was recently trained in proctoring of the Accuplacer and can provide that service to their participants. Accuplacer Diagnostics is also part of the testing ABE is able to provide so students can then enroll in My Foundations Lab to better prepare for college level coursework. Currently Tom Hoff is the chair of the SW MN Youth Council as well as membership on the Council by Laurel Christianson and Linda Pesch, both Minnesota West student services advisors.

A greater emphasis will be placed on partnering with members of industry who represent high-wage, high demand occupations. Advisory committees are required for any approved high school or post-secondary CTE program. All Minnesota West CTE programs have advisory boards that meet at minimum of once a year.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

Each secondary and post-secondary program has an advisory committee, but their degree of involvement varies. The advisory committees are primarily made up of local industry representatives, current and past students, and faculty. Advisory boards are invaluable partners and serve as a voice of industry needs and trends. Advisory boards have been instrumental in assisting the consortium in attempting to rebuild Career and Technical Education. They have informed the development of new programs such as Precision Machining, Health Information Technology, Carpentry as well as the new direction of Fluid Power and Industrial Technology to Mechatronics. The new collaborative CTE programs will work to create advisory committees that are made of members who serve both secondary and post-secondary.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

Advisory board members are our partners in CTE programs. They help to inform programs regarding current industry trends and needs. They advise regarding curriculum, assessment and improvement. They also assist in connecting to resources and building partnerships and relationships. Advisory boards and the resulting partnerships led to MN West CTC's ability to award \$452,985 for upgrading equipment and technology in Dental, Law Enforcement, Auto Mechanics, Mechatronics, Nursing, Welding, Power Sports, Electrical and Wind, and Diesel in FY17. Sustained partnerships such as CPP led to serving 189 students in their pursuit of college credits, certificates, and industry recognized credentials. Other partnerships have assisted in securing the MN Job Skills Partnership Grants (\$275,710 with Chandler Industries, \$49,842 with Northstar System Built), \$10,000 from the AT&T Foundation, Customized Training Pilot Program (\$237,000), financial resources from the Nobels County Collaborative, and the Federal Department of Labor Round 4 TAACCCT for advanced manufacturing awareness and training.

A CTE advisory committee is being formed for a new Medical and Health Careers program. The program will deliver hybrid (online, face to face, etc.) for up to 25 students from 6 school districts. The partners (College, Business, Agency, and K-12) that form the advisory team will play an important role in assuring the experiences the students have are aligned with industry expectations. The business and agency partners will also help shape the curriculum, which will include field experiences at businesses in each of the student's local community.

The SWWC Service Cooperative, Minnesota West and Southwest Minnesota State were recently awarded a Rural Career Technical Education Consortium grant. An advisory committee representative of secondary, post-secondary, employment agencies and industry will determine the vision and goals, determine guidelines and process for distributing funds.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

The MN West Consortium has a multitude of partners interested in work-based learning opportunities for students. MN West CTC offered 34 different courses in 17 CTE programs in which students participated in some type of work-based learning. These included Accounting, Agriculture, Auto, Business, Child Development, Cosmetology, Dental, Health Information, Pharmacy Tech, Medical Lab, Medical Assisting, Nursing, Physical Education, Human Services, Radiology Tech, and Surgical Tech. In all 564 (duplicated) students were able to participate in internships, externships, clinicals, and field experiences.

722 job shadowing experiences were offered to students in grades 9-12 in 2015-16. 365 students participated in internship opportunities. Students who experience these opportunities can make a more relevant connection to their education and apply their classroom knowledge. The pathways most likely to offer these opportunities at the secondary level are: Administrative Support, Plant and Animal Systems, Information Support and Services, Mobile Equipment Maintenance, Therapeutic Services, Diagnostic Services, Teaching, and Legal Services.

Data collected from Career Expo exhibitors indicated that 39% of the exhibitors offer scholarships, 38% provide tuition assistance, 51% provide job shadowing opportunities, and 77% would provide on-site tours to students.

The new Health Care Careers course will have three components- off-site lab experience, in school classroom experience, and community work experience. Business partnerships will be critical for students to get hands-on learning opportunities as they make their career choices. Students will complete job shadow experiences in their home communities as a requirement for the course.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , P10 Student Transition
Strategies	
All programs offered through Minnesota West, appropriate for internships and externships will provide them through arrangements with business and industry. Such activities enhance student learning as well as placement in positions.	
Outcomes	
Uniform standards will exist for experiences. Credit bearing courses will be listed as externships, internships, special topics or capstones. Standards for internships and externships will continue to be evaluated and incorporated into student and faculty handbooks.	
Measures	
Provide internships, externships, and capstones to 300 Minnesota West CTE students from 20 programs during 2016-2017 school year.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 2	
Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P1 Advisory Committees, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
Collaborate with and build relationships between Minnesota West, community, educators, agency, industry and business partnerships to provide students with ease in transitions, a continuum of education and support to complete, state of the art equipment, technology and industry savvy faculty.	
Outcomes	
Industry relationships assist with improved equipment and technology and are invaluable as resources for the programs and resources for instruction regarding current industry trends. Partnerships work to address the learning requirements of under-prepared and under-employed adults, provide opportunities to increase basic work-readiness, occupational skills and to acquire credentials that will lead to jobs that pay family-supporting wages. Partnerships with area high schools, alternative learning centers and the Marshall Area Technical & Educational Center will continue to provide college credit and career pathways through PSEO and contract.	
Measures	
Minnesota West will collaborate with at least 20 business and industry partners to make curriculum, technology, and equipment improvements for CTE Programs as well as improve transitions and placements for students. Minnesota West in cooperation with Marshall Area Technical Education Center, ABE, Workforce and Customized Training will continue to provide Fast Trac training, Nurse Aid Training and Welding to MATEC students. Minnesota West will continue partnerships with other post-secondary institutions to share course delivery and equipment.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 3	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P10 Student Transition
Strategies	

Consortium staff will work with business and community partners to provide high school students the opportunity to demonstrate technical skills through skills competitions.

Outcomes
 Students will demonstrate industry specific skills at Culinary Skills Challenge and Digital Photography competitions. Students will attend breakout sessions taught by professionals from industry. Competition guidelines and judging criteria will be determined with help of industry professionals. Students will demonstrate industry specific skills. Industry professionals will assist in establishing evaluation criteria, provide information through seminars and judge student competitions.

Measures
 250 students will participate in culinary and digital photography competitions and seminars judged and developed by industry professionals.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$5,000.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$8,000.00

Goal 2 Objectives 4

Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P7 Equipment Leasing/Purchasing/Upgrading
----------------------	--

Strategies
 District's CTE programs will be supported by determining strengths and gaps in opportunities and services. A regional shared CTE delivery model will be developed and evaluated in 2016-17.

Outcomes
 A hybrid course that provides students with center-based labs, community-based experiences, and on-line learning will be developed. An advisory team will provide input and evaluate the course in order to make improvements for year two of program.

Measures
 Six high schools and Minnesota West will partner to develop an Introduction to Medical Careers course. The course will be delivered to 25 students to be delivered second semester of the 2016-17 school year.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$4,000.00

Goal 2 Objectives 5

Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading
----------------------	--

Strategies
 High school CTE instructors will teach technical skills based on industry standards. Consortium high schools will have access to consortium funds to make program improvements to their CTE programs/classes (i.e. equipment, curriculum, technology, staff development). Program improvements must meet criteria toward academic or technical skills attainment, program of study alignment, or preparation for high tech, high wage or high demand jobs. Program improvement requests will be approved by the Minnesota West CTE advisory committee and purchases will be made by the fiscal host on behalf of the consortium.

Outcomes
 Students will demonstrate technical skills through participation in FFA, FCCLA, BPA, MAPP STARS or other CTE student organization. Instructors of approved programs will update their courses (curriculum, technology) to meet changes in industry expectations or industry standards. Instructors of approved programs will update their equipment and technology to reflect the equipment and technology used in the corresponding business/industry. High school instructors of approved programs will receive training on topics related to their disciplines.

Measures
 75% of Consortium schools with approved CTE programs will update their equipment, technology or curriculum to reflect business/industry expectations.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$48,750.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$48,750.00
Total	\$48,750.00

Goal 2 Objectives 6	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation
Strategies	
Improve and upgrade technology and equipment for technical programs, evaluated as in need of contemporary equipment, in order to provide students with valuable curriculum experience. Partnerships with business, industry and advisory boards are critical in determining needs and providing equipment and technology.	
Outcomes	
Career and Technical Programs in need of an upgrade of equipment and technology will be evaluated. Students and faculty will benefit from exposure to updated curriculum and current advances in technology based on information provided by current trends.	
Measures	
Each student's education will be enhanced by the updating of equipment and technology that is inline with current industry standards. Students will receive training and education utilizing current technology they will encounter in the workplace.	
Post-Secondary Required Activities	\$7,366.07
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,366.07
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,366.07

Goal 2 Objectives 7	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies	
Industry and community partners will collaborate to offer interactive, career exploration events for high school sophomores and juniors. Career Expo events will be held in Marshall, Worthington, and Fairmont.	
Outcomes	
High school sophomores will receive career education information through MCIS career supplements and Career Expo activities. Business and industry partners will volunteer to establish interactive career experiences for participants. The interactive Game Show will be updated to provide up-to-date information about career trends and labor market information specific to southwest Minnesota.	
Measures	
There will be a 40% increase of students rating their knowledge of non-traditional careers as "Knowledgeable-Very Knowledgeable" as a result of the interactive exhibits and game show activities. 70% of industry exhibitors will rate students as generally "Engaged" in the process of career exploration while visiting interactive career exhibits.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00

Secondary Required Activities	\$11,190.23
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$24,043.38
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$35,233.61
Total	\$35,233.61

Goal 2 Objectives 8

Use of Funds* R3 All Aspects of an Industry, R10 Collaboration, P8 Teacher Preparation

Strategies

Opportunities for high school teachers to expand their knowledge of energy careers will offered.

Outcomes

Work with MN Energy Center to implement Energy is Fundamental course in consortium high schools. Expose high school students to the energy industry and potential careers through E3 Conference- Energy Education for Educators.

Measures

2 teachers from consortium will attend E3 Conferences throughout the state.

Post-Secondary Required Activities	\$0.00
---	--------

Post-Secondary Permissible Activities	\$0.00
--	--------

Reallocation Explanation

Post-Secondary Reserve	\$0.00
-------------------------------	--------

Post-Secondary Admin Cost	\$0.00
----------------------------------	--------

Post-Secondary Reallocation Basic	\$0.00
--	--------

Post-Secondary Reallocation Reserve	\$0.00
--	--------

Post-Secondary Total	\$0.00
-----------------------------	--------

Secondary Required Activities	\$0.00
--------------------------------------	--------

Secondary Permissible Activities	\$0.00
---	--------

Secondary Reserve	\$0.00
--------------------------	--------

Secondary Admin Cost	\$0.00
-----------------------------	--------

Secondary Reallocation Basic	\$0.00
-------------------------------------	--------

Secondary Reallocation Reserve	\$0.00
---------------------------------------	--------

Secondary Total	\$0.00
------------------------	--------

Total	\$0.00
--------------	--------

Goal 2 Objectives 9

Use of Funds* R2 Programs of Study, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P10 Student Transition

Strategies

Secondary, post-secondary, community and industry leaders will meet to discuss potential models in which high school students can receive high school and college credit in health or manufacturing courses.

Outcomes

Meetings will be held on a regular basis, existing models will be considered, additional partners will be secured.

Measures

1 model in either the manufacturing or health care field will be developed.

Post-Secondary Required Activities	\$0.00
---	--------

Post-Secondary Permissible Activities	\$0.00
--	--------

Reallocation Explanation

Post-Secondary Reserve	\$0.00
-------------------------------	--------

Post-Secondary Admin Cost	\$0.00
----------------------------------	--------

Post-Secondary Reallocation Basic	\$0.00
--	--------

Post-Secondary Reallocation Reserve	\$0.00
--	--------

Post-Secondary Total	\$0.00
-----------------------------	--------

Secondary Required Activities	\$5,600.00
--------------------------------------	------------

Secondary Permissible Activities	\$0.00
---	--------

Secondary Reserve	\$0.00
--------------------------	--------

Secondary Admin Cost	\$0.00
-----------------------------	--------

Secondary Reallocation Basic	\$0.00
-------------------------------------	--------

Secondary Reallocation Reserve	\$0.00
---------------------------------------	--------

Secondary Total	\$5,600.00
------------------------	------------

Total	\$5,600.00
--------------	------------

Goal 2 Objectives 10

Use of Funds* R9 Special Populations, R10 Collaboration

Strategies

Sustained collaboration between Minnesota West, SW/WC Service Coop, area high schools, Workforce Center and Private Industry Council, and Adult Basic Education.

Outcomes

Continuum of services and resources and ease of transition for students from high schools, adult basic education and Workforce Centers to post secondary education.	
Measures	
Consortium members will sit on the SW MN Youth Council. Minnesota West, Workforce, and ABE will collaborate to provide Fast Trac programming, in the region, in the areas of health and manufacturing. ABE will be a distance proctor for Accuplacer and Accuplacer Diagnostics to assist in determining academic needs. Minnesota West will provide Career Scope assessments and interpretation for Workforce and ABE participants to assist in career exploration. Minnesota West will present at Fast Track programs regarding post secondary education, admissions, financial aid, and transferability.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 2 Objectives 11	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P1 Advisory Committees, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
Improve and upgrade technology/equipment for career and technical programs evaluated as in need of contemporary equipment. This offers the opportunity to provide students with a current and up to date educational experience. Partnerships with business, industry and advisory boards are not only critical in assessing programs and needs but instrumental in providing equipment, technology and expertise.	
Outcomes	
Career and Technical Programs in need of an upgrade of equipment and technology will be evaluated. Students and faculty will benefit from exposure to updated curriculum and current advances in technology based on information provided by current trends.	
Measures	
Equipment in selected programs will be updated thereby enhancing and improving student experience and education, using current and state of the art tools.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Minnesota West Community and Technical College proposes to utilize reallocated dollars along with the initial equipment upgrade designation for equipment improvement, to allow for larger requests and or more requests, which will have a bigger impact on CTE students.	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$6,287.14
Post-Secondary Reallocation Reserve	\$3,366.47
Post-Secondary Total	\$9,653.61
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$9,653.61

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Resources and support to special needs students is provided in a variety of ways with the help of other secondary and post-secondary partners. The Southwest Minnesota Private Industry Council (PIC) holds their annual Breaking Traditions events on the Minnesota West campuses. The event exposes students from area learning centers to a variety of non-traditional careers through hands-on activities. The annual Career Expo will introduce high school sophomores and juniors to non-traditional careers through a Career Game Show. An intensified effort will be made to find more non-traditional exhibitors for the interactive displays. Our regional career assessment and exploration program, Project Discovery, will expand its independent living skills component to meet the needs of more students and their families. Other events and partnerships that introduce career possibilities to special populations, students with disabilities, and programs of study nontraditional by gender include 9th Grade Day, Kid's College, Camps to Careers, Fund Your Future. The Minnesota West Financial Aid staff will host Financial Aid workshops on each campus to assist students/families with completing their FAFSA and/or get financial aid questions answered. At Minnesota West, several resources are used for retention, success, and completion efforts that are available to all learners. Some of these include College Central, Grades First, Career Scope, Smarthinking, Freshman Seminar, Career Scope, student success workshops and peer tutoring. At Minnesota West, all students are held to the same standard for academic progress regardless of status.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

The Project Search Transition High School at Avera Hospital in Marshall continues to grow. The program serves as an opportunity for students to transition from high school to community employment by working Monday to Friday, from 8 a.m. to 3 p.m. during the school year. Students are provided an opportunity to participate in a variety of 8-10 week internship rotations at Avera that best meet their interests, experiences, and abilities. A job coach, program instructor, and department staff work with the students along with their IEP team to help them develop the necessary interpersonal and job skills to gain meaningful employment. The maximum capacity of the program is ten students per school year.

A number of activities occurred in 2016-17 that focused on recruitment of, enrollment, retention of, and overall student success for not only special populations but all students. Activities that expose prospective students to CTE programs included Career Expo, Career Pathways Program, Breaking Traditions, 9th Grade Day, Kids College, Xtravaganza, and Intro to Medical and Health Careers. These activities engage high school and non-traditional students with faculty, college staff and college students along with exposing them to careers they may not otherwise have considered. Students have the opportunity to complete hands-on activities and tour real-world environments. In all, over 2700 (some duplicated) students participated in these activities.

Two services to current students that appear to be well received and helpful are the annual Get Connected Day/Retention Week and Grades First. 2017 marked the third year MN West CTC adopted a college-wide approach to onboarding new students. Efforts had been made at local campuses for many years, but it's now recognized as a key component to student retention and success college-wide. Each campus plans activities throughout the first week of the semester to engage students and ensure they understand expectations, where to be etc. For example, Student Success Boot Camps are offered in which students get refreshed on DARS, logging in to accounts, paying bills, financial aid, maneuvering D2L and so on. Also during the 1st week, we set aside 2 hours on a day for Get Connected. Campuses invite local businesses and resources to set up booths for students to connect with the community. Students also have the opportunity to get to know each other along with staff and faculty. This year Tasha Schuh spoke at Get Connected through her own experience about connecting with your peers and communities and having meaningful relationships with them.

Grades First is another tool MN West CTC has used for a few years for a number of things such as early alert, appointment scheduling, notifying students of important information etc. Survey of users indicate they are using it to give student feedback, track student progress, tracking correspondence with students, contacting students, scheduling tutoring and advising appointments, keeping advisors in the loop as well as tracking study time for athletes or other student groups. In FY 17 over 6800 progress reports were generated in Grades First of which about 1200 indicated students were "at risk."

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

Participation in, retention, and success of our students is a top priority of the MN West Consortium. We are continually interested in ways in which barriers can be overcome. One strategy we have developed is exposing students to a variety of career pathways, to higher education, and hands-on activities that get students involved in exploration. We place priority on introduction to career and technical activities such as the Career Expo, 9th Grade Exploration Day, Kids College, and Breaking Traditions so that students can understand their options and become familiar with and build relationships with faculty and staff. MN West CTC employs student services advisors, on each campus, who are not just advisors but charged with disability services, diversity, and inclusion activities and student life. Students then have access to and can build those local relationships. MN West CTC also has adopted a college-wide concept of Retention Week/Get Connected to onboard new students. We continue to value tools like Grades First and place importance on connection with students especially when struggling. FY17 marked the second year in which we offered bus transportation between the Worthington and Jackson campuses to decrease transportation barriers. This past year MN West CTC embarked on campaign to raise money and secure the construction of campus housing in Worthington to assist students with housing issues. Groundbreaking should occur yet this fall. Also this past year MN West developed a strategic enrollment committee along with a new college strategic plan. Out of this, a Dean of Student Services was assigned so that all student services issues can now be prioritized through one office rather than multiple. Discussions also took place in 2017 to eliminate graduation application fees as another means to eliminate barriers for student completion. This went in to place Fall 2017 so no data is yet available.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

The Minnesota West Consortium uses a number of sources of data for informing our activities as a whole and for special populations. Sources of data include negotiated performance targets, resource usage, SAP progress, CCSSE, and Grade's First.

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. By bridging existing data with other incoming data a range of education programmatic and delivery questions can be answered to gauge the effectiveness of current programs and design targeted improvement strategies to help students.

SLEDS brings together data from education and workforce to:

- Identify the most viable pathways for individuals in achieving successful outcomes in education and work;
- Inform decisions to support and improve education and workforce policy and practice, and
- Assist in creating a more seamless education and workforce system for all Minnesotans.

Student survey data, a gap analysis of high school courses, and local labor market information were all key to deciding which collaborative high schools course to create.

Survey data is collected by students attending the annual Career Expo to gauge their knowledge about non-traditional careers prior to and again after attending the Game Show portion of the event. The event is held at two locations. In 2016, 76.92% of high school sophomores attending the Expo at Southwest Minnesota State University rated their knowledge of non-traditional careers as a 4 or 5 on a five-point scale when they arrived at the Expo. After the event, 84.61% of the students rated their knowledge as a 4 or 5. At Minnesota West, 66.66% rated their knowledge of non-traditional careers as a 4 or 5 on a five-point scale when they arrived at the Expo. After the event, 71.85% of the students rated their knowledge as a 4 or 5.

As a consortium, we expect that the activities we develop impact special populations and all students positively. However, the varied needs and experiences of our students pose challenges that are sometimes beyond our control and sometimes where we can adjust and modify processes, policies, and activities. One of our biggest strengths is the willingness to receive feedback and to attempt new ventures. We also welcome suggestions and assistance in this area.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R9 Special Populations
Strategies	
High school CTE teachers will increase their knowledge about non-traditional careers.	
Outcomes	
Consortium staff will take the opportunity to expose high school CTE teachers to non-traditional career information through professional development meetings and monthly blog articles.	
Measures	
CTE instructors will be made aware of trainings about non-traditional careers offered by MDE and MNSCU. Targeted professional development activities about non-traditional careers will be delivered at staff development meetings. Data will be collected about teachers' knowledge of non-traditional careers. Blog articles will be dedicated to educating teachers about non-traditional careers.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 2	
Use of Funds*	R1 Academic Integration , R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services, Post-secondary Admin Cost
Strategies	
Special population learners at Minnesota West will have full access to resources, services, and course work necessary to make informed decisions about appropriate career options, to persist and matriculate to graduation, and transition to the workforce. Retention efforts and services are offered throughout the year for students. While retention and completion efforts are the responsibility of everyone at the college Minnesota West has designated individuals to provide expertise in the areas of retention. These individuals include Student Services Advisors, Diversity and Retention staff, Disability Coordinator, Faculty Advisors, and Tutors and Resource Specialists.	
Outcomes	
Collaborative efforts with consortium partners and community members to offer nontraditional career exploration and exploration in high wage, high demand careers events like Breaking Traditions, 9 th Grade Day, Kid's College, Camps to Careers will occur college wide. Career Scope, offered to all current students and prospective students is the interest and aptitude tool used to inform students and advisors of appropriate career opportunities. Accuplacer is used to determine appropriate course placement in reading, writing, and Math as well as Freshman Seminar (student orientation and success course). Meetings with advisors occur to ensure developmental coursework is completed and other coursework is appropriate. These occur individually throughout the year and at SOAR events (Student Orientation and Registration). A number of tools are used to ensure success, retention and completion by students. These include Grades First, tutoring (offered in a variety of formats), College Central a career counseling tool, and Otto Bremer Foundation Finish Line Scholarships to qualifying students. Read Speaker is text to speech software being added to Brightspace which is yet another tool used to help address the individual learning styles of our diverse student population. Other actions occur, college wide, to ensure college and academic integration, learning and success of which include various diversity events and enrichment opportunities.	
Measures	
Non traditional career exploration events will happen on each of the 5 Minnesota West Campuses. 50 Career Scopes will be administered and interpreted to both current students and those exploring CTE careers and careers nontraditional for gender. Accuplacer will be administered to all students who have not previously taken it, have no ACT on file, or who do not have transferrable course work. All students will have the opportunity to meet with an advisor to discuss appropriate scheduling and coursework. A student success/orientation event will occur on August 23, 2016 at each of the 5 campuses. All advisors and 83% of faculty will use Grades First for alerts and intrusive advising. Diversity and enrichment events will happen on each campus, throughout the year, to ensure college and academic integration for all students. Minnesota West will also strive to meet the following negotiated targets of 2015-2016:	
Credential, Certificate, or Degree - 79.40%	
Student Retention or Transfer - 10.89%	
Student Placement - 88.10%	
Nontraditional Participation - 12.40%	
Nontraditional Completion - 9.30%	
Post-Secondary Required Activities	\$21,231.19
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$21,231.19
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$21,231.19
Goal 3 Objectives 3	

Use of Funds*	R6 Assessment , R9 Special Populations, P10 Student Transition
Strategies	
Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.	
Outcomes	
High school special population students will develop transition plans based on the Project Discovery Career Assessment and Exploration program experience. Students will participate in the independent living skills assessment process to establish baseline levels.	
Measures	
Independent living assessments results will be utilized in the development of students' IEP Transition Goals and Objectives 85% of the time.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$15,500.07
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$8,500.00
Secondary Total	\$24,000.07
Total	\$24,000.07

Goal 3 Objectives 4	
Use of Funds*	R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies	
Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.	
Outcomes	
Project Search is a transition high school that will serve students transitioning from high school to employment. Avera Marshall will host students as they intern in a variety of career areas within the hospital.	
Measures	
10 students will enroll in the 2016-17 school year. Add 5 additional hospital departments for internship rotations.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,604.02
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,604.02
Total	\$2,604.02

Goal 3 Objectives 5	
Use of Funds*	R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
Special population students will have full access to high school CTE programs and courses.	
Outcomes	
Approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses.	
Measures	
35% of approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses. 90% of individuals with disabilities will identified as "Completers" according to the Perkins IV Core Indicators as supplied by the consortium school districts.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,510.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$8,510.00
Total	\$8,510.00

Goal 3 Objectives 6	
Use of Funds*	R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
Students and prospective students will be exposed to and provided information and opportunities to experience occupational work in a variety of non-traditional careers.	
Outcomes	
Representatives from MRVED, Minnesota West and the SW/WC Service Cooperative will serve on the Youth Council that oversees regional youth employment programs	

delivered through the Private Industry Council. The Youth Council will work with PIC staff to develop program goals including exposing students to non-traditional careers. The Breaking Traditions Conferences will be advertised to area alternative learning centers.

Measures	
100% of Minnesota West Technical College Campuses will partner with the SW MN PIC to host a Breaking Traditions event. MN West CTC will also work with area partners to continue events that expose learners to nontraditional careers, high wage, high demand careers, such as Kids College, Camps to Careers, and 9th Grade Day.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 7	
Use of Funds*	R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
Special population students will learn critical workplace skills through youth employment programs that are directed by the SW MN Private Industry Council.	
Outcomes	
High school students will be placed in jobs through regional youth employment programs in.	
Measures	
85% of students will rate their work place experience as above average. 80% of employers will rate their experience with the Youth Program as meeting or exceeding their expectations	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 8	
Use of Funds*	R9 Special Populations, P3 Work-Based Experiences, P10 Student Transition, Reallocation
Strategies	
Project Discovery career exploration modules will be updated.	
Outcomes	
Supplies for new career exploration modules will be purchased.	
Measures	
1 new module will be created (Animal Care) and 5 existing modules will be updated (construction, electrician, banking, cleaning, auto mechanic) to better reflect actual work experience for special population students participating in the Project Discovery career exploration program.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Project Discovery curriculum development.	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,023.07
Total	\$2,023.07

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Narrative:

The Minnesota West Consortium will join 17 other consortia as part of the www.ctecreditmn.com website. College credit certificates will be available for students meeting pre-established competencies.

A consortium website is used to share information about upcoming events, provide easy access to forms, and register for staff development workshops.

The MN West Consortium has developed a number of career pathways with area high schools, ABE, and Workforce. College courses that are offered to high school students and adult learners in flexible setting and scheduling include health and CNA, Computer Support, Mechatronics, Precision Machining, Business, Automotive Technology, and Welding. Individuals participating in this coursework whether they are high school students, or adult learners in a Fast Trac program can receive college credit to go towards certificates, diplomas, AAS, and AS degrees. One example of student transition and continuum of service is the Marshall Area Technical Education Center offering welding courses. The instructor is hired by Minnesota West so high school students are co-enrolled. Adult learners also participate in welding, at the facility, through Fast Trac programing or as regular students. May 2016 there are 6 students completing a full welding certificate. Three of those students were high school students, three were adult learners that participated in a Fast Trac program and continued as regular college students. Four of the student plan to continue on for Diplomas and Bachelor's Degrees.

Minnesota West has also been designated a Military Friendly school for the last 4 years.

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

In 2017, MN West CTC saw a 35% increase in students enrolled in concurrent enrollment courses. We worked with 12 secondary school districts to offer 20 college courses in the high schools (REACH). These included Art, Biology, Chemistry, EMS, English, History, Math, Physics, Psychology, Sociology, and Speech. Fifty-seven school districts including home school partners connected with MN West CTC for PSEO courses. Students participated in over 130 courses, ranging from general education to technical, in which they earned college credits. In all REACH and PSEO students totaled 959 and they attempted 9076 credits.

The Minnesota West Consortium offered its first Introduction to Medical Careers (hybrid method) course in the northern part of our region. 15 students participated and received high school credit with articulated college credit. The plan is that the course will be offered as one of 5 in the Health Science Career Cluster. This model is being offered in several other areas within the region.

MN West CTC has been and is a long-term partner with the Southwest Minnesota Career Pathway Partnership in collaboration with the SW MN Adult Basic Education and SW MN Private Industry Council, Workforce Center partners, and area employers, since 2003. The Career Pathways initiatives orchestrate adult and youth career pathway training programs for manufacturing and healthcare careers incorporating integrated instruction model, competency-based skills development, employability skills, job placement, industry credential attainment, and college credit/certificate program completion. Students earn college credits, complete credit certificate programs leading to diploma and AAS degree completion to provide the individual with nationally portable, industry-recognized credentials to advance along defined employment career pathways across industry sectors. In 2017 the SWMN CPP offered specialized training in the following areas:

Certified Nurse Assistant/Home Health Aid (3cr) – 44 students both adult and youth

Medical Terminology (2cr) – 21 students

Community Health Worker (15 credits/Industry certification) – 11 students

Community Interpreter Certification – 14 students many bi-lingual

Welding (6 credits & 16 credit certificate) – 70 students both adult and youth

Commercial Driver's License – 29 students

CPP Participant Profile FY17

- 54% identified with a minority or ethnic group
- 24% were receiving food support
- 15% were receiving public assistance at time of enrollment (not including food support)
- 18% indicated limited English skills;
- 10% had not completed high school
- 12% indicated they were immigrants/refugees
- 14% indicated they had a disability;
- 5% indicated they were offenders

Another exciting project MN West CTC embarked on in FY17 is the new Blue to Brown Connection Program with Southwest Minnesota State University. The two institutions have partnered to create a program designed to allow students the opportunity to start with Minnesota West courses and complete their bachelor's degree with SMSU while living on SMSU campus. Students can directly enroll at Minnesota West to earn an eventual bachelor's degree awarded by SMSU. Students will transfer from Minnesota West to SMSU after successful completion of 24 Minnesota Transfer Curriculum credits in 2-3 semesters. The students will take Minnesota West coursework at SMSU and live on campus at SMSU. The program is an opportunity for students who do not initially qualify for admission to SMSU to enroll at Minnesota West to gain sufficient academic standing to qualify for acceptance at SMSU. Fall 2017 is the first offering of the program and started with 10 students.

The Minnesota West Perkins Consortium partners with 8 consortia to bring articulation efforts to high school and college instructors through 4 articulation meetings. The www.ctecreditmn.org articulation website houses all the articulation agreements available to participating Carl Perkins consortia. In 2016, 33 regional agreements were reviewed, updated or created.

The career fields are also used to filter information on the website. Architecture & Construction – 6

Manufacturing – 4

Transportation, Distribution, and Logistics– 6

Business, Management, & Administration – 10

Agriculture, Food & Natural Resources – 7

The reporting section of the website was revamped to meet the current needs of the 18 partners.

- 235 students were enrolled in ACC courses on the website.
- 215 students were successful in earning ACC.
- 2 students were unsuccessful in earning credit.
- 18 students are in pending status which means one of the following: 1) The instructor did not approve the student or make their status unsuccessful. 2) The instructor did approve the student but did not highlight the agreement in which they should have earned credit. 3) Students must take two high school courses in order to receive ACC. In this case, the student may have only taken one of the two-course sequences.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students' high school record and on college transcripts?

Students completing concurrent enrollment and or PSEO, courses are articulated on their college transcript as any other college student and for the credits the course is. Courses taken through the CPP program are articulated like any other college course if they are taken for college credit. If it is a certification or participation without college credit, it is articulated as completed and certification or credential awarded.

High school transcripts vary from high school to high school. College classes on high school transcripts indicate that the classes were taken at a college. For articulated college credit, most two year colleges required that the student has taken at least 15 credits at the institution before the credits are transcribed. At that time, they are generally listed as elective credits, but the student is still waived from having to take the course (if full credit was achieved.)

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R6 Assessment , R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
Adult learners, underrepresented learners, GED students, underemployed and ESL learners will have access to college credit coursework, career exploration, college preparation, and post-secondary admissions information through collaborative partnerships with MN West Consortium partners, Minnesota West, ABE, Workforce Centers, and Private Industry Council.	
Outcomes	
Students will have access to support services to prepare for and succeed in post secondary CTE, re-education, and/or college coursework as well as access to college credit coursework in alternative settings.	
Measures	
Minnesota West will administer and interpret up to 30 Career Scopes to learners involved in ABE and PIC Fast Trac, Universal Health Care Worker, Industrial Technology, CNA groups and high school students. Information will also be presented to at least 3 of these groups regarding college admissions, transferability, and financial aid. Minnesota West and ABE staff and instructors will also offer Diagnostic Accuplacer and remediation to students preparing to enter post-secondary education placing in pre-developmental coursework.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 4 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , P8 Teacher Preparation
Strategies	
Communicate college and work readiness standards to teachers, improve academic and technical skills of students in CTE programs, and prepare students for high wage, high skill, or high demand occupations.	
Outcomes	
Each year, two facilitated meetings will be held with Minnesota River Valley Education district CTE staff. FACS, Industrial Technology, Business and Agriculture will meet. Instructors will share curriculum information with one another, make necessary updates to their curriculum maps, and create common formative assessments.	
Measures	
90% of Minnesota River Valley Education District Staff will attend department meetings. Goals of these meetings will include updating curriculum maps to reflect an understanding of college and work readiness standards, aligning academic and CTE programs, and preparing students for future careers. Industrial Tech and Ag teachers will concentrate on developing formative assessments. Business and FACS teachers will concentrate on pacing guides and ELA alignment. The MRVED continues to expand their online course options. Program approval will be completed by consortium instructors.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$3,816.00
Secondary Total	\$8,816.00
Total	\$8,816.00
Goal 4 Objectives 3	
Use of Funds*	R6 Assessment , R10 Collaboration, R11 Articulation
Strategies	
Consortium partners, secondary and college teachers and administrators will have access to up-to-date information about the consortium's Carl Perkins projects.	
Outcomes	
The consortium website (www.lifetimeoflearning.com) will be maintained to provide teachers and administrators with information about consortium events and activities, program approval updates, access to Minnesota Articulated College Credit information, links to Programs of Study website and necessary data collection requirements. A monthly blog will be used to update members of important information. Annual meetings will be held with each district's CTE instructors and administrators.	
Measures	
At least 5 CTE blog entries will be posted each month with an average of 400 page views per month.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00

Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,621.02
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,621.02
Total	\$5,621.02

Goal 4 Objectives 4

Use of Funds*	R9 Special Populations, R10 Collaboration, R11 Articulation
Strategies	
	Female students will be exposed to nontraditional careers through computer programming classes.
Outcomes	
	Business teachers will receive professional development and one-to-one assistance from post-secondary instructors in order to offer programming courses.
Measures	
	Follow up will be done with teachers who offer a programming course to collect baseline data about student demographics.
Reallocation Explanation	

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 5

Use of Funds*	R5 Professional Development , R10 Collaboration, P8 Teacher Preparation
Strategies	
	High school CTE instructors will keep pace with industry changes and new technology through approved professional development activities.
Outcomes	
	High school CTE teachers of approved programs will participate in staff development events that lead to program improvement and increased student achievement.
Measures	
	60% of high school CTE teachers of approved programs will participate in consortium sponsored staff development events that lead to program improvement.
Reallocation Explanation	

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,235.44
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$2,428.00
Secondary Total	\$6,663.44
Total	\$6,663.44

Goal 4 Objectives 6

Use of Funds*	R2 Programs of Study, R10 Collaboration, R11 Articulation
Strategies	
	High school students will have access to a seamless system of coursework through articulation agreements between secondary and post-secondary schools.
Outcomes	
	Articulated College Credit certificates will be issued to career and tech students and concentrators. Articulated college credit certificates will be available for issue to consortium schools. College credit certificates will be issued to high school CTE students that are part of the Southern Minnesota Articulated College Credit Partnership.
Measures	
	Baseline data will be collected on consortium high school students who will achieve college credit through articulation of their high school courses. Consortium schools will issue Minnesota Articulated College Credits to high school students that meet post-secondary competencies. 17 consortia have joined together to form the www.ctecreditmn.com website.
Reallocation Explanation	

Post-Secondary Required Activities	\$1,250.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,250.00
Secondary Required Activities	\$6,240.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,240.00
Total	\$7,490.00

Goal 4 Objectives 7

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition
----------------------	--

Strategies

Minnesota West will assist and support student transition from high school (or before --PSEO) to college. Minnesota West will continue to work towards increasing graduation rates for students of diverse backgrounds. Minnesota West Community and Technical College is continuing to work on adding 2 + 2, articulation and Baccalaureate degree completion, available online and onsite, for students enrolled in technical programs. A number of career pathways have been developed and are being explored to allow secondary students to earn college credits in CTE programs that will easily transition in to full certificates, diplomas, AAS and AS degrees. Student transitions are enabled by the joint efforts of consortium members. The coordinator for the consortium activities at the secondary level works with Minnesota West Community and Technical College, MRVD, and high schools to integrate high school and college objectives for transition.

Outcomes

Minnesota West will work collaboratively to assist secondary schools & students with classes in math, business, HS Fluid Power Technology, Computer Support Technology, Nursing, Automotive Technology, and Welding which can be utilized for actual credits towards degrees and certificates. The college will continue to evaluate developmental classes in order to better serve students not college ready and will utilize Accuplacer as a means to determine appropriate placement. Minnesota West CTC will have articulated agreements with universities that allow for easy transition from CTE programs to Baccalaureate degree completion.

Measures

For school year 2016-2017 students will be assessed and enrolled in developmental classes as a means to ensure students are not involved in course work beyond their academic readiness. Students will participate in Freshman Seminar which addresses academic and student study skills and success. Secondary students will be invited to and participate in presentations at the high schools and on Minnesota West campuses that introduce CTE programs, career exploration, and diversity topics. Examples of such events are 9th Grade Day, Kids College, Breaking Tradition. Secondary students will take course work in areas of Business, Mechatronics, Precision Machining, Automotive Technology, Computer Support Technology, Nursing, Diesel, and Welding that have been articulated for college credit or are simply offered for college credit that easily translates to and accomplishes requirements for the mentioned degrees. Minnesota West will maintain articulated agreements with at least 8 universities in areas such as Nursing, Agriculture, Business, Education and Early Childhood, Computer Science and Operations.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 8

Use of Funds*	R9 Special Populations, P10 Student Transition
----------------------	--

Strategies

Schools will develop a transition to post-secondary education and employment plan to meet state legislative requirements.

Outcomes

Use a school-wide guidance program to increase the number students who graduate from high school with the knowledge, skills, and habits necessary for success in college and a career.

Measures

Consortium schools will implement the Ramp Up to Readiness curriculum.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions**Goal 5 Narrative:**

The partners in the Minnesota West Carl Perkins consortium have established relationships and a history of successful joint projects. Examples of some of these projects include Career Expo, Technical Skills Challenge, E3: Energy Education for Educators, MnAmp Learn Work Earn Grant, Breaking Traditions, Fast Trac programming, a joint coordinator, and in-service trainings by college instructors to secondary teachers. Our partnership list is constantly expanding to include additional businesses, colleges, and regional organizations. All consortium information and vision will be shared frequently with partners, school staff, elected officials and state Perkins directors. An annual evaluation of our services by consortium CTE instructors and administrators will be used to make improvements to our service delivery.

QUESTION: What activities were conducted that help sustain the consortium?

A joint coordinator, as well as a designated staff member from MN West CTC, are employed to plan and oversee the Perkins activities for the MN West Consortium. Planning and implementation takes place throughout the year in a number of ways. Planning meetings occur every spring in which the joint coordinator, post-secondary coordinator, administration, and deans discuss the needs, goals, and direction for CTE in the post-secondary environment and how it will fit into the overall consortia plan. Staff from MN West CTC and the SWWC Co-op continue as members of the local SWMN PIC Youth Council which address youth employment issues as well as employer issues. The

are consortia also involved in a number of partnerships which afford us other opportunities for funding and access to other resources. For example, the Career Pathways Program accesses other funding and partners with Marshall Area Technical Education Center to offer CTE in ways maybe not possible with Perkins only funding.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

The consortium leadership team is comprised of the secondary and post-secondary Perkins coordinators, leaders from the SWWC Service Cooperative, Minnesota River Valley Education District and Minnesota West Community and Technical College. In addition, the team relies on input from secondary and post-secondary faculty and industry partners including advisory boards. Each competition, event, student activity, and CTE program (Youth Council, Photography Competition, Culinary Skills Challenge, etc.) is guided by an advisory committee made up of industry leaders, faculty and past and current students.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

Information is compiled throughout the year from the advisory board, Youth Council, Leadership meetings to name a few. Data on enrollment, retention, and matriculation is then also used at spring planning meetings at MN West CTC to discuss needs, goals, and activities for the upcoming Perkins application and how it fits within the overall consortium plan.

Eight school districts participated in the first meeting to discuss options for a collaborative CTE course. In order to determine district needs and student interest, a survey was conducted of all 9-12 graders in those districts. Administrators had been planning to offer a diesel mechanic course, but the survey data determined an overwhelming interest in health careers. This model has worked well and has been replicated in two other areas of our region that are considering collaborative courses. In total, 22 schools have submitted data that we will use to guide our planning.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

The Minnesota West Consortium has a long and strong history and reputation for working together to improve the lives and education of our residents. We continually look to other funding sources and seek additional grants to support CTE and the consortium's activities. Some examples include the Federal Department of Labor Round 4 TAACCCT for advancing manufacturing awareness and training, financial resources from the AT&T Foundation (\$10,000), Nobles County Collaborative, Customized Training Pilot Program (\$237,000), MN Job Skills Partnership Grants which included \$275,710 with Chandler Industries to provide specialized training in Precision Machining and operational efficiency for 234 employees and \$49,842 for Northstar System Built to train 62 employees in Lean Manufacturing, Safety, and Production Processes. The Southwest Minnesota Career Pathways Program, joint partnership between ABE, PIC, and MN West CTC continued in its 14th year to provide training, college credit, and credentialing in manufacturing and health careers to over 150 students. These programs braid a number of funding streams to be made possible.

Additional grants received include the SLEDS Grant and Career Pathways for Continuous Improvement Project (CPIP). The CPIP grant will allow us to:

- To establish an advisory board and committee structure to oversee the development and management of career pathways in the Minnesota West Carl Perkins Consortium.
- To develop a concept proposal for a regional career guidance system for high school students in the Minnesota West Carl Perkins Consortium.
- For high school CTE teachers to use technical skill assessments (TSAs) as a means of program improvement and assessing technical knowledge and skills that students develop through their CTE courses. Instructors can use the data to focus classroom instruction and make curriculum adjustments to maintain alignment with industry and post-secondary technical programs.
- Provide high-quality professional development to CTE instructors about student engagement, labor market needs, and technical skill attainment.

Strategies:

Identify key employers, high school, college, economic development agency staff from across the region to form a Minnesota West Career Pathways Advisory Committee. TIMELINE: September 2017

The committee will determine a management and decision-making structure for the region to make sure all voices are heard, that regional resources are being blended efficiently, and that students are developing skills in the industry sectors that our regional economy most needs. TIMELINE: November 2017

SWWC and its partners will receive \$3 million in legislative funding to grow collaborative high school CTE programs in our 18 county region. This will provide us a tremendous opportunity to develop a new CTE delivery model.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
College and secondary CTE consortium members will receive services that meet their needs.	
Outcomes	
A survey of Minnesota West Carl Perkins consortium services will be sent to consortium members by May 2017 and results will be used to make changes to the types of services delivered and improve delivery methods.	
Measures	
97% of respondents will indicate they are satisfied or extremely satisfied with the Minnesota West Carl Perkins Consortium on annual CTE survey.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 5 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P8 Teacher Preparation, P9 Alternative Formats
Strategies	
Consortium plans, activities, staff development opportunities and other news will be shared with school district staff, college faculty, administrators, and critical partners.	
Outcomes	
The MN West Consortium will employ a coordinator to be a liaison between programs and faculty of college and regional high schools. Consortium staff will plan and attend meetings between secondary and college faculty based on discipline area, at least one time per year.	
Measures	
The consortium's website will be updated and maintained on a regular basis to provide 24-7 access to Carl Perkins data, event information, FAQ's, and Articulated College Credits.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$42,413.33
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$42,413.33
Secondary Required Activities	\$18,857.82
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$12,467.55
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$31,325.37
Total	\$73,738.70

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.*

Rigorous Program of Study

State-Approved Rigorous Program of Study	RPOS submitted with 10 components
Accounting	wg_MinnesotaWest_MarshallHS_Accounting_MN Programs of Study_ISEEK.pdf

Progress Update for Programs of Study and TSA

QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

Please be sure to include progress on technical skill assessments in your explanation.

The Minnesota West Consortium has been working on reviewing Programs of Student and ensuring technical skill assessments are offered and completed. In FY17, at the postsecondary level, Administrative Assisting, Automotive, Computer Technology, Diesel, and Electrician all completed NOCTI testing. Nursing students continue to complete the State Boards. Conversations and training may need to take place with the new instructors in Child Development and Carpentry regarding TSA's, their importance, and what to use.

Using Precision Exams for our Technical Skill Assessments has helped encourage more schools to assess their students. Precision Exams can be completed in a class period, are more affordable than other assessments which allows for pre and post testing, and they more closely align to the curriculum resulting in better scores. More funds had to be dedicated to purchasing the assessments. Most schools would not assess their students if the cost came from their already depleted local Perkins budgets. To help cover the anticipated costs for the FY18 assessments, we wrote and received a CPIP grant. Without dedicated funds to cover the costs, we fear participation will become an issue again and affect performance measures.

Assessments were given in Welding, Small Engines, Animal Science, and The Preparing for College and Careers assessment was used for students taking the Introduction to Medical Careers course.

Programs of Study

Career Fields	Career Clusters	Career Pathways	In which CTE Program?	At which High School? College?	State-Approved Postsecondary Assessments	In which course (use course code) or at what time in the program?	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive Technology	Minnesota West Community & Technical College		Prior to Graduation		
Business, Management, & Administration	Finance	Accounting	Business	Benson, Fairmont, Marshall, Canby, Montevideo		140710-16		
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Agriculture	Mountain Lake		019901		
Business, Management, & Administration	Finance	Accounting	Accounting	Minnesota West Community & Technical College		ACCT2101		
Business, Management, & Administration	Finance	Accounting	Accounting	Minnesota West Community and Technical College		BUS2201		
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Agriculture	Minnesota West Community and Technical College		AGRI 1125		
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Construction Occupations	Pipestone		171000		
Human Services	Human Services	Early Childhood Development and Services	Family and Consumer Science	Luverne		090101		
Human Services	Human Services	Early Childhood Development and Services	Child Development Technology	Minnesota West Community & Technical College		Prior to Graduation		
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive	Red Rock Central		170303-30		
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	MN West Community and Technical College		Prior to graduation		
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development	Agriculture	Mountain Lake		019901		
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	Montevideo		140710-41		
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Power, Structural, and Technical Systems	Welding	Minnesota West Community & Technical College		prior to completion		

Arts, Communication, & Information Systems	Information Technology	Network Systems	Business	Ortonville, Marshall, Montevideo, Murray County Central, Comfrey		Advance IT		
---	---------------------------	-----------------	----------	--	--	------------	--	--

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	85.40%
Actual Performance:	82.27%
General strategies planned to improve performance:	
Minnesota West has a number of high risk students including first generation, students living in poverty, and students with disabilities, all of which can impact student learning and skill attainment. We also serve a large geographical area including online students which also impacts student access to assistance. Minnesota West will continue to use Grade's First as our intrusive advising, early alert system, tracking, and centralized tutoring service center as a way to monitor progress and retention which is part of skill attainment. Campus Deans will also have conversations with faculty about their assessments and if appropriate or possible changes to make in curriculum. Minnesota West may also ask for technical assistance in this area.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:	2P1 – Credential, certificate, or degree
Negotiated Performance:	79.40%
Actual Performance:	77.61%
General strategies planned to improve performance:	
Minnesota West is invested in the success of our students and will continue to provide support to students so they can receive credentials, certificates and degrees. Minnesota West has a number of high risk students including first generation, students living in poverty, and students with disabilities, not to mention a large number of nontraditional learners of who can only reasonably attend on a part time basis. All of these can impact student learning completion rates especially time frame in which they complete their degrees. One way we are addressing this is exploring and executing partnerships with area ABE, Customized Training, Workforce, area high schools and alternative high schools to provide course work in hybrid formats, stackable credentials and easier access.	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:	2S1 – Technical Skill Attainment
Negotiated Performance:	54%
Actual Performance:	31.82%
General strategies planned to improve performance:	
Teachers who have given the assessments will give testimonials at annual FACS and Business meetings about the benefits to assessing their students. Explore the possibility of offering incentives for teachers who assess their students. The consortium may request technical assistance.	
Comments or context for actual performance (optional):	
We would like to suggest a change to the pass/fail scores for Precision Exams. We believe the national average should be sufficient until TSAs are more commonly used. Unfortunately poor scores are not helping sell the concept to teachers.	
Improvement Report 4	
Indicator Not Met:	5P1 – Nontraditional participation
Negotiated Performance:	12.40%
Actual Performance:	11.45%
General strategies planned to improve performance:	
Minnesota West along with most other institutions struggle to meet the negotiated target of nontraditional participation. It is an ongoing effort to recruit and retain nontraditional students. We continue to offer programs for students to explore a variety of career options such as the Career Expo, 9th Grade Exploration, Kids College, Breaking Traditions, and Scrubs Camps. These efforts will continue. Minnesota West has a partnership with ABE and area Workforce in which a number of Fast Trac programs are offered for credits in which are attempting to recruit nontraditional learners. Lastly transportation has been identified as a barrier for students participating. As a result Minnesota West is piloting a transportation program from Worthington to Jackson.	
Comments or context for actual performance (optional):	
Improvement Report 5	
Indicator Not Met:	5P2 – Nontraditional completion
Negotiated Performance:	9.29%
Actual Performance:	8.16%
General strategies planned to improve performance:	
Minnesota West is committed to and implements several efforts to recruit and retain nontraditional students. We continue to offer programs for students to explore a variety of career options such as the Career Expo, 9th Grade Exploration, Kids College, Breaking Traditions, and Scrubs Camps. These efforts will continue. Minnesota West has a partnership with ABE and area Workforce in which a number of Fast Trac programs are offered for credits in which are attempting to recruit nontraditional learners. Minnesota West offers of a number of support services to all students including nontraditional learners to assist with retention, persistence, and matriculation. These include Grade's First, Read Speak (text to speech software) in Brightspace, flexible tutoring, hybrid coursework, workshops, and College Central. Lastly transportation has been identified as a barrier for students participating. As a result Minnesota West is piloting a transportation program from Worthington to Jackson.	
Comments or context for actual performance (optional):	

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target. *

On an ongoing basis, MN West CTC employs a number of activities, best practices, and strategies that we hope positively influences student success and ultimately brings

the consortium closer to negotiated performance targets. Both faculty and staff had access to wide array of professional development activities that targeted improved teaching strategies, retention, advising, student success to name a few. These included but not limited to over 40 campus CTL events, Fall Kick Off, Spring CTL, CTE Works Summit, Student Affairs Conference, State Disabilities Conference, Luoma Leadership Academy, D2L Ignite, Electrical Summit, State Superintendent Workshop, BPA, Nursing Simulation, and Star of the North.

To address skill attainment and credentials MN West CTC continued to explore and execute partnerships with a variety of partners to provide hybrid format, easier access, and stackable credentials. These include but are not limited to CNA and Welding courses at the Marshall Area Technical Education Center. These courses are offered to both high school and adult students in which the 2 are comingled. The first Introduction to Health Careers course was offered in the northern service area in which students earned high school credit for the course which is articulated at the college. This course was offered in a hybrid format at the high schools, college and industry tours. As a result, multiple other career academies will be taking place in FY18. MN West CTC also continues to utilize the Grades First system for early alerts, advising, and comprehensive tutoring administration.

Nontraditional participation and completion were also below negotiated targets in which the consortium implemented a number of activities. We provide a multitude of activities in which students can experience hands-on learning and career exploration. These included the Career Expo, Career Fairs, Xtravaganza, Kids College, 9th Grade Exploration, Breaking Traditions, Scrubs Camp. Our partnerships with Workforce, Private Industry Council, ABE and area schools also present opportunities for students to explore a variety of career fields and receive credit or credentials in those areas.

Lastly, MN West embarked on a strategic enrollment planning process in FY17 to explore, critique, and develop processes around anything from prospecting, admissions, enrollment to advising best practices. One change that will be taking place, as a result, is MN West CTC will no longer charge a graduation application for students. There was discussion that a graduation application fee may prevent students from applying for graduation especially if they are graduating with multiple degrees. The intended outcome, of course, would be increased completion of programs, certificates, and credentials.

The number of Technical Skill Assessments given has increased slightly mainly due to the number of Ag teachers giving assessments. The teachers were exposed to Precision Exams at a conference and several used them last school year. The CPIP funds received helped ensure schools would do a second year of testing. Without this additional money, most would not have used their own Perkins funds to test again.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports. *

MN West CTC administrators, directors and consortium staff meet annually to develop targets for the following year's Perkins plan and evaluate the previous year. Along with that data and information is gathered from a number of other sources. Advisory boards are key to informing decisions within programs. Information is gathered from our ABE, Workforce, and Southwest West Central Coop partners to name a few. We use data to determine deficits and strengths and where more attention may be needed. The strategic enrollment initiative was developed as a result of data and continues to meet on a regular basis.

Precision Exams offers very detailed reports that help monitor the assessments given and the success rate.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts? *

Certainly, we would hope the efforts by our consortium and partners would lead to meeting the negotiated performance targets but moreover, we hope our efforts lend to better student outcomes, success, satisfaction and exceptional partnerships. At the college level, we are striving to meet our mission of preparing learners for a lifetime of success by being the regional college of choice. We do know enrollment was up about 6% in 2016-2017 and this fall about 2.5%.

Staff continues to share information about TSAs and encourage teachers to assess their students. Some teachers would like to see some kind of college credit given for those students who pass the tests. To get an assessment that is short enough to be completed in a class period, follows school curriculum, is affordable, plus gives college credit is probably unrealistic.

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
<p>This is the first year the Minneosta West consortium has not met it's performance goal for Technical Skill Attainment. We are aware that one district entered information about the TSAs into their reports incorrectly. With the small number of students tested, an error like that is probably the reason for not meeting our measures.</p> <p>Kari-Ann Ediger attended the annual Business conference this spring and met with many of our districts' MARSS staff. Hopefully there is a better understanding of how to enter data. The secondary coordinator will also contact each district that gave the assessments to make sure there is communication between the instructors and the MARSS staff.</p> <p>We are hoping to use Precision Exams for the upcoming school year. Schools that have used it have been very happy with the results.</p> <p>It is difficult to know if a teacher can or should be assessing their students. Without support from their administration, even willing instructors are not taking advantage of the opportunity to assess and use the information for program improvement. The consortium will consider offering incentives to programs who are willing to assess their students.</p>	
Resources Needed*	Technical Assistance
Timeline*	2016-17 school year
Person(s) Responsible*	Consortium secondary coordinator
How will progress be documented?*	The consortium tracks the districts who test and the scores submitted from those districts.
Sub-populations or groups where gap exists:*	Family Consumer Science classes often have larger populations of students with learning disabilities. The majority of the tests given were in FACS classes. This is less of an issue in the Accounting courses where the test is often given in the advanced classes.
Describe any contextual factors that might contribute to this gap:*	Until more teachers give the assessments, it's difficult to know if this is an issue.
Further Information	
<p>It has been difficult to get teachers to give TSAs. Many districts are too small to offer an advanced course that will cover the necessary coursework to pass the assessments. Many other districts have been approached, but with all the other assessments given and the amount of time given to student organizations, teachers are reluctant to use additional classtime for another assessment. One district that has always assessed its students will not be doing it in the future because of how difficult it is to order NOCTI tests and the requirement of having a proctor who isn't the teacher. A second district was going to test, but had similar problems with NOCTI. While Precision exams are a nice alternative, there is no college credit available and that was a determining factor to not test for one district. Business and FACS programs have been easiest to work with. The consortium has approached multiple Ag and Ind. Tech teachers, but none are willing to assess their students at this point.</p> <p>Staff from Precision Exams has contacted some key Agriculture teachers from the region. We are hopeful that if they give the assessment, they can influence others to try as well. We will try to focus on the courses that are able to articulate in hopes they will be more likely to give the assessments.</p> <p>The Precision Exam uses a cut score of 80% even though the national average is much lower. The national average was the pass/fail cutoff for the NOCTI. If the 80% level is used, only 29% of this year's students will pass. If the national average is used, 65% of the students would pass. If the 80% level is used, it may take a few years of consistently giving the assessment for teachers to make the necessary changes in their classes to raise the scores.</p>	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
<p>Minnesota West is committed to and implements several efforts to recruit and retain all students including nontraditional students. We will continue to offer programs for students to explore a variety of career options such as the Career Expo, 9th Grade Exploration, Kids College, Breaking Traditions, and Scrubs Camps. Minnesota West continues to grow relationships with area partners to offer for credit courses in alternative formats. Minnesota West offers a number of support services to all students including nontraditional learners to assist with retention, persistence, and matriculation. These include Grade's First, Read Speak (text to speech software) in Brightspace, flexible tutoring, hybrid coursework, workshops, Get Connected Day and College Central. Faculty and staff all have opportunity to be involved in professional development activities and will continue to be encouraged to do so especially as it relates to student retention and non traditional student participation. Lastly transportation has been identified as a barrier for students participating. As a result Minnesota West is piloting a transportation program from the Worthington area to the Jackson campus so students will have better access to CTE programs.</p>	
Resources Needed*	Professional Development
Timeline*	2016-2017 school year
Person(s) Responsible*	Faculty and staff
How will progress be documented?*	The consortium tracks and reports on the activities and programs provided to students to support their academic success, performance, and retention.
Sub-populations or groups where gap exists:*	Students in programs non traditional for gender.
Describe any contextual factors that might contribute to this gap:*	Students are frequently encouraged to pursue careers that are traditional for gender so when they explore career options with Minnesota West they are already focused in an area. Also students come with a variety of backgrounds and experiences including families, financial issues, learning disabilities to name a few. These all impact student ability to persist.
Further Information	
<p>Emphasis should be and will be placed on early exposure to CTE programs. Some of the activities currently offered to students prior to their sophomore year in high school are 9th Grade Exploration days and Kids College. Minnesota West also has been working with area high schools to do presentations within specific courses such as Ag classes which exposes students to non traditional career options.</p>	
Improvement Plan Supporting Documents (optional, not required)	

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

MN West CTC administrators, directors and consortium staff meet annually to develop targets for the following year's Perkins plan and evaluate the previous year. Along with that data and information is gathered from a number of other sources. Advisory boards are key to informing decisions with in programs. Information is gathered from our ABE, Workforce, and Southwest West Central Coop partners to name a few. We use data to determine deficits and strengths and where more attention may be needed. An example of this is our strategic enrollment initiative that began in FY17. Data showed strength in numbers of prospects and prospect to admitted but the numbers fell significantly from admitted to sitting. The strategic enrollment initiative took on the task of examining a multitude of processes which has resulted in a number of process changes and changes in job duties. The team continues to meet on a regular basis to address any and all enrollment issues.

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Attachments

Description	File Name	File Size
2017-18 CTE Collaboratives	map.png	192 KB

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

Feedback

Thank you for documenting the use of the regional workforce data as the needs assessment for new CTE programs, specifically precision machining and health information technology. We also applaud you for your development of hybrid delivery models for courses- balancing center-based instruction, community field experiences and online instruction. We appreciate you use of quantitative data in your APR. The Adult Pathways Partnership among ABE, PIC, and MN West CTC continues to be successful with the support of "leadership's willingness to take risks". Thank you for your work and a well-written APR.