



Status Report

01688-FY17 Riverland Consortium Perkins Application

Perkins IV Consortium

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

Goal 1 Narrative:

Riverland Consortium has developed and implemented 7 Programs of Study and 1 Rigorous Program of Study.

We will evaluate the 'condition' of the current programs of study with regard to what the consortium has set as the expectation for POS.

Based upon that evaluation – we determine what POS will be the priority (s) and how we wish the grant to be used to support it.

Riverland Consortium will consider the concept of a capstone course that completes a program of study.

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

In FY17 the Riverland Perkins consortium provided a greatly expanded and extensive 8th grade career fair, held April 5, in Owatonna. Riverland Community College was the lead organization and under the federal Carl D. Perkins grant partnered with regional school districts and businesses to host approximately 800 8th grade students at this Career Fair. The model used was the Minnesota Career Fields, Clusters & Pathways. The career fair was arranged with Career Fields grouped together and students were given time to explore each of the six career fields. Extensive work was done with participating schools to prepare the students for the event and post-event materials were provided to participant districts to build on the learning for the students going forward. The event provided an opportunity for students to learn more about a wide array of careers and the education necessary to enter a career. All of Riverland's CTE programs were represented and developed engaging exhibits to showcase their career area. The students had time to view various exhibits of materials, machines, and technology currently used in business and industry in various careers and to ask questions of professionals who work or teach using these kinds of technologies and tools. Students also participated in activities designed to assist students in identify their learning style and how that relates to career choices. They also learned about what we call "soft skills" that are necessary for success in education and employment. They had an interactive session that highlighted the various pathways to career success and the kind of education and time that a pathway might entail.

The Riverland Consortium had three POS staff development days in FY17, and started the planning process to revisit the POS for the consortium by using the Operations Team and the Consortium Coordinators to identify resources needed and organize further meetings to complete this work. In March the MDE data specialist for CTE presented a workshop for the Operations Team, and the POS specialist for the Minnesota State System Office presented a workshop on the re-design of the consortium POS. The Consortium coordinators worked with the three area chamber of commerce Executive Directors to present data and perspectives to the POS team at an April workshop. The Consortium also mapped what CTE programs are now in each of the local districts and the College, and this information was reviewed in light of information that the postsecondary coordinator obtained from DEED and the regional workforce centers.

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

The college is transitioning from leading the 8th grade career fair to creating a Central Lakes Bridges Model Career Day, for 11th grade career students in FY18 (October) and has plans to continue to support an 8th grade event by encouraging CTE faculty and staff to partner with those who will lead that event locally. As Riverland re-designs and refreshes their POS the 11th grade Career Fair will support clearer career pathways that are in regional demand, and will lead to more data on student transitions from secondary to postsecondary. The consortium is working for expanded offering in CTE under PSEO/concurrent enrollment. Our planned changes to POS should lead to more clearly defined pathways for concentrators and earlier starts for those who have a pathway interest.

The Operations Team met with Ginny in February and analyzed which programs we should focus on in the future. This involved having a group discussion with all of the schools to determine what programs are offered and what overlaps in each school. By narrowing down what the secondary schools offered, we were able to really determine what programs we had in common and share the success and failures of these programs.

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

The 8th grade career fair. This event was evaluated as extremely well organized and of values by both participant schools and CTE faculty and businesses who presented. Key was the pre-event communication with the participating schools on ways to prepare the students to make the best use of the time with engaging activities for the day, and with printed materials that supported the Career Wheel organization, and with plenty of supervision that was able to keep the traffic flow such that all students were able to see all career areas.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition, P11 Entrepreneurship

Strategies

1. Revisit all approved Programs of Study including the Rigorous ones.
2. Continue Professional Development for secondary and postsecondary instructors and counselors around the POS process, Articulation process, Career Development process and Experiential Learning.
3. Revisit the current TSAs for secondary
4. Research Alternative TSAs that could be utilized for secondary schools.
5. Support professional development via conferences, DACUM/Summits, workshops, study groups and professional memberships for instructors.
6. Acquire equipment, curricular resources and technology to support student learning that align with approved POS/RPOS.
7. **Fund advisor expenses for CTSO organizations.**
8. Increase the number of high school classes that are articulated with either regional or local agreements.
9. Identify a course that can be implemented within each school that fulfills the requirement of a TSA. (i.e Skills USA Employability; WorkKeys)
Early college initiatives

Outcomes

1. POS/RPOS will be aligned with Regional Labor Market Information.
2. Most all teachers/faculties for ALL schools are familiar with how to utilize the CTECreditMn.org instrument.
3. Teachers/faculties understand what a POS and how it can be beneficial to their students.
4. Utilized appropriate TSAs in each approved POS/RPOS.
5. All 8 High Schools have at least one articulated course
6. Most students leave high school with at least one certification.

Measures

1. All POS/RPOS match with regional industry needs.
2. At least 50% of the CTE teachers/instructors are familiar with the CTEcreditmn.org site
3. On the CTEcreditsMN website at least 8 high school courses are registered for articulation.

Post-Secondary Required Activities	\$28,500.49
Post-Secondary Permissible Activities	\$20,000.00
Post-Secondary Reserve	\$0.00

Post-Secondary Admin Cost	\$1,355.32
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$49,855.81
Secondary Required Activities	\$38,744.12
Secondary Permissible Activities	\$27,164.57
Secondary Reserve	\$8,802.44
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$74,711.13
Total	\$124,566.94

Reallocation Explanation

Goal 1 Objectives 2

Use of Funds Reallocation

Strategies

We have staff development set up to work on Programs of Study, Rigorous Programs of Study and Technical Skills Assessment. We are planning to meet with representatives from all 8 high schools to continue to develop these things. We have already scheduled these professional development activities, anticipating the importance of educating our consortium members of what we need to accomplish in these areas and developing strategies that will meet the needs of all schools in the consortium.

Outcomes

The outcomes will be the progress we make with our programs of study, rigorous programs of study, and technical skills assessment. We are bringing a number of new people into leadership positions within the consortium and it's important they all have a better understanding of these things. This was written into our original plan, but feel we didn't budget enough funds to pay for the travel/subs for the staff development to get everyone together at the beginning of the year.

Measures

Number of TSA's taken in the consortium
Progress made on Programs of Study
Progress made on RPOS

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	\$5,582.87
Post-Secondary Reallocation Reserve	\$2,237.34
Post-Secondary Total	\$7,820.21

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$4,802.65
Secondary Reallocation Reserve	\$444.07
Secondary Total	\$5,246.72
Total	\$13,066.93

Reallocation Explanation

We are bringing a number of new people in to leadership positions within the consortium to get a better representation from all 8 schools that are involved. As a consortium, we feel that professional development in the areas of POS, RPOS, and TSA's is necessary to better inform the group of these things. We wrote this into our original plan, but didn't anticipate the extra cost associated with the travel and subs for all the members of the consortium to be a part of this professional development.

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

Goal 2 Narrative:

Increase all forms of Experiential Learning. This needs to be done before one really gets benefits from mentorships/internships, and/or apprenticeships. Probably the easiest way to increase awareness with existing facets within ALL schools. (i.e. job shadowing, tours, informational interviews, service learning, etc.) These all can be implemented within already established curriculums.

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?)

All postsecondary and secondary programs have CTE Advisory Committees which meet at least twice annually, usually spring and fall, and have representation from career area business and industry, area employers, faculty, secondary teachers students and former students and other stakeholders.

We are encouraging as a consortium for committees to meet jointly with their program counterparts and many do serve on each other's committees.

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

All postsecondary programs have CTE Advisory Committees which meet at least twice annually, usually spring and fall, and have representation from career area business and industry, area employers, faculty, secondary teachers students and former students and other stakeholders. Agendas are prepared for every meeting, and items of discussion include: Program over view, number of students enrolled and completing, program curriculum and instructional methods and strategies, current industry standards and expectations, employment needs for the region, and so forth. Minutes are kept for each meeting and discussion is held on the agenda items. These postsecondary advisory committees are a vital link for programs to keep programs up-to-date with current industry standards and expectations, as well as providing opportunities for internships, and eventual employment in the career area. Please see attached list of donations by industry to postsecondary CTE programs, it approximately \$59,000.00 and is spread across several programs.

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?

Secondary and Postsecondary Advisory Committees business and industry partners are valuable asset to career program administration at both the college and in secondary schools. Individual programs have agreements for students to observe in an industry setting, conduct informational interviews, participate in short job shadowing experiences and in a small number of cases, work with a mentor over the course of the school year. In addition, youth apprenticeships in the manufacturing industry continue to exist.

In the work based learning programs students are also exposed to multiple business and industry partners through on-site visits as well as through as a speakers bureau.

Austin offers Mentorship, On the Job Training, a Step-up Program in the summer, shadowing opportunities for the AVID program, and PAES Lab . There are approximately 150 students involved in these programs in Austin.

Owatonna offers similar programs that allow students to get out into the real world to shadow and mentor with business leaders. Albert Lea offers their teacher academy, youth apprenticeship, diversified occupations, work-based learning for special education, and transition for disabled students. These programs include around 75 students. The smaller schools in the consortium are investigating different ways to create more opportunities in their schools and are trying to develop this type of programming. They struggle with opportunities because of lack of businesses in the smaller schools.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition

Strategies

1. Conduct Professional Development around what Experiential Learning is and how it can be implemented with an existing curriculum.
2. In those sites that already have mentorship/internship/apprenticeships, enhance and expand these options to more students.
3. Identify what is already offered within our community. (Workforce Centers, Businesses, etc.)
4. Build our advisory councils into meaningful and productive resource (combine advisory councils between secondary and postsecondary) and meet at least bi-annually.
5. Work with Chambers to “market” CTE type careers.
6. Utilizing Career Fairs expose Businessess/Industries to students.

Outcomes

1. Increase internship, apprenticeship, and mentorship participation.
2. Opportunities and participation of students to explore POS on college campus' as well as local/regional businesses/industries.

Business/Industry review and input to secondary and post-secondary CTE programs.

Measures

1. Number of student participants in clinicals, internships, mentorships, youth apprenticeship, work experience and service learning experiences. 2. Business and industry participation at advisory committee meetings (represent 50% of members attending)

Post-Secondary Required Activities	\$6,000.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$1,355.32
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,355.32
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$1,000.00
Secondary Reserve	\$0.00

Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$8,355.32

Goal 2 Objectives 2

Use of Funds

R3 All Aspects of an Industry, R5 Professional Development , P1 Advisory Committees, Reallocation

Strategies

1. Sharing and comparing what is working in advisory committee processes, and identifying the "next level" in the renewal of these for this consortium.
2. Professional development for CTE program Advisory committees. This work will be guided using the new publication: Career Program Advisory Committee Handbook and will engage all stakeholders and will include a variety of professional development events and individual program coaching on improving the advisory process.
3. Site visit to an existing career fair in March, and the further Development of a regional 8th grade career Fair in partnership with Chambers of Commerce, DEED, secondary schools and the College.

Outcomes

- Outcome: 1. Advisory Committee process will be strengthened for both the college and secondary partners.
2. Regional employers and workforce development stakeholders will be more engaged in the advisory committee process, membership will be more reflective of regional business and industry
 3. Regional Career Fair will provide a robust career exploration experience to regional students and will feature many high wage, high Skill, high demand careers.

Measures

Data will be gathered on:

1. Staff development activities and outcomes
2. Advisory Committee membership and this data will be used to further plan and develop committee structures and membership.
3. Number of schools participating from consortium will be at least 75% and at least 2 new schools from region will attend.

Post-Secondary Required Activities \$0.00

Post-Secondary Permissible Activities \$0.00

Reallocation Explanation

The consortium will put renewed emphasis on building advisory committees and will work toward increasing the effectiveness of the advisory committee structure in the consortium by analyzing current program advisory committees and introducing new resources to develop and enhance these committees further.

The consortium team will visit a Career Fair in March in Brainerd and use ideas gathered to continue to build the partnership with local Chambers of Commerce, DEED, secondary schools and the College for the 8th grade career fair event with the idea of growig the event regionally and expanding the business and industry support for this event as as future workforce development tool.

Post-Secondary Reserve \$0.00

Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$5,582.87
Post-Secondary Reallocation Reserve	\$2,237.34
Post-Secondary Total	\$7,820.21
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	\$7,820.21

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

The Riverland Consortium, in an effort to increase student success, will focus on the needs of special populations. Many services are utilized including tutoring, accommodations, assessments, training, campus visits, and adaptive equipment. Perkins Performance Indicators and identified needs are used to determine where resources will be employed. A Director of Retention position, located at the post-secondary level, will continue to be an integral part of the effort to support the needs of special populations at the post-secondary level. Riverland provides a Parent Center to support students who are also parents. Engagement of our minority populations – providing information regarding college preparation, selection, enrollment, and financing will continue to be a priority in this consortium.

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

The consortium supported the Region 10 low incidence work based learning project to provide a “contest-type” event for students on IEPs in the areas of job application skills, interview skills and brief speech-making. This event was held in Austin and many regional schools were able to attend.

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

Work based learning opportunities both in and out of school for students to age 21 seem to be the most effective. Several of our business partners are working to employ these students in retail and grocery stores in the region. The college continues to support students through our success center and through a variety of activities that are sponsored by the college through the office of diversity. The college also supported several staff members to attend the Dr. Donna Beegle poverty awareness training. Austin offers Explorations classes at the 9th grade level to give students a chance to try a few different CTE courses without committing to an entire semester on one class. This allows more students to try out CTE courses to see what they might like taking as sophomores, juniors, and seniors.

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 most pertinent data the consortium uses is enrollment data in work based learning programs as well as on-site skill based enrollment. The PAISE work labs are now present in our three large schools.

We look at our negotiated goals every year to see how we are doing and then try to discuss strategies that are working in schools that are having success attracting special pop students. These conversations took place at Operations Team meetings and our Programs of Study staff development.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition

Strategies

1. Continue to update and provide information to Counselors/Deans, teachers/instructors on non-traditional careers.
2. Utilizing existing avenues provide on a continuous bases information to parents around CTE careers. (school bulletins, newsletters, at conferences, etc.)
3. Create a follow up system (not just post cards, etc.) after career fairs especially with non-traditional students when interest is shown in a non-traditional career
4. Continue the "Be Your Best" program at Riverland which targets underserved populations and academically disadvantaged students to participate in a college prep program during the summer.

Organize campus and career day opportunities for underserved populations. (example: Latino College Fair, Diversity Career Day, College for my Child)

Outcomes

1. Counselors/Deans/teachers and Instructors are more familiar with non-traditional careers including what is defined as non-traditional.
2. Families are more aware of what non-traditional careers are and that they can be high skill high wage positions.
3. More students that are interested in non-traditional careers have the opportunity to future their research on these careers.
4. Students completuing a "Be My Best" Summer School

Measures

1. Increase the number of under-served populations enrolling in a high school courses aligned to a program of study.
2. Increase the number of under-served populations enrolling in a PS education program.
3. Increase the number of under-served populations enrolling in college prep courses in high school.
4. A follow up system has been created to identify that training to Counselors/Deans/teachers and Instructors have acquired information around 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	\$1,355.32
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$800.00
Secondary Reserve	\$0.00
Secondary Total	\$800.00
Total	\$2,155.32

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

Goal 4 Narrative:

The Riverland Consortium places utmost importance in creating and sustaining a variety of options and opportunities for students to engage learning at the post-secondary level. Essential to student success will be adequate preparation leading to a successful transition to post-secondary learning. Rigorous programs of study are a necessary factor in this transition. However, POS will not be useful to students and parents who have little or knowledge of their existence. Effective career guidance encompassing exposure, exploration, and decision making will provide the platform for this transition and ultimately, retention of students in CTE programs.

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

Riverland CTE concurrent broken out from chart below:

2016-17

Sections	course #	Course title	#students
1	AGBS 2000	Introduction to Agribusiness Management	19
1	AUTO 1201	Introduction to Automotive	8
1	BUSA 2043	Principles of Marketing	21
1	BUSO 1620	Introduction to Computer	12
3	BUSO 2641	Applied Principles of Bookkeeping	40
1	CARE 1300	Student Success Strategies	10
1	IMMR 1725	Arc Welding	4
1	IMMR 2765	Gas, Metal, Arc Welding I	7

Riverland concurrent courses 2016-2017

# of sections	Course	TITLE
1	AGBS 2000	Introduction to Agribusiness Management
1	AUTO 1201	Introduction to Automotive
2	BIOL 1091	General Biology I
2	BIOL 1092	General Biology II
1	BUSA 2043	Principles of Marketing
1	BUSO 1620	Introduction to Computer
3	BUSO 2641	Applied Principles of Bookkeeping
1	CARE 1300	Student Success Strategies
1	CHEM 1201	General Chemistry I
1	CHEM 1202	General Chemistry II
1	CMAE 1514	Manufacturing Skill Standards Council (MSSC) Safety
3	ECON 2292	Microeconomics
8	ENGL 1101	Composition I
1	ENGL 1103	Introduction to Literature
1	ENGL 1104	Composition II: Argument
1	ENGL 1105	Composition II: Research
1	ENGL 2242	American Literature II
1	GSCL 1270	Employment Search Skills
1	GSCM 1510	Workplace Human Relations
4	HIST 1001	United States History: Colonial to 1877
4	HIST 1002	United States History: 1877 - Present
1	HIST 1011	Early European History (Ancient to 1688)
2	HIST 1012	Modern European History (1688 - Present)
8	HUMA 1101	Humanities I
4	HUMA 1102	Humanities II
1	IMMR 1725	Arc Welding
1	IMMR 2765	Gas, Metal, Arc Welding I
2	MATH 1050	Mathematics for Liberal Arts
7	MATH 1110	College Algebra
5	MATH 1120	Trigonometry
6	MATH 1210	Calculus & Analytic Geometry I
1	MUSC 1111	Survey of Music

2	MUSC 1125	Instrumental Ensemble
1	PHYS 2101	General Physics I
1	PHYS 2501	General Physics Lab I
7	PSCI 1010	American Government and Politics
3	PSCI 1020	State and Local Government
1	PSCI 1030	International Relations
2	SPAN 1002	Beginning Spanish II
2	SPAN 2001	Intermediate Spanish I
2	SPAN 2002	Intermediate Spanish II
7	SPCH 1100	Fundamentals of Speech

PSEO Certified Nursing Assistant:

Fall 2016

HCNA 1100

2 sections 25 students

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

Riverland Community College is NACEP accredited and the above courses (all of which are Riverland courses) are concurrent enrollment and are transcribed by the high school as well as the college for dual credit for the student.

The college and consortium schools are also part on the southern Minnesota regional transfer and articulations MNCredit.org group that organizes and documents articulated credits for various CTE courses in the region.

Highlight Goal 4, Question 2: Pilot Riverland Cosmetology PSEO Program

The Gap: Inaccessibility to career and technical programs via the postsecondary education option program (PSEO).

Students who qualify for the PSEO program traditionally are students who are in the upper third of their graduating class or are students who score above the 70th percentile on the ACT, SAT or PSAT.

The majority of students who benefit the most from career and technical programs do not always fall into the criteria for a traditional PSEO student. These same students are the students who benefit the most from hands on, experiential, visual learning.

The Solution

Start a PSEO program in Riverland's cosmetology program to provide accessibility to those students who would not normally be eligible for the PSEO program.

Timeline:

Riverland's cosmetology program planned in FY17 to start a part time PSEO program for FY18. Austin High School and Grand Meadow High School are the partners in the initial PSEO program. The HS students will come to the College from 1:30 – 3:00 p.m. Monday through Thursday. Students that start the cosmetology PSEO program in the junior year will complete 15 credits toward the cosmetology diploma by the time they graduate from high school.

Performance Measures

The Cosmetology PSEO students will graduate on time from their high school.

The Cosmetology PSEO students will continue on in Riverland cosmetology program after graduating from high school.

Retain the Cosmetology PSEO students in the educational pipeline at Riverland or another postsecondary institution, even if they do not choose cosmetology as their program of study.

Next steps

Monitor the success of the Cosmetology PSEO program during the 2017-2018 school year.

Reach out to other area high school partners for (FY19) academic year 2018-2019.

This program has great promise to reach students who are at risk of not completing high school and who are traditionally underrepresented in higher education by giving these students a well-constructed pathway to a living wage career option that is of interest to the student.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition

Strategies

1. Identify how information around careers is distributed to students in ALL of our schools.
2. Provide Professional Development to our Counselors around CTE programs, careers, articulation agreements, and Personal Learning Plan, etc.
3. Utilize software to assist in course and career planning at the middle and high school levels (MCIS, Naviance, IDEAS, ACT prep)
4. Support the newly created Director of Admissions and New Student Relations. A direct connection exists between this new position and the new state legislation requiring the 9th grade career/pathway connections to provide a menu of options and support CTE concurrent which will directly benefit CTE
5. Riverland will continue to host a community job fair in partnership with the Workforce Center.
6. Collaborate with both CTECreditsmn and the Regional Articulation Committee.

Outcomes

1. Increased student awareness and access of career planning programming leading to increased student participation in CTE courses and programs of study
2. Effective partnerships between secondary, post-secondary, and community resulting in career fairs/college exposure events.
3. Increased collaboration between secondary school and post-secondary partners in orienting students and parents in college preparation activities.
4. Riverland will partner with Workforce Center and business to continue to provide educational opportunities for their clients/employees to move into high-skill, high-wage, or high demand occupations.
5. Students enroll and complete college entrance exams.
6. Increased awareness of articulation agreements both regional and local.

Measures

1. There will be an increase in CTE enrollment at the PS level.
2. Member schools will have access to career guidance programs.
3. School advisement and/or college readiness programs accessing mnprogramsofstudy.org.
4. All consortium partners participate in the Riverland College Fair. 5. Students and parents who have attended college preparation activities.
5. At least one articulated program is established in all 8 schools.

Reallocation Explanation

Post-Secondary Required Activities	\$24,117.00
Post-Secondary Permissible Activities	\$20,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$45,472.32

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$11,500.00
Secondary Reserve	\$2,000.00
Secondary Total	\$13,500.00
Total	\$58,972.32

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Consortium Operations Team members leaders will attend Perkins related professional development opportunities and continue to meet on a monthly basis to implement the yearly plan.. Executive Board members will meet twice a year to provide direction and leadership necessary to sustain quality CTE programs within the consortium. It will provide vision and direction for the operations team..

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

This year we felt that our Executive Team was fully functioning, as it is something that we started last year. Also, our Operations Team also includes representatives from every school in the consortium that will meet quarterly. This past year was really the first time we have had both groups fully functioning and meeting on a regular basis. The communication between members of each of these groups has really improved how our consortium operates.

We also had staff development meetings with the entire operations team in November and February, which also included the new post-secondary coordinator. These meetings focused on data collection and our Programs of Study and gave all of our Operation Team Members some valuable insight into how the consortium needs to operate.

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

See attached chart of members, positions, and terms, 17-20 Consortium Leadership Team.

We now have all schools represented on the Operations Team and have business and industry representation involved on the Executive Board. In the past, we did not always have representation from the smaller schools in the consortium, and we have made an effort to make sure to have better communication and representation from everyone.

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

School district representatives attended several staff development opportunities focused on local and regional Perkins data as well as identifying programs of study throughout the consortium schools. This year we met with a staff member from each school on both staff development days. This was a first for our secondary partners to all meet versus have one larger school represent the voices of the small schools. This resulted in a better understanding of the consortium work and helped us to think regionally as a consortium in our decision making.

These meetings will now occur quarterly moving forward this year. In addition our boards will meet quarterly

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

The consortium applied for and received a \$20,000 CPIP grant in Fiscal Year 18 to assist in the re-design of the programs of study.

Attached is a PDF of business and industry donations to Riverland Community College.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R5 Professional Development , R10 Collaboration, R10 Collaboration, Post-secondary Admin Cost, Secondary Admin Cost, R5 Professional Development , R10 Collaboration, Post-secondary Admin Cost, Secondary Admin Cost, R10 Collaboration, Post-secondary Admin Cost, Secondary Admin Cost, R5 Professional Development , R10 Collaboration, Post-secondary Admin Cost, Secondary Admin Cost

Strategies

1. Identify liaisons in ALL the schools to be the person to provide information to the other staff around CTE programs and other information.
2. Continue to build the newly constructed Executive Team and educating them on CTE programs and other policy making elements of the consortium.
3. Contract for a PS CTE Concurrent Enrollment Coordinator.

Outcomes

1. Secure consortium-wide support for proposed restructure.
2. Members of the Leadership team will be responsible for communicating with the groups they represent.
3. The Executive team, comprised of the designated Perkins coordinators from the secondary and postsecondary systems, will be charged with the responsibility for the implementation of the Perkins plan.
4. Address the growth of CTE in high schools.

Measures

1. Leadership team will meet two times a year to make recommendations toward the development of the annual consortium plan.
2. Agenda, minutes and participation from all consortium representatives at each scheduled meeting.
3. Consortium-wide events are scheduled and held.
4. CTE collaborations will increase.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$30,138.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$14,917.65
Post-Secondary Admin Cost	\$1,355.33
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$46,410.98
Secondary Required Activities	\$19,909.00

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	\$19,909.00
Total	\$66,319.98

Goal 5 Objectives 2

Use of Funds Secondary Admin Cost

Strategies

Secondary Admin Cost Only

Outcomes

Secondary Admin Cost Only

Measures

Secondary Admin Cost Only

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	\$5,269.35
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,269.35
Total	\$5,269.35

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

General Management

Riverland_AlbertLeeHS_General
 Management _ MN Programs of Study _
 ISEEK.pdf

General Management Riverland_AustinHS_General
Management _ MN Programs of Study _
ISEEK.pdf

General Management Riverland_OwatonnaHS_General
Management _ 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.

Our consortium has identified current programs of study in our schools. Going forward, we plan to further refine our programs of study and re-design our Rigorous Program of Study that will be inclusive of all of our schools. Currently we know that the college and all secondary schools have CTE agriculture programs as does the proposed additional district (Kingsland) that has applied for permission to join Riverland Perkins Consortium. Agriculture has a wide breadth of areas of study. Our goal is to continue to determine which areas are commonality and those we need to support and broker for pathways for students in other areas.

In the area of Technical Skills Assessment we focused on two TSAs—WorkKeys and Precision Exams Work Skills. In some schools, the local workforce development staff helped administer the WorkKeys to our students. In others, the Precision Exams Work Skills assessment was administered by staff. This was our first time through with the Precision Exams and we will continue to provide more support in the implementation of that exam this year. We did determine that the Precision Exams was not the best choice for our special population students on IEPs who are in WBL programs. WorkKeys has been successfully used in our youth apprenticeship programs. We are just beginning to use it in our diversified occupations programs. In addition, our Certified Nursing Assistant students through the PSEO programs take the boards necessary to be licensed in Minnesota.

Austin took the 21st Century Skills TSA in business classes as a test for the consortium to see if it is something that we want to continue in the future for the whole consortium. After analyzing the results, we determined that most seniors scored very well on the test and most sophomores didn't do as well. Thinking about being ready for work, this made sense as the seniors are hopefully leaving us more prepared than the sophomores. This is something we are planning on expanding across the consortium to see if all schools are preparing their students for the world of work.

The challenges facing rural schools, of course, is hiring CTE teachers except in the area of agriculture. Agriculture teachers provide many advantages for us as they can teach many of the IT coursework. But finding limited FACs, Business and IT teachers continues to be a struggle. In our smaller schools where the ag teachers are retiring, we are hopeful we will be able to backfill those positions. This still limits the breadth of CTE course offerings for small schools.

Marketing careers in the CTE area is an area where all of our partners continue to progress. Local and regional workgroups support the CTE coursework and are strongly encouraging schools to add, or at the very least, not reduce coursework. Riverland has provided posters, traveling displays, speakers and the new career fair option to help our students further explore careers in the CTE area. Local chamber of commerce representatives met with all of our partners to discuss ways we can work together as a region to support business and industry as well as students by continuing to offer these programs. This vocal support also has overflowed to local school board discussions to support through staff development and local curricular resources.

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
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Arts, Communication, & Information Systems	Arts, Audio/Video Technology and Communications	Audio/Video Technology and Film	N/A	Austin	N/A
Business, Management, & Administration	Finance	Business Finance	Business	Austin	N/A
Business, Management, & Administration	Finance	Accounting	Accounting	Austin	End of program
Business, Management, & Administration	Finance	Accounting	Accounting		End of program
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	Business	Austin/Owanna	N/A at this time
Business, Management, & Administration	Business, Management, and Administration	General Management	Business	Austin/Owanna/ Albert Lea	N/A at this time
Engineering, Manufacturing, & Technology	Manufacturing	Maintenance, Installation, and Repair	Industrial Maintenance	Austin/Albert Lea	End of program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Carpentry	Austin	End of Program

Engineering, Manufacturing, & Technology	Manufacturing	Production	Industrial Maintenance	Albert Lea	End of Program
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Food Products and Processing Systems	N/A	Albert Lea	N/A at this time
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Auto Service Collision Repair Diesel Technology	Austin/Albert Lea	End of 1st Yr, End of Program
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Auto Service Collision Repair Diesel Technology	Albert Lea	End of program
Human Services	Human Services	Early Childhood Development and Services	Human Services	Austin	N/A at this time
Health Science Technology	Health Science	Health Informatics	Medical Admin Assistant	Albert Lea	N/A at this time
Arts, Communication, & Information Systems	Arts, Audio/Video Technology and Communications	Printing Technology	Graphics	Austin	End of Program
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Administrative Assistant AAS	Riverland	End of Program

Improvement Report

Improvement Report 1

Indicator Not Met:	1P1 Technical Skill attainment
Negotiated Performance:	86.21
Actual Performance:	78.70

General strategies planned to improve performance:

FY15 Response: Administration has reviewed the decrease with faculty and together they determined strategies to increase performance. Nursing is in transition of a curriculum change.

FY16 Response: There have been several changes implemented to the nursing department in FY16 such as exam prep assistance. Scores have since increased but will not be realized until the next reporting period.

Comments or context for actual performance (optional):

According to the MnSCU Accountability site for year 2013, the licensure exam pass rates are indicated below:

Riverland Nursing - LPN: Candidates = 59, Passing = 56, Pass Rate = 94.9% Riverland exceeded system colleges by over 4%
MnSCU Total Nursing - LPN: Candidates = 1,504, Passing = 1,362, Pass Rate = 90.6%
Riverland Nursing RN-AS: Candidates = 72, Passing = 53, Pass Rate = 73.6% Riverland just below state system by 3%
MnSCU Total Nursing RN-AS: Candidates = 1,766, Passing = 1,411, Pass Rate = 79.9%
Riverland Radiography: Candidates = 15, Passing = 13, Pass Rate = 86.7% Of the 6 that did not pass in the state, 2 were from Riverland.
MnSCU Total Radiography: Candidates = 107, Passing = 101, Pass Rate = 94.4%

According to the MnSCU Accountability site for year 2014, the licensure exam pass rates are indicated below:

Riverland Nursing - LPN: Candidates = 33, Passing = 32, Pass Rate = 97.0% Riverland exceeded system colleges by 12%
MnSCU Total Nursing - LPN: Candidates = 1,422, Passing = 1,209, Pass Rate = 85.0%
Riverland Nursing RN-AS: Candidates = 59, Passing = 39, Pass Rate = 66.1% Riverland was below state system by approximately 16%
MnSCU Total Nursing RN-AS: Candidates = 1,717, Passing = 1,408, Pass Rate = 82.0%
Riverland Radiography: Candidates = 15, Passing = 14, Pass Rate = 93.3%
MnSCU Total Radiography: Candidates = 113, Passing = 108, Pass Rate = 95.6%

Improvement Report 2

Indicator Not Met:	2S1 Technical Skill Attainment
Negotiated Performance:	54.0
Actual Performance:	No Data Submitted

General strategies planned to improve performance:

We are going to a new test for the entire consortium that is going to cover workforce readiness. We feel this will give us a better idea of how we are preparing students for the future and help us get a test that better fits each curriculum area. In the past, teachers have struggled in picking out the right test for their curricular areas, so we believe this test will better fit our goals in our classes and at our schools. Workshops will be held for targeted areas; and data review conducted on TSAs administered in FY16.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:	3P1 Student retention or transfer
Negotiated Performance:	25.57%
Actual Performance:	18.93%

General strategies planned to improve performance:

This summer the PS Coordinator will meet with the Institutional Researcher to identify specific programs where retention may be a concern. Once identified, we will work with the appropriate dean, Director of Retention and program faculty to devise a plan to increase performance on this accountability measure.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:	4P1 Student placement
Negotiated Performance:	86.50
Actual Performance:	83.57

General strategies planned to improve performance:

FY15: There was a transition in personnel during this time. However, the college has invested in a new software program that is more user friendly for both employers and students <http://www.riverland.edu/placement/index.cfm> which should help with the announcements of program related positions from employers to our students. Faculty remain an integral connection of students to the industry. We have determined that reporting may have been an issue in the recording of placement activities and will place greater emphasis on data collection efforts.

FY16: There has been greater emphasis placed on program advising forming a stronger relationship with faculty and students to assist in connecting students to employers. Advisory committees have been a useful resource as well. Employer partnerships are increasing which in turn will have an effect on students' obtaining related employment after graduation. The PS Perkins Coordinator will work with the Institutional Researcher to analyze data and realize potential strategies to address the decline.

Comments or context for actual performance (optional):

FY15: Negotiated target 86.5 - Actual performance 84.04 = Deficiency of 2.46%

FY16: Negotiated target 86.5 - Actual performance 83.57 = Deficiency of 2.93%

Improvement Report 5

Indicator Not Met:	5P1 Nontraditional participation
Negotiated Performance:	19.00%
Actual Performance:	17.18%

General strategies planned to improve performance:

FY15:

IWITTS posters were ordered with previous Perkins funds and distributed to area high schools.

This spring collision repair faculty and I participated in an IWITTS online course on non-traditional gender recruitment and retention. In June a faculty member from the industrial maintenance and mechanics program will be attending the same course but in a two day conference format. Upon his completion of the course, the faculty and I will meet to compare our recruitment and retention plans and create a master template available to all our CTE faculty.

In addition I am open to whatever resources the state can provide. I would like to see the state host a professional development workshop for Perkins leaders and teachers since this seems to be a problem area for many.

FY16:

PS will continue to seek strategies to further improve performance. Collaboration with the Institutional Researcher may uncover unidentified challenges to meeting this target. The consortium as a whole will continue career exploration activities that include non-traditional gender role models.

Comments or context for actual performance (optional):

FY15: Target = 19.00%, Actual = 16.47%

FY16: Target 18.90%, Actual = 17.18% Although we did not meet the state target, we did show improvement.

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.

- 1P1. Administration and faculty worked with the nursing department to implement curricular changes to improve performance.
- 2S1. Secondary tested the Precisions Exam 21st Century Skills TSA at Albert Lea and Austin to determine if this is a TSA that we would like to use in the future. We liked the test and were able to use results to show some of our students were ready to enter the workforce, while others were not. We would like to expand this test for the entire consortium in the coming year.
- 3P1. The college worked with the admissions director, the institutional researcher, and the Dean of CTE to identify specific programs and areas of reporting to ensure the data was accurately entered. The performance improved following that intervention.
- 4P1. The college is moving toward an engaged advising model to improve student completion rates and we are working with the IR and the Placement Specialist to ensure the data we are submitting under this indicator is correct.
- 5P1. The college continues to work to improve non-traditional participation in CTE programs. One of the strategies employed was the admissions department hosted several events for non-traditional students for career areas. For example, they had an IT Exploratory evening event for women and one for the building trades for women as well. In March, the college hosted a superintendent's coffee and conversation that discussed career options, including the shortage areas where non-traditional participation would be a solution.

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.

We took advice from our executive board, college administration and from our district administration. We met with CTE teachers and faculty to determine how to meet these goals. We discussed which TSA to offer and which students counselors could work with for some of our programs.

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

We plan to continue to make incremental progress in the area of TSA's and nontraditional participation and completion. The college is also working with the IR to better inform faculty of the data that gives a picture of their program. We are always hoping to meet the goals that are negotiated and hope to hit them all this year!

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

FY16: We are using results from this year's TSA's to help develop instruction to help improve TSA scores. We are looking to change the TSA test to a Work Skills test so we are having out students take tests that better match the curriculum of the classes and an overall goal of improving students workforce readiness for the future. This is the first year we are going to be doing this type of assessment, so it will set a standard for years to come and help us determine what areas need to improve in our classrooms.

Resources Needed

Additional curricular modification to match test specs.

Timeline

2016-future

Person(s) Responsible

Schools administering TSA's

How will progress be documented?

Longitudinal performance data.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

We're hoping this test prevents these gaps for certain groups as workforce readiness is something all students should receive in the variety of class offerings.

Describe any contextual factors that might contribute to this gap:

Nature of elective programming prohibits all students having same level of preparation.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Stakeholders: Teachers, students, administration, and consortium.

Using TSA assessment results to help teachers determine where the gaps are in curriculum.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 2

Indicator Number (i.e. 1S1 or 2P1)

3P1 Student retention or transfer

Action Steps to improve the performance

FY15: Target = 27.30%, Actual = 25.83% (for 2012-2013 reporting year) The addition of the Dean of Students position has brought an increased focus on student retention and transfer. The Perkins PS Coordinator is a member of the newly created strategic enrollment management team which is a cross departmental team concentrating on enrollment and retention. We are in the beginning stages of reviewing the previous retention plan to revise and update or delete and start over.

FY16: Target = 25.57%, Actual - 18.93% (for 2014-2015 reporting year) The improvement plan for FY17 will consist of expanding the communication about this decreasing target with other Riverland departments to find the root cause and address it accordingly.

Resources Needed	Personnel from multiple departments
Timeline	On-going
Person(s) Responsible	PS Perkins Coordinator and several internal departments
How will progress be documented? <i>Could be by demographic characteristic, school, program, other</i>	On the PARs for the PS Coordinator
Sub-populations or groups where gap exists:	Will work with Institutional Researcher to identify specific programs where retention or transfer may be an issue.
Describe any contextual factors that might contribute to this gap:	We now have an Institutional Researcher on staff who can pull accurate data that will help our institution to increase this number. We did not have this assistance in the past.
Further Information <i>Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:</i>	
The institutional researcher will be a tremendous help in assembling accurate data for administration and PS Coordinator to review.	
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.

Secondary met to determine which test would be most appropriate for our consortium and which programs would make the most sense for these TSA's. We selected the Precisions TSA for 21st Century Skills to test with Albert Lea and Austin and found out that it was an appropriate test to give for these classes. Looking at data from previous tests that were given, it was tough to select a test that acutally fit what we are teaching, so this one really fit best. We are planning on expanding this test to more schools next year.

We used specific data from the IR to analyze why we were not meeting the target and Riverland has added a Director of Retention position and the coordinator worked closely with that person to institute strategies to improve stdudent retention and transfer numbers, including more specific advising of students and more information for staff to appropriately record student information.

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

File Name	Description	File Size
17 20 Riverland Consortiu~1.docx (6 KB).URL	Consortium Leadership Chart	1 KB
Owatonna APR data base 16-17.xlsx	Owatonna High School APR database	38 KB
Perkins 2016-17 Equipment Inventory.xlsx	Perkins Equipment Inventory 2016-17	10 KB
PS Donations from Business~1.pdf (74 KB).URL	Donations from business and industry	1 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.

With the help we received from Ginny and Kari-Ann Ediger this past year, we feel we are on the right track. We were able to narrow our Programs of Study and may still need some further help selecting our Rigorous Program of Study and implementing it. We have plans in place for continued training this year for each of these. We were able to obtain an additional grant to help us get some further guidance with these things and to update our POS web site.

General Management at Albert Lea High School

Enter the Program of Study information specific to this school and pathway.

- [High School Courses](#)
- [Enhanced Learning](#)
- [Post-Secondary Connections](#)
- [Status & Validation](#)
- [View All \(read only\)](#)

Status and Validation

Approval Level: State Consortium State RPOS

Approval Status: In Progress Inactive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
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Language Arts	2 cr English 9B English 9A	2 cr Journalistic Writing 10B Journalistic Writing 10A English 10B English 10A	2 cr CIS Writing College Papers (elective) (CE) Humanities English 11B Humanities English 11A English 11B English 11 A	2 cr CIS Writing College Papers (elective) (CE) CIS Humanities English 12B (CE) CIS Humanities English 12A (CE) English 12B English 12A
Math	2 cr Honors Geometry A/B Honors Intermediate Algebra A/B Intermediate Algebra A/B	2 cr Honors Algebra 2 A/B Honors Geometry A/B Plane Geometry A/B	2 cr Honors Algebra 2 A/B Pre-Calculus A/B (CE) Statistics Plane Trigonometry Algebra 2 A/B	AP Calculus (AP) Pre-Calculus A/B (CE) Statistics Plane Trigonometry Algebra 2 A/B
Science	2 cr Scientific Technique & Engineering Earth and Energy Science	2 cr General Biology A/B Biology A/B	2 cr General Biology A/B AP Biology A/B (elective) (AP) General Chemistry A/B Chemistry A/B Chem in the Community A/B	General Chemistry A/B General Biology A/B Chemistry A/B Chem in the Community A/B Anatomy and Physiology (elective) Physics A/B (elective) AP Biology A/B (elective) (AP)
Social Studies	2 cr World History/Geography 1 A/B	1 cr World History/Geography 2 A/B	2 cr U.S. History A/B Psychology (elective) Criminology (elective) AP Modern European History (elective) (CE) CIS Humanities Social 11 A/B (CE)	2 cr Psychology (elective) Criminology (elective) CIS AP Government A/B (elective) (CE) Economics Systems American Govt.
Other Requirements	Req 9-12 Tiger Choir and Band Video Production	1 Cr PE Symphonic Band A & B Varsity Choir	1 Cr Health Varsity Choir Digital Photography	2 Cr Art Elective Symphonic Band A & B Varsity Choir

	<p>Graphic Arts</p> <p>Housing and Interior Design</p> <p>Begining Acting</p> <p>Symphony Orchestra</p> <p>Tiger Choir</p> <p>Tiger Band</p> <p>Drawing B</p> <p>Drawing A</p> <p>Sculpture and Ceramics B</p> <p>Sculpture and Ceramics A</p> <p>Mixed Media Art A/B</p> <p>9th PE</p>	<p>Digital Photography</p> <p>Civil Engineering and Architecture (OTHER)</p> <p>Black and White Photography</p> <p>Painting</p> <p>Media Studies</p> <p>Video Production</p> <p>Graphic Arts</p> <p>Housing and Interior Design</p> <p>Begining Acting</p> <p>Concert Choir</p> <p>Symphony Orchestra</p> <p>Concert Band A & B</p> <p>Drawing B</p> <p>Drawing A</p> <p>Sculpture and Ceramics B</p> <p>Sculpture and Ceramics A</p> <p>Mixed Media Art A/B</p> <p>Health 10</p>	<p>Symphonic Band A & B</p> <p>Painting</p> <p>Civil Engineering and Architecture (OTHER)</p> <p>Black and White Photography</p> <p>Publications</p> <p>Media Studies</p> <p>Video Production</p> <p>Graphic Arts</p> <p>Housing and Interior Design</p> <p>Begining Acting</p> <p>Concert Choir</p> <p>Concert Band A & B</p> <p>Symphony Orchestra</p> <p>Drawing B</p> <p>Drawing A</p> <p>Sculpture and Ceramics B</p> <p>Sculpture and Ceramics A</p> <p>Mixed Media Art A/B</p>	<p>Digital Photography</p> <p>Civil Engineering and Architecture</p> <p>Black and White Photography</p> <p>Painting</p> <p>Media Studies</p> <p>Publications</p> <p>Video Production</p> <p>Graphic Arts</p> <p>Housing and Interior Design</p> <p>Begining Acting</p> <p>Concert Choir</p> <p>Concert Band A & B</p> <p>Symphony Orchestra</p> <p>Drawing B</p> <p>Drawing A</p> <p>Sculpture and Ceramics B</p> <p>Sculpture and Ceramics A</p> <p>Mixed Media Art A/B</p>
Career and Technical Electives for College Credit			<p>Accounting B (CE)</p> <p>CIS MS Word (CE)</p> <p>CIS Intro to Computers (CE)</p>	<p>Accounting B (CE)</p> <p>CIS MS Word (CE)</p> <p>CIS Intro to Computers (CE)</p>
Career and Technical Electives	<p>Basic Computer Systems</p> <p>Word and Information Processing</p> <p>Computer Technology</p>	<p>Business Managment in Action</p> <p>Entrepreneurship Small Business</p> <p>Basic Computer Systems</p> <p>Word and Information Processing</p> <p>Computer Technology</p> <p>Personal Finance</p>	<p>Tigervision A & B</p> <p>Business Management in Action</p> <p>Entrepreneurship Small Business</p> <p>Accounting B (ACC)</p> <p>Accounting A</p> <p>Basic Computer Systems</p> <p>Word and Information Processing</p>	<p>Tigervision A & B</p> <p>Work Experience Diversified Occupations</p> <p>Work Seminar Diversified Occupations</p> <p>Business Managment in Action</p> <p>Entrepreneurship Small Business</p> <p>Accounting B (ACC)</p> <p>Accounting A</p>

			Personal Finance	Basic Computer Systems Word and Information Processing Personal Finance
Other Suggested Electives	Spanish 1 A & B Aquatics	Spanish 2 A & B Spanish 1 A & B Weights & Fitness Aerobics & Fitness Aquatics	Spanish 3 A & B Spanish 2 A & B Spanish 1 A & B Adv. Weights & Fitness Weights & Fitness Aerobics & Fitness Aquatics	Spanish 4 A & B Spanish 5 A & B Spanish 3 A & B Spanish 2 A & B Spanish 1 A & B Adv. Weights & Fitness Weights & Fitness Aerobics & Fitness Aquatics

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

OTHER: Please meet with your counselor or advisor before registering for these courses.

High School Enhanced Learning

Work-Based Learning	Work Seminar/Internship
Service Learning	Key Club, Lions Club, Rotary Club, Youth in Government
College Preparation	ACT-Plan Test, Accuplacer
Student Organizations	BPA, FFA, Skills USA

Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Riverland Community College - Albert Lea	Business		
Riverland Community College - Albert Lea	Business		
Riverland Community College - Austin	Business		
Riverland Community College - Austin	Business		

[Riverland Community College - Online](#) Business

[Riverland Community College - Online](#) Business

[Riverland Community College - Owatonna](#) Business

[Riverland Community College - Owatonna](#) Business

College & University Enhanced Learning

Work-Based Learning	
Service Learning	
Career Preparation & National Accreditation	
Student Organizations	

[Return to list of Programs of Study](#)

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General Management at Austin High School

Enter the Program of Study information specific to this school and pathway.

- [High School Courses](#)
- [Enhanced Learning](#)
- [Post-Secondary Connections](#)
- [Status & Validation](#)
- [View All \(read only\)](#)

Status and Validation

Approval Level: State Consortium State RPOS

Approval Status: In Progress Inactive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
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Language Arts	1 credit required Language Arts 9 (1 cr)	1 credit required Language Arts 10 (1 cr)	1 credit required Composition (.5 cr) Modern Literature (.5 cr) RCC Speech (.75 cr) Suggested Interpersonal Skills (.5 cr)	1 credit required Lincoln-Douglass Debate (.5 cr) RCC Freshmen English (.75 cr) Suggested Interpersonal Skills (.5 cr)
Math	1 credit required Geometry (1 cr) Algebra (1 cr)	1 credit required Advanced Algebra (1 cr) Geometry (1 cr)	1 credit required Pre-Calculus (1 cr)	Statistics (1 cr) Suggested
Science	1 credit required Physical Science (1 cr)	1 credit required Biology (1 cr) Pre-AP Biology (1 cr)	1 credit required Chemistry (1 cr)	Anatomy & Physiology (1 cr) Physics (1 cr)
Social Studies	1 credit required American History I (1 cr)	1 credit required American History II (1 cr)	1 credit required Global Insights (1 cr)	1 credit required U.S. Government & Politics (.5 cr) Economics (.5 cr) Suggested RCC Microeconomics (.75 cr) Suggested RCC/AP Human Geography
Other Requirements	Physical Education (.5 cr) null Health (.5 cr)	Creative or Performing Art Elective (1 cr)		
Career and Technical Electives for College Credit			Marketing & Management II (1 cr)	Marketing & Management II (1 cr)
Career and Technical Electives	Intro to Business & Marketing (.5 cr) Explorations (1 cr) Word Processing (.5 cr) null	Intro to Business & Marketing (.5 cr) Marketing & Sales I (1 cr) Word Processing (.5 cr)	Intro to Business & Marketing (.5 cr) Marketing Internship (1 cr) Marketing & Sales 1 (1 cr) Accounting (1 cr) Word Processing (.5 cr)	Accounting (1 cr) Intro to Business & Marketing (.5 cr) Marketing & Sales I (1 cr) Marketing Internship (1 cr) Mentorship (.5 cr)
Other Suggested Electives		Spanish I (1 cr)	Spanish II (1 cr) Video Production I (.5 cr)	Sociology (.5 cr) Criminal Justice (.5 cr)

			Video Production (.5 cr)	Criminal Justice (.5 cr)
				Careers (.5 cr)

Legend:

High School Enhanced Learning

Work-Based Learning	
Service Learning	
College Preparation	
Student Organizations	

Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Ridgewater College - Willmar	Marketing and Sales Management		
Riverland Community College - Albert Lea	Business	Southwest Minnesota State University	Management
Riverland Community College - Austin	Business	Cardinal Stritch University	Management
Riverland Community College - Austin	Business	Metropolitan State University - St. Paul	Individualized Studies
Riverland Community College - Austin	Business		
Riverland Community College - Online	Business	Cardinal Stritch University	Management
Riverland Community College - Online	Business	Metropolitan State University - St. Paul	Individualized Studies
Rochester Community and Technical College	Business Management		
Rochester Community and Technical College	Business Management		
South Central College - Faribault	Marketing Management		
South Central College - North Mankato	Marketing Management		
St. Cloud Technical & Community College	Sales and Management Associate		

College & University Enhanced Learning

Work-Based Learning	
Service Learning	

Career Preparation & National Accreditation	
Student Organizations	

[Return to list of Programs of Study](#)

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General Management at Owatonna High School

Enter the Program of Study information specific to this school and pathway.

- High School Courses
- Enhanced Learning
- Post-Secondary Connections
- Status & Validation
- View All (read only)

Status and Validation

Approval Level: State Consortium State RPOS

Approval Status: In Progress Inactive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS Courses				
Subject	9th Grade	10th Grade	11th Grade	12th Grade

Language Arts	English 9 or Enriched English 9	English 10 or Enriched English 10	American Literature or AP Lit and Comp or Foundations of American Lit	Composition or AP Language and Comp or Technical Comp .5 credit English elective taken in Junior or Senior year
Math	Intermediate Algebra or counselor recommendation null	Geometry or Counselor recommendation	Algebra 2 or counselor recommendation College Algebra (ACC)	counselor recommendation AP Statistics (AP) College Algebra (ACC)
Science	General Science 9 or Physical Science	General Biology	must complete either Chemistry or Physics - junior or senior year	must complete either Chemistry or Physics - junior or senior year
Social Studies	American Studies 9 or Enriched American Studies 9	American Studies 10 or Enriched American Studies 10	World History or AP World History	Political Science or AP Political Science Economics or AP Economics
Other Requirements	Introduction to PE 1.0 Arts credit prior to graduation - multiple courses meet this requirement .	Health 1.0 Arts credit prior to graduation - multiple courses meet this requirement	1.0 Arts credit prior to graduation - multiple courses meet this requirement	1.0 Arts credit prior to graduation - multiple courses meet this requirement
Career and Technical Electives for College Credit	Word Processing 1 (ACC) Word Processing 2 (ACC)	Word Processing 1 (ACC) Word Processing 2 (ACC) Small Business Entrepreneurship (ACC)	Accounting 1 (ACC) Accounting 2 (ACC) Advanced Marketing (ACC)	Accounting 1 (ACC) Accounting 2 (ACC) Advanced Marketing (ACC)
Career and Technical Electives	Introduction to Business Interactive Multimedia Personal Finance Careers	Interactive Multimedia Personal Finance Introduction to Business Personal Law Careers	Career Mentorship Workplace Human Relations (ACC) Marketing Personal Finance Interactive Multimedia Personal Law Introduction to Business	Career Mentorship Workplace Human Relations (ACC) Business Internship Introduction to Business Personal Finance Interactive Multimedia Personal Law
Other Suggested Electives	2 credits in same World Language prior to graduation	2 credits in same World Language prior to graduation	Public Speaking (ACC) 2 credits in same World Language prior to	Public Speaking (ACC) 2 credits in same World Language prior to

College prior to graduation

College prior to graduation

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AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

High School Enhanced Learning

Work-Based Learning	Business Internship, Career Mentorship
Service Learning	Youth Student Leadership
College Preparation	Accuplacer, ACT
Student Organizations	BPA, DECA

Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Ridgewater College - Willmar	Marketing and Sales Management		
Riverland Community College - Albert Lea	Business		
Riverland Community College - Online	Business	Cardinal Stritch University	Management
Riverland Community College - Online	Business	Metropolitan State University - St. Paul	Individualized Studies
Riverland Community College - Online	Business		
Riverland Community College - Owatonna	Business	Cardinal Stritch University	Management
Riverland Community College - Owatonna	Business	Metropolitan State University - St. Paul	Individualized Studies
Rochester Community and Technical College	Business Management		
South Central College - Faribault	Marketing Management		
St. Cloud Technical & Community College	Sales and Management		

College & University Enhanced Learning

Work-Based Learning	Internship
Service Learning	
Career Preparation & National Accreditation	Accreditation for Business Schools and Programs (ASBSP)

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