



Status Report

02068-FY18 Southeast Consortium IV Perkins Plan

Perkins IV Consortium

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

Goal 1 Narrative:

FY18 was a time of change and growth for the Southeast Consortium. Amid a changing landscape at Minnesota State College - Southeast, we continued to move forward with the required aspects of the Perkins Consortium in addition to continuing to develop innovative programming.

The heart of industry in Southeast Minnesota is manufacturing and health care. Our Programs of Study reflect that reality. One really exciting and innovative program that didn't technically qualify as a Program of Study for FY18 (that is being worked on for FY19!) is the REACH Program at Winona Senior High School. The REACH Program, a choice program, is an opportunity for high school juniors and seniors to become immersed in the Manufacturing sector through courses and experiential learning. It is also a program that leads to certification through a partnership between Winona Senior High and Minnesota State College - Southeast.

An additional innovative practice that came through in FY18, with results showing up in FY19, is the partnership among Red Wing High School, the Red Wing Area Manufacturers Association, and Precision Exams. The Red Wing Area Manufacturers Association agreed to recognize the manufacturing-related Precision Exams earned by local students. The bulk of this start-up work was done in FY18, with TSAs from Precision Exams being implemented in FY19.

Between our existing Programs of Study and the Winona REACH and Red Wing High School initiatives, the groundwork was laid in FY18 for an increase in Programs of Study in FY19. The line-up of Programs of Study also includes the Rushford-Peterson Certified Nursing Assistant Program, which was implemented in FY17 and continued in FY18. This program is an exemplary model for rural school districts.

FY18 saw the implementation of job-alike Regional Meetings to address professional development needs. In partnership with the Rochester/Zumbro Education District Perkins Consortium, we invited job-alike high school teachers to Regional Meetings. Cohorts included Agriculture, Business & Marketing, Counselors, Family and Consumer Science, Industrial Technology, and Work-Based Learning. Feedback from these sessions was overwhelmingly positive and these Regional Meetings will continue into FY19.

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

The following activities were conducted during FY18 to support Programs of Study:

- The Secondary Coordinator joined the Winona Business Education Network and the REACH Manufacturing Advisory Committee to connect Perkins work with the implementation of the REACH model at Winona Senior High School.
- The Secondary Coordinator worked with the Red Wing CTE Advisory Committee to support the planned implementation of Precision Exams as a recognized credential for students at local manufacturing companies.
- Regional Meetings were held for job-alike CTE staff in Southeast Minnesota. These agendas included industry tours, TSAs, connection to Minnesota State College - Southeast and Rochester Community and Technical College, and peer-to-peer collaboration (exact agenda varied slightly from cohort to cohort).
- Through a partnership with four local school districts, Workforce Development, Inc., and Minnesota State College - Southeast, a "Senior Day" was held on the campus of Minnesota State College - Southeast. This day emphasized the transition from high school to post high school life and options.
- Through a partnership with the local Community and Economic Development Agency and Workforce Development Inc., a Houston County Economic Summit was held to start to address employer needs and school needs. An emphasis was placed on experiential learning.
- Plainview-Elgin-Miillville piloted an experiential learning model within their Agriculture Department that led to, among other things, industry tours.
- The Secondary Coordinator spent time meeting with various stakeholders (both school and non-school personnel) throughout FY18 to building relationships and to support continuums of programming options for high school students.
- A sub-grant process was designed to give secondary schools an opportunity to help implement, upgrade, and/or refine their CTE Programming. A good example of this was with Rushford-Peterson. Using Perkins dollars, they were able to purchase a Plasma Cam and VCarve software. Both of these purchases significantly upgraded their CTE technology and purchase of these items would have been harder to do using regular school and department budgets.
- High school students from area school districts attended transportation night, which included hands on demonstration of automotive mechanical services, autobody, diesel maintenance technology and truck driving. Students also met with industry representatives to discuss career pathways.
- At MSC Southeast, there was significant investment in improving technologies and equipment in career and technical programs. First, state of the art welding equipment was purchased and is now available students. This resulted in an increase in student interest in the program and the fall 2018 class is larger than ever. Further, technologies/equipment have been enhanced in construction technology, band instrument repair, and nursing.

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

At Rushford-Peterson High School, 8 students participated in the Certified Nursing Assistant program, with 7 of the students passing the Certified Nursing Assistant exam.

At Red Wing High School, 23 "proficient" scores were earned on their TSAs (PLTW - Principals of Engineering, Introduction to Engineering Design, Digital Electronics, and Civil Engineering and Architecture).

At Lewsiton-Altura High School, 9 out of 12 students scored proficient on their TSA (PLTW).

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

A truly innovative and forward-looking activity from FY18 was the Winona Senior High School REACH Program. This program is worth repeating/sharing with others because of these reasons:

- It gives high school students a hands-on immersion experience in Manufacturing (and, starting in FY19, Health and Human Services);
- It is employer led (facilitated by the Winona Chamber of Commerce, using the Minnesota Chamber of Commerce's Business Education Network framework)
- It ties into post-secondary programming options;
- It is a model that can be replicated in a fairly straightforward way; and
- At the end of the day, it is a really good thing for students.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R2 Programs of Study

Strategies

Consortium members who have implemented state and consortium-recognized Programs of Study and Rigorous Programs of Study programming prior to FY18 will have the needed curriculum, equipment, supplies and/or professional development needed to sustain and improve their Programs of Study and/or Rigorous Programs of Study.

Outcomes

Working through established and emerging partnerships, there will be ongoing dialogue and work towards the sustainment, improvement and/or establishment of state and consortium recognized programs of Study.

Measures

The Southeast Consortium completed a self-assessment on current Programs of Study and Rigorous Programs of Study to ensure that state requirements are being met and the programming is supporting increased student opportunity.

Post-Secondary Required Activities	\$6,948.59
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	\$6,948.59
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	\$6,948.59

Reallocation Explanation

Goal 1 Objectives 2

Use of Funds

R7 Initiate/Improve/Modernize Technology

Strategies

Technologies in programs of study will be enhanced to provide students with state of the art training and an experience with technology that mirrors that of industry.

Outcomes

Student learner outcomes will be enhanced via the new technologies, students will be more engaged, and graduation rates will increase as a result.

Measures

Student success rates will increase by 2% for students in programs with enhanced technology.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$27,909.50
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$27,909.50
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	\$27,909.50

Reallocation Explanation

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

Goal 2 Narrative:

FY18 was a year of rich partnership building in the Southeast portion of Minnesota! Highlights included:

- The Houston County, then Houston County and Fillmore County, and (into FY19) the Bluff Country Collaborative. What started as an idea with the Houston County Community Economic Development Agency (CEDA) lead morphed into an Experiential Learning initiative involving Houston County schools (initially), then Houston County and Fillmore County schools, and (currently) an initiative that is spanning a geographical region we are calling "Bluff Country" (this includes several school districts, CEDA folks, and Workforce Development, Inc. partnering together). Along the journey in FY18, this partnership produced an Economic Summit, a Senior Day program, and multiple meetings with school personnel and business personnel respectively on how to produce an effective experiential learning collaborative. An additional outcome of this collaborative work was the application for a Youth Skills Training (YST) grant. Although not awarded in FY18, feedback was positive and this group will re-submit for a YST grant in FY19.
- The coming together of multiple entities to review how to best capitalize on the collective impact represented. Entities represented included the Rochester/Zumbro Education District Perkins Consortium, the Southeast Perkins Consortium, Workforce Development, Inc., DEED, Region 10 Special Education, and the Southeast Service Cooperative. Referred as the "CTeam", we met several times in FY18 to develop a strategic action plan that would like to positive experiential learning and related opportunities for students in Southeast Minnesota.
- The Winona Business Education Network and REACH Program advisory committees were run during FY18. Headed up by the Winona Chamber of Commerce, these committees were responsible for the implementation of a Manufacturing immersion experience as well as planning for the implementation of a Health and Human Services REACH Program in FY19.
- The Red Wing Career and Technical Education Advisory Committee partnered with the Red Wing Area Manufacturers Association to produce an agreement highlighting the use of Precision Exams as a locally-recognized credential within the manufacturing sector.
- The 7 school districts in Goodhue County collectively applied for a YST Grant, which was awarded. The working committee with this grant includes secondary and post-secondary personnel, as well as employer engagement. Implementation of this grant will be done in FY19.
- The Winona Business Education Network applied for, and received, a YST Grant as well. Winona is moving forward with this grant in FY19.

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?)

There are multiple advisory committees in place in the Southeast Consortium. At the secondary level, the majority of the advisory committees are for local school districts and generally do not have any post-secondary representation. There are a couple of notable exceptions to this - (1) Red Wing has an advisory committee that represents both secondary and post-secondary and (2) Winona's Business Education Network also includes post-secondary personnel - including both the two and four year colleges).

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

Advisory Committee members are important to our CTE programs. Advisory Committees help inform programming, curriculum, instruction, and assessment.

At the secondary level, the two most innovative Advisory Committees have been the Red Wing Advisory Committee and the Winona Business Education Network. The Red Wing Advisory Committee led the way to securing a partnership with the Red Wing Area Manufacturers Association to have local credentials recognized by local industry. The Winona Business Education Network has provided equipment, materials, and advising to the creation, implementation, refinement of the Winona Senior High School REACH Program.

At the regional level, the Bluff Country Collaborative, led by CEDA, has been instrumental in starting to connect business with industry (see next question for more details).

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?

What follows is a summary of high-lighted work-based learning opportunities nurtured through the connection business and industry to schools (this is not an exhaustive list - just highlights):

- Bluff Country Collaborative: This collaborative brought together 55 businesses in February 2018 to rally around experiential learning at the high school level. From that time until now, a refinement process has brought that number to 20 - meaning there are 20 businesses ready to offer experiential learning opportunities to local high schools. The total number of impacted students will be determined in FY19.
- Winona Business Education Network/REACH Program: 30
- Plainview-Elgin-Millville Experiential Learning Pilot: 105
- Rushford-Peterson Certified Nursing Assistant Program: 8
- Tower View Alternative High School Work-Based Learning Program: 9

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R10 Collaboration

Strategies

Utilize partnerships with business and industry to strengthen advisory committees, increase knowledge that is current in industry and identify the latest in technologies that can help students

Outcomes

to do

Measures

to do

Post-Secondary Required Activities	\$9,212.29
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	\$9,212.29
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	\$9,212.29

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

There has been a big step forward for students with disabilities regarding the college's ability to assist students who are sight-impaired. In the past students had to come to a specific office in the Learning Resource Center to use a technology that converts text to speech. In the spring MSC Southeast purchased Readspeak, a technology that provides the same function AND is available on our website. For sight-impaired students, this means they do not need to have to go through the sometimes awkward experience of documenting their disability. Instead, any and all students can use this technology that is located on the D2L Brightspace, the college's teaching and learning software that is available on our website.

Further, tutoring services have been expanded to address new subjects such as the Practical Nursing program and students in Transportation programs.

Finally, a new gateway has been opened for economically disadvantaged students through the Hope Academy. This is a collaboration with Winona State university where low income students are brought to campus to experience the college environment and the programs that are offered.

At the secondary level, the secondary coordinator participated in the formation of a multi-dimensional team over the latter part of FY18. This team, called the CTeam, brings together the following entities: Workforce Development, Inc., Southeast Service Cooperative, Region 10, STEMForward, the Rochester/ZED Perkins Consortium and the Southeast Perkins Consortium. One of the purposes of the team is to align our efforts collectively and to stay connected to the work happening in the various areas represented at the table.

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

For the first time in recent memory, secondary worked with key stakeholders in the Southeast part of the state to produce a Work-Based Learning Workshop This one-day workshop was created with two main goals in mind: (1) bringing together both special education and general education work-based learning folks to start to break down silos and (2) to generate traction to continue this work in FY19.

We had a strong showing in this workshop and participants were positive about the experience as well as the potential for continued work. FY19 will see the continuation of this work.

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

Universal design, the approach of making a technology available to all students, was adopted to overcome the barrier of reticence that some students have in identifying themselves as having a disability.

The strategy of bringing students to campus intentionally was used to overcome the barrier that many high school students are nervous about visiting colleges. Studies show a number of high school students don't believe they are college material or that they can afford college. "Pushing" college information helps the students overcome this barrier.

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.

Our consortium uses data in identifying the trends of students with disabilities as well as other special populations. When we identified that the number of students with disabilities is increasing, MSC Southeast looked for strategies to further help the growing population.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R9 Special Populations

Strategies

disability services, diversity and tutoring

Outcomes

todo

Measures

todo

Post-Secondary Required Activities	\$93,417.70
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Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$93,417.70
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Secondary Required Activities	\$0.00
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Secondary Permissible Activities	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$0.00
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Total	\$93,417.70
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Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Narrative:

FY2018 was a great year of growth for articulation between MSC Southeast and the Southeast secondary partners. The year saw an increase in the number of high school students that attended MSC Southeast at the college campuses or online, and also an increase in the number of articulated courses where the students received college credit for a high school course. MSC Southeast has NACEP accreditation for its concurrent courses and programs. This ensures that the student receives the same education in high school that they would receive in college, and helps reduce the amount of time it takes for the student to obtain a college degree, diploma, or certificate.

Further, MSC Southeast is strengthening its connection with Southeast high schools to build stronger career and technical education bridges. This is done through relationship-building with secondary teachers and principals, as well as with increased classroom visits.

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

There has been an increase in the number of articulated agreements in the areas of prototype engineering, CNC, and other areas. Transfer credit courses offered include math,
There were 750 high school students who attended MSC Southeast in FY2018. This number includes 605 students that are in “college in the school.”

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

All articulated credits are transcribed on the college transcripts as well as the high school transcripts.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R11 Articulation

Strategies

todo

Outcomes

todo

Measures

todo

Reallocation Explanation

Post-Secondary Required Activities	\$34,045.23
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$34,045.23
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$34,045.23

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

With changes at Minnesota State College - Southeast, FY18 was a time of reflection and growth for our consortium. The Goodhue County Education District continues to be the secondary fiscal host and employ the Secondary Coordinator. Minnesota State College - Southeast continues to be the post-secondary fiscal host and employ the Post-Secondary Coordinator. The Secondary and Post-Secondary Coordinator met/talked/collaborated multiple times over the course of FY18 to ensure that the consortium moved forward in a positive manner.

The FY18 budget was developed through the lens of feedback from both secondary and post-secondary stakeholders. At the secondary level, this included face-to-face meetings and electronic communication.

Partnerships such as the "CTeam", the Bluff Country Collaborative, the Youth Skills Training grants, and teacher/staff Regional Meetings allow the consortium to ensure that all stakeholders are connected to the work being done and have an opportunity to participate in programming and initiatives that benefit their students and staff.

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

The secondary and post-secondary fiscal hosts employ a secondary and post-secondary coordinator, respectively, to plan and monitor Perkins activities. These coordinators met and communicated frequently in FY18.

The teacher/staff Regional Meetings allowed staff in attendance to ask questions and get information from the Secondary Coordinator. The partnerships that occurred in FY18 allowed for the Southeast Perkins Consortium to be positioned as a key stakeholder in CTE in Southeast Minnesota. These partnerships involved a significant investment of time (and mileage!) by the secondary and post-secondary coordinators.

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

The Leadership Team in FY18 for the consortium consisted of the Secondary and Post-Secondary Coordinators implementing and monitoring the FY18 plan. Feedback loops at the secondary level included the teacher/staff Regional Meetings, individual meetings/communication with secondary stakeholders, and partnership meetings, e-mails, and phone calls. These feedback loops included all of the secondary district staff.

The partnership teams that formed a significant infrastructure of support included a diverse stakeholder make-up - including secondary, post-secondary, employers, and related organizations such as Workforce Development, Inc., DEED, and CEDA.

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

The needs assessment was gathered at the secondary level through in-person visits, e-mail communication, and involvement on boards and regional efforts. Feedback from each of these areas was used to work with the Post-Secondary Coordinator to develop our FY18 plan.

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

In FY18, the secondary side of the consortium engaged in additional grants and funding braiding in the following examples:

- The Winona Business Education Network and REACH Program combines Perkins dollars with non-Perkins grant dollars and employer dollars to help develop its programming.
- Goodhue County Schools, the Winona Business Education Network, and Houston County (now Bluff Country Collaborative) applied for the Youth Skills Training grant. Goodhue County and Winona were awarded the grant. Houston County/Bluff Country Collaborative will re-apply in FY19.
- In many cases, school districts combine their funding with Perkins funds to secure equipment, supplies, and staff opportunities in the sub-grant process.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R10 Collaboration

Strategies

The strategy is to develop relationships in the consortium, including with the Winona and Red Wing Chamber of Commerces, local businesses, secondary and post secondary education, and non-profit organizations, to sustain and continuously improve the consortium.

Outcomes

Additional opportunities will be created to grow partnerships through job opportunities for students, investment opportunities for businesses in our high schools and college, and improved learning about current industry standards and practices.

Measures

Several new machines were donated to MSC Southeast, including a truck by a local car dealer for the diesel program, and additional funds were contributed to support technical education.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$6,349.35
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	\$6,349.35
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	\$6,349.35

Rigorous Program of Study

State-Approved Rigorous Program of
Study

RPOS submitted with 10 components

Progress Update for Programs of Study and TSA

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

Expanding our Program of Study offerings continues to be a consortium goal.

Our sub-grant process helped continue to strengthen our existing Programs of Study. In terms of efforts in FY18 that will impact our Programs of Study in FY19, there are two prominent examples. The first one is with Winona Senior High School and their REACH program. Their programs (Manufacturing and Health and Human Services) are not listed in our current POS but their design matches the intent of POS. Likewise, Red Wing High School, already with listed POS, is expanding their career pathway programming in FY19. This, coupled with the wholesale purchase of Precision Exams, will lead to more POS in FY19.

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Engineering, Manufacturing, & Technology	Manufacturing	Production	American Welding Society SENSE - Welding	Project Lead The Way Computer Integrated Manufacturing		Industrial Technology	Lewiston-Altura / St. Cloud Technical & Community College	PLTW CIM / End of Program (post-secondary)

Health Science Technology	Health Science	Therapeutic Services	National Council of State Boards of Nursing National Council Licensure Examination for Registered Nurses, State Certification Exam	National Occupational Competency Testing Institute Health Care Core Curriculum (HCCC)	Healthcare Core	Rushford- Peterson / MSC - Southeast	Healthcare Core / End of Program (post- secondary)
Health Science Technology	Health Science	Diagnostic Services	American Registry of Radiologic Technologists Radiologic Technologist Examination	National Occupational Competency Testing Institute Health Care Core Curriculum (HCCC)	Healthcare Core	Rushford- Peterson / MSC - Southeast	Healthcare Core / End of Program (post- secondary)
Human Services	Human Services	Early Childhood Development and Services	National Occupational Competency Testing Institute Early Childhood Education and Care - Advanced	National Occupational Competency Testing Institute Early Childhood Education and Care - Basic	FACS/Early Childhood Development & Services	Rushford- Peterson / MSC - Southeast	Early Childhood 2 / End of Program (post- secondary)
Engineering, Manufacturing, & Technology	Manufacturing	Maintenance, Installation and Repair	Manufacturing Skills Standards Council Certified Production Technician - Certification	Project Lead The Way Computer Integrated Manufacturing	Industrial Technology	Lewiston- Altura / South Central College	PLTW CIM / End of Program (post- secondary)

Engineering, Manufacturing, & Technology	Science, Technology, 'Engineering, and Mathematics	Engineering and Technology	Skills USA Work Force Ready System Engineering Technology	Project Lead The Way Principles of Engineering End of Course Assessment	Industrial Technology	Red Wing Senior High / South Central College	581 Principles of Engineering / End of Program
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Engineering, Manufacturing, & Technology	Science, Technology, 'Engineering, and Mathematics	Engineering and Technology	Skills USA Work Force Ready System Engineering Technology	Project Lead The Way Principles of Engineering End of Course Assessment	Technology Education	Kingsland High School / South Central College	PLTW POE / End of Program (post- secondary)
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Engineering, Manufacturing, & Technology	Manufacturing	Production	American Welding Society SENSE - Welding	Project Lead The Way Computer Integrated Manufacturing	Technology Education	Kingsland High School / St. Cloud Tech. & Comm. College	PLTW CIM / End of Program (post- secondary)
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Engineering, Manufacturing, & Technology	Science, Technology, 'Engineering, and Mathematics	Engineering and Technology	Skills USA Work Force Ready System Engineering Technology	Project Lead The Way Principles of Engineering End of Course Assessment	Technology & Engineering	Lewiston- Altura / South Central College	PLTW POE / End of Program (post- secondary)
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Engineering, Manufacturing, & Technology	Manufacturing	Maintenance, Installation and Repair	Manufacturing Skills Standards Council Certified Production Technician - Certification	Project Lead The Way Computer Integrated Manufacturing	Technology Education	Kingsland High School / South Central College	PLTW CIM / End of Program (post- secondary)
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Improvement Report

Improvement Report 1

Indicator Not Met:	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance:	60.23%
Actual Performance:	57.06%

General strategies planned to improve performance:

Strong achievement in reading/language arts is a multi-year process and is truly a team effort among educators. The impact of a student's total school experience is relevant to reading/language arts academic achievement. Specific to high school CTE educators and programs in the Southeast Consortium, the main strategy is to support increased achievement in this area will be the Professional Development Cohort Model. This initiative, new in FY18, will give job-alike educators in Business and Marketing, Family and Consumer Science, and Industrial Technology the opportunity to improve their skill set pertinent to their role in CTE. Included in this professional development will be the topic of reading/language arts - specifically technical reading and writing.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:	1S2 ? Academic Attainment in Math
Negotiated Performance:	48.13%
Actual Performance:	46.28%

General strategies planned to improve performance:

Strong achievement in math is a multi-year process and is truly a team effort among educators. The impact of a student's total school experience is relevant to math academic achievement. Specific to high school CTE educators and programs in the Southeast Consortium, the main strategy is to support increased achievement in this area will be the Professional Development Cohort Model. This initiative, new in FY18, will give job-alike educators in Business and Marketing, Family and Consumer Science, and Industrial Technology the opportunity to improve their skill set pertinent to their role in CTE. Included in this professional development will be the topic of math.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:	6S1 ? Nontraditional participation
Negotiated Performance:	38.19%
Actual Performance:	36.34%

General strategies planned to improve performance:

In order to improve nontraditional participation rate, the Southeast Consortium will focus on equipping building administrators, school counselors, and CTE staff with the information necessary to support conversations with students which encourage nontraditional participation. This information will be shared at the consortium's annual fall meeting, during the biannual school counselors meetings, and at the Professional Development Cohort Model meetings. This information will likely take the form of posters, reports, video, and related media and material. The goal is to ensure that the key adult stakeholders have a strong grasp of the challenges and potential in this area in order to accurately inform and support students, families, and communities. An additional strategy will be to work with local school district Advisory Committees to promote nontraditional participation through community-school partnerships.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:	1P1 ? Technical Skill attainment
Negotiated Performance:	84.47%
Actual Performance:	76.47%

General strategies planned to improve performance:

There was a focus in FY2018 on providing students the support they need through tutoring, disability services, and improved curriculum to support improved TSA scores. It is anticipated that the performance in next year's numbers will reflect this.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:	3P1 ? Student retention or transfer
Negotiated Performance:	22%
Actual Performance:	19.15%

General strategies planned to improve performance:

A key initiative on student retention has been moving forward-- Starfish is a technology tool that has been used by staff to provide more frequent and targeted assistance to students who are struggling. In FY2018 MSC Southeast made great strides in having programs, faculty and advisors use this tool to provide a more effective retention plan that will help improve performance in this indicator.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met:	4P1 ? Student placement
Negotiated Performance:	90.55%
Actual Performance:	86.65%

General strategies planned to improve performance:

The local economies in Red Wing and Winona continue to improve such that students have a fairly easy time of finding employment. In addition, MSC Southeast has enhanced its website to provide graduating students with great resources in terms of creating a resume, job search skills, and other skills necessary to find employment.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met:	5P1 ? Nontraditional participation
Negotiated Performance:	16.6%
Actual Performance:	14.12%

General strategies planned to improve performance:

The college's strategic enrollment plan addresses nontraditional participation via connect with business and industry to a greater extent via MSC Southeast's customized training area. By leveraging the relationships that have already been established, local area workers will consider retraining and programs that the college offers.

Comments or context for actual performance (optional):

Improvement Report 8

Indicator Not Met:	3S1 ? School completion
Negotiated Performance:	99.00%
Actual Performance:	97.23%

General strategies planned to improve performance:

Although the Southeast Consortium has a high school completion rate (97.23%), our consortium will continue to push for increased success in this area. The key strategy that will be focused on in FY18 is student engagement. Specifically, working with building administrators, school counselors, and CTE staff to increase student engagement in their learning. The hypothesis is that increased student engagement will lead to increased school completion.

Towards this end, the Southeast Consortium will sponsor a number of opportunities for schools to learn from each other in regard to what is working. This sharing will occur at the Annual Fall Meeting and at the Professional Development Cohort Model meetings.

School counselors within the consortium will be kept informed on the value and possibility within CTE via biannual meetings and monthly mailings. By equipping school counselors with relevant and timely information, they will be in a better position to support student engagement.

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.

The Professional Development Cohort Model was implemented in FY18. This initiative brought together job-alike CTE instructors from the Southeast Consortium and the Rochester/Zumbro Education District Perkins Consortium. Cohorts included Agriculture, Business and Marketing, Family and Consumer Science, Industrial Technology, School Counselors, and Work-Based Learning.

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.

The Secondary and Post-Secondary Coordinators reviewed the FY17 data and generated strategies for the FY18 school year. Data review and projections formed the basis for our planning.

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

We anticipate the percentage of students showing proficiency on the MCA assessments to increase (1S1, 1S2). We also expect the school completion (3S1) and Nontraditional participation (6S1) will increase.

The college has recently been through a significant amount of personnel changes, including the key individuals who were knowledgeable and involved in the Perkins post-secondary work. Unfortunately this transition has led to a deficit of available information that is essential in being able to provide context for some of these data points. Rather than attempt to construct comments/context based on a lack of information at this time, we will continue to explore and interpret this data in order to address these metrics fully in the year to come.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

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

3P1 ? Student retention or transfer

Action Steps to improve the performance

-In researching how best to improve student retention or transfer, MSCS has invested in Starfish EARLY ALERT, which is an early warning and student tracking module of the Starfish platform which collects information and manages concerns in a way that respects all student groupings. MSCS has found the module to be faculty-friendly.

-MSCS continues to have measured success with the implementation of Check & Connect (C&C). C&C is a USOE results-based proven intervention program that delivers sustained intervention for promoting students' engagement at college thus increasing student retention and graduation rates. Demonstrated outcomes of C&C include A) INCREASED attendance, persistence, and completion, B) DECREASED truacy, tardies, behavioral referrals, and dropout rates.

1) College funds have been allocated to purchase Starfish software and connectivity requirements. 2) College all staff development TA sessions along with periodic follow-up sessions have been conducted and will be on-going as required. Development sessions will be tied into college monthly all staff in-services throughout the FY18 academic year. 3) The C&C federal persistence grant is currently written into the Federal Title III Grant which will be submitted shortly. MSCS will find out if they received the grant award by early fall 2017.

Resources Needed

90% implementation of the Starfish program will be completed in fall 2017. Full implementation by second semester FY18. Full implementation of C&C is on-going.

Timeline

Persons assigned lead responsibilities for Starfish: Nate Emerson, VP for Student Affairs, Steve Zmyewski, LRC/Postsecondary Perkins Grant, Check & Connect (C&C) Nate Emerson, VP for Student Affairs, Steve Zmyewski, LRC/Postsecondary Perkins Grant

Person(s) Responsible

The following action steps will be implemented to monitor the effectiveness of the Starfish program.

- 1) Student focus groups (4-6 each semester with two additional ones within the first two months of the FY18 academic year),
- 2) Reviewing college-wide reporting of counselor contacts resulting from Starfish tracking and reporting systems.
- 3) On-going college wide staff development meetings with agendas dedicated to this initiative. Questions will be posed such as A) What was supposed to happen? B) What actually happened? C) What have we learned and how can we do better?

How will progress be documented?

Progress will be documented via the following steps while implementing C&C:

- 1) Determining indicators of student disengagement,
- 2) Identifying students at risk of disengagement or dropout,
- 3) Hiring mentors,
- 4) Organizing resources for interventions,
- 5) Using "Check" procedures and formal mentoring forms,
- 6) Implementing "Connect" interventions,
- 7) Monitoring mentor support and supervision, and
- 8) Evaluating and fine-tuning program implementation features.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

Largest gaps exist with the following sub-groups:

- Non-traditional enrollees required to take developmental courses as a result of their Accuplacer scores (math, English, study skills,
- enrollees who have been out of college for ten or more years, and enrollees for whom English is a second language.

The Southeast Leadership Team believes that a large factor influencing this gap is the non-information or misinformation surrounding the job and training opportunities open to non-traditional students choosing to venture into fields that have traditionally been closed to them. As more information is shared through our approved Programs of Study along with our college web-based information regarding job openings, job salaries, job locations, etc. This information along with an increased focus on pairing of non-traditional students with mentors currently working in the field will help to close these gaps.

Describe any contextual factors that might contribute to this gap:

Further Information

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

Stakeholders primarily involved with determining positive results on these initiatives are: - MSCS Executive Council (including President Duran), - Perkins Leadership Team, - Carl's Team, - MSCS Institutional Research Specialist. Process and sources of data: - Bi-weekly Executive Council meetings review of on-going college-wide data sets (both internal and externally driven) , - Monthly updates consisting of Starfish Check and Connect internal reports, - Student focus groups, - Federal and State reports (including Perkins Core Indicators), - Monthly data reports from the Southeast Regional WorkForce Center, - Feedback from college faculty and students.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 2

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

5P1 ? Nontraditional participation

Action Steps to improve the performance

Following the principle of full disclosure, MSCS has not met this indicator since the passage of Perkins IV. Each year the college has needed to prepare an improvement plan and/or improvement report. Over the years, numerous Perkins Leadership Meetings, College Executive Meetings, and Carl's Team Meetings have dedicated sections of their agendas to this topic. Yet, as a core value, MSCS still very much believes in working towards nontraditional participation in all of its program offerings. As such, throughout FY18, Southeast will grow staff development activities with consortium high school and college counselors. In addition, Southeast will fine-tune its e-mentoring activities and market such efforts to area high schools. Once nontraditional students have selected and enrolled in their program, e-mentoring will be provided on an on-going basis. Recruitment materials along with group and individual campus appointments with counselors and faculty will include information that addresses support for nontraditional students entering CTE programs. Finally, the Minnesota State College Southeast Diversity Plan 2017-2020 has been revised and updated to more directly address and support increased recruitment and retention of diverse and underrepresented students populations in all departments of the college. Please refer to the attachment section to review the MSCS Strategic Enrollment Plan, April 2017. The updated MSCS Diversity Plan along with the Diversity Plan Goals are found in chapter 5.

Resources Needed

1) Consortium wide staff development activities, including individual campus appointments with nontraditional students will be covered by selected members of Carl's Team, college admissions personnel as well as members from the College Diversity Teams as referenced in MSCS Diversity Plan goals. 2) Perkins resources will be used when conducting Consortium meetings with college faculty and high school instructors and counselors highlighting the benefits of nontraditional students entering POS along with information covering regional current and future job openings and earning.

Timeline

1) FY18 staff development activities are currently being planned and will begin at the fall all-staff workshop. Additional staff and counselor efforts will be made by members of MSCS Diversity Team and outlined in Diversity Plan goals, 2) Consortium meetings with faculty and high school instructors will be conducted on a quarterly basis along the lines of POS/R-POS throughout the school year. Meeting minutes will be recorded and on-going activities will be assigned to team members.

Person(s) Responsible

Carl's Team: Steve, Lee, Brian, and Lloyd MSCS Executive Council Diversity Team Members.

How will progress be documented?

1) Nontraditional student enrollment will be compared to prior years to measure growth, 2) Monitoring records will be kept to see if nontraditional e-mentoring participation increases or decreases on a semester basis, 3) Numbers of nontraditional students served, broken down by departments, in the LRCs will be recorded along with reports from Starfish (Please refer to 3P1 Improvement Plan for the highlights) will be used to provide early and invasive assistance to nontraditional students.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

Largest gaps exist with the following sub-groups: Nontraditional enrollees required to take a developmental courses as a result of their Accuplacer (math, English, study skills), enrollees who have been out of college for ten or more years, and enrollees for whom English is a second language.

Describe any contextual factors that might contribute to this gap:

The Southeast Leadership Team believes that a large factor influencing this gaps is the non-information or misinformation surrounding the job and training opportunities open to non-traditional students choosing to venture into fields that have traditionally been closed to them. As more information is shared through our approved Programs of Study along with our college web-based information regarding job openings, job salaries, job locations, etc. This information along with an increased focus on pairing of non-traditional students with mentors currently working in the field will help to close these gaps.

Further Information

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

Stakeholders primarily involved with determining positive results on these initiatives are: - MSCS Executive Council (including President Duran), - Perkins Leadership Team, - Carl's Team, - MSCS Institutional Research Specialist. Process and sources of data: - Bi-weekly Executive Council meetings review of on-going college-wide data sets (both internal and externally driven) , - Monthly updates consisting of Starfish Check and Connect internal reports, - Student focus groups, - Federal and State reports (including Perkins Core Indicators), - Monthly data reports from the Southeast Regional WorkForce Center, - Feedback from college faculty and students.

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.

Our entire college leadership team, staff and faculty teams, are focussed on improving retention, transfer, and non-traditional participation. At this point in our journey, enrollments for the entire college are very low. With this, we have a multifaceted approach. Our executive team has changed to include a new Interim President and Interim Vice President of Academic and Student Affairs. Our college has a new Dean of Student Services, Dean of Health Sciences, Registrar, and various other positions. We have a newly established dedicated recruitment team, who have a goal of increasing enrollment and retention including in non-traditional populations. Our faculty and academic leadership team are working directly with marketing to establish easy to understand information for potential students, to include ways our non-traditional potential students may see themselves at our college. Our college is partnered with local businesses and agencies to bring potential students to campus to learn not only what our college has to offer, but how this education may result in future careers. Our college has a new Strategic Action Plan and is developing a new Master Academic Plan based on data obtained from our student information database, Department of Employment and Economic Development, ISeek, the National Clearinghouse, and local contributors.

Related Improvement Plan documents

[Upload any additional supporting documents here.](#)

1539355626419_Strategic Plan 2018 FINAL.docx

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

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.

Thank you to State Leadership for your work on behalf of the consortia.

FY18 saw a change in the post-secondary position and FY19 will also see a change. That said, key developments (i.e. Winona REACH Program, Red Wing High School Career Pathways, Bluff Country Collaborative, Regional Meetings) are designed to be sustainable over time. This also includes the Youth Skills Training grant received by Winona Senior High School and Goodhue County.

Attachments

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.

May 31, 2017

Addendum:

There is still some question on whether Minnesota State College – Southeast will be offering the corresponding post-secondary TSA as outlined in the Rigorous Program of Study plan. In the event that MSC – SE will not be administering the TSA, then the Southeast Consortium would broker with the Central Lakes Consortium to maintain an active post-secondary TSA. The Central Lakes profile includes the following:

Central Lakes

Career Fields Engineering, Manufacturing & Technology

Career Clusters Manufacturing

Career Pathways Manufacturing Production Process Development

In which CTE Program? Robotics

At which High School? College? Central Lakes College

State-Approved Secondary Assessments

State-Approved Postsecondary Assessments NOCTI - Manufacturing Technology

In which course (use course code) or at what time

in the program? End of program

Rigorous Program of Study Components Rating Form

(Complete and submit rating form on Mnprogramsstudy.org by March 15, 2014)

Rating for the Rigorous Program of Study (POS) Components Scale: Level 1, Level 2, Level 3	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.		X	
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	X		
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.		X	
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.	X		
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.	X		
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.		X	
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcripted postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	X		
Guidance Counseling and Academics: Guidance counselling and academic advisement help students to make Informed decisions about which POS to pursue.	X		
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.		X	
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.	X		

X The Southeast Consortium will conduct a thorough review of POS/RPOS in FY18

Manufacturing Production Process Development at Lewiston-Altura High School

Below is the program of study information specific to this school and pathway.
Learn more about [Programs of Study](#)

Pathway Overview

Pathway: Manufacturing Production Process Development

People who are responsible for product design and design of the manufacturing processes.

Career Field: Engineering, Manufacturing, & Technology

Career Cluster: Manufacturing

High School and Number: Lewiston-Altura High School (030)

District and Number: Lewiston-Altura Public Schools (0857-01)

Consortium: Southeast

High School Courses

These are the courses you should take at Lewiston-Altura High School in order to prepare for a career in the Administrative Support pathway.

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts	English 9	English 10	English 11	Must choose one sr. yr. English 12 AP English
Math	Algebra I	Geometry	One additional credit to graduate *Algebra II *Technical Math	
Science	Physical Science 9	Biology	Must choose one credit jr. or sr. yr. *Chemistry *Physics	
Social Studies	American History I	American History II	Social Studies 11	Must choose one jr. or sr. year Social Studies 12 Advanced Placement US Government Advanced Placement World History
Other Requirements	One credit Fine Arts plus 1/2 credit: Ag., Tech., Health Ed. required to graduate Career Investigation Physical Education 9	Physical Education 10 Health 10	Economics	Career and Technical Electives for College Credit

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Intro to Engineering Design(9-12)	CIM(11-12) Principles of Engineering(11-12)		Career and Technical Electives	*Technology 9 *Computer Applications 9-12 *Computer Programming 9-10 (Man Eng & Non-Tech)
* Metals 11-12(Machinist) New Product Design 11 -12 Agriculture Adv. Welding 11-12 Word Processing 11-12 * Computer Programming 11-12 (Man Eng Non-Tech) * Agriculture Welding 11-12		Other Suggested Electives	4 yr program may require two yrs of foreign language	* Advanced Math 11/12(Non destructive Testing) * AP Calculus 11/12(Manufacturing Engineer) * Statistics 11/12(Manufacturing Engineer) Advanced Chemistry 11-12

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. [Learn more about types of college credit.](#)

High School Enhanced Learning

Work-Based Learning:	Job Shadowing, Work Experience Program
Service Learning:	Big Brothers/Big Sisters, Service Learning Classes
College Preparation:	PLAN, PSAT, ACT Workshop
Student Organizations:	Knowledge Bowl, Student Council, National Honor Society

Post-Secondary Connections

The programs below are some of the college programs related to this career pathway. Ask your counselor for more information.

2-Year College	Program	4-Year University	Program
Minnesota State College - Southeast Technical - Winona	Computerized (CNC) Precision Machining Technology		
Ridgewater College - Hutchinson	Calibration Engineering Technology		
Ridgewater College - Hutchinson	Nondestructive Testing Technology		

2-Year College	Program	4-Year University	Program
		St. Cloud State University	Manufacturing Engineering

Want to see more? Link to CAREERwise for [related programs in Manufacturing.](#)

College & University Enhanced Learning

Work-Based Learning:	
Service Learning:	
Career Preparation & National Accreditation:	Gen Ed Transfer Pkg
Student Organizations:	Nondestructive Testing Technology Club, Society of Women Engineers

Related Careers

Career Name	Education Required	Average Wage
Commercial and Industrial Designers	Bachelor's degree	27.71
Environmental Scientists	Bachelor's degree	31.29
Graphic Designers	Bachelor's degree	23.31
Industrial Engineering Technicians	Associate's degree	24.51

[Learn more about Registered Apprenticeships](#)