



Grant Details

01590 - FY17 Perkins IV Application

02024 - FY17 Mid-Minnesota Consortium Perkins Application

Perkins IV Consortium

Grant Title:	FY17 Mid-Minnesota Consortium Perkins Application		
Grant Number:	01716		
Grant Status:	Underway		
Comments:			
Applicant Organization:	Mid-Minnesota Consortium		
Grantee Contact:	Jodi Jordon		
Award Year:	2016		
Program Area:	Perkins IV Consortium		
Amounts:			
Contract Dates:	Contract Sent	Contract Received	Contract Executed
Project Dates:	08/08/2016 Proposal Date	07/01/2016 Project Start	06/30/2017 Project End
Grant Administrator:	Debra Wilcox-Hsu		

Non-System Communication Log

Inter-System Grantee Correspondence

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Atwater-Cosmos-Grove City (ACGC) School District	01 public school district	2396
Belgrade-Brooten Elrosa (BBE) School District	01 public school district	2364
Bird Island-Olivia-Lake Lillian (BOLD) School Dist	01 public school district	2534
Buffalo Lake-Hector (BLH) School District	01 public school district	2159
Dassel- Cokato (DC) School District	01 public school district	466
Eden Valley- Watkins (EVW) School District	01 public school district	463
Glencoe-Silver Lake (GSL) School District	01 public school district	2859
Gibbon-Fairfax Winthrop (GFW) School District	01 public school district	2365
Hutchinson (H) School District	01 public school district	423
Kerkhoven-Murdock-Sunburg (KMS) School District	01 public school district	775
Lester Prairie (LP) School District	01 public school district	424
Litchfield (L) School District	01 public school district	465
Maynard-Clara City-Raymond (MACCRAY) School	01 public school district	2180
Willmar (W) School District	01 public school district	347
New London-Spicer (NLS) School District	01 public school district	345
Sibley-East (SE) School District	01 public school district	2310
Ridgewater College		
DREAM Academy	07 charter school	4217

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)

The consortium partners have decided that the most effective strategies to support and improve CTE programming are to use Perkins funds for new technology (equipment and software that is currently used in industry) that will enhance technical skill attainment, and collaborative efforts that will enhance or expand CTE programming within the consortium. The consortium members have also agreed that career exploration should be a focus along with MCIS, IDEAS, and Kuder career assessments. The consortium members approved continuing to provide Perkins funded events that bring post-secondary and secondary instructors, para-professionals, counselors and administrators together for workshops that focus on the education to career connection. The consortium has a "shared equipment " program to provide enhanced access to equipment for all school districts. The consortium has also encouraged collaboration of courses across school districts to maximize funds and human resources; ACGC, NLS and Willmar and local businesses have collaborated to provide an entrepreneurship program (CEO).Hutchinson Schools has engaged in surveying other school districts for

possible equipment exchange. School district partners in the McLeod County/Hutchinson area along with business partners have met several times in FY 16 to develop more collaborative opportunities for students specifically in manufacturing careers (welding, machining). The group will continue discussions in FY 17 and develop a pilot program (machining) at Ridgewater College for area students. The group has also considered a similar pilot for health careers.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]
(5,000 word limit)

The consortium reviews the data at the partners meeting to establish initiatives targeting funds for under-performing accountability indicators. In recent years, this has been primarily in the areas of nontrad participation and completers for both secondary and post-secondary and although the data indicates that the negotiated targets were met in FY 16 at the secondary level; the consortium will continue to fund and encourage courses that considered nontraditional by specific gender. The Perkins coordinator works with the school district Perkins data entry person to ensure accuracy in the courses approved for data submission. The Perkins coordinator also works with the consortium schools to research and "pilot" technical skill assessments that relate to course content and rigor.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)]
(5,000 word limit)

Joint advisory board meetings - secondary/post-secondary, participation and hosting of the regional Project Lead the Way initiatives, participation in the regional articulation process, and frequent comparison of current industry employment needs with gaps existing in the educational systems. The regional supervisor for Central Minnesota Jobs and Training attends of our consortium meetings and provides information on regional trends and needs. Consortium members will continue to be involved in regional initiatives collaborating with business/industry to improve current and emerging workforce needs. The McLeod/Hutchinson group has met several times in FY 16 to discuss the possibility of developing an area training site for high school students interested in manufacturing careers. Ridgewater College-Hutchinson campus will explore hosting the training site as a pilot in FY 17.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)]
(5,000 word limit)

At the secondary level students and instructors have opportunities to experience business/industry settings through field trips, business tours, special speakers, local/ regional career fairs, agriculture & manufacturing expo events. At the college level, students tour regional industries, industry experts come to the college as guest speakers, many participate in internship experiences, and faculty share their recent experiences with students. On a day-to-day basis, the coursework post-secondary students participate in has been designed to prepare them with the knowledge, understanding, and experience of the industry they are preparing for.

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)]
(5,000 word limit)

The consortium partners have decided to fund professional development primarily in the area of technology and new developments in particular CTE areas. Funds have been earmarked for smart board/iPad training and other new technologies at several levels of competency and to fund participation in the regional Tech Conference through South West Service Coop. Other staff development opportunities included in the plan: Ag Tech conference, Work-based Learning conference, the state CTE Conference, TSA focus group training, Program of Study meetings, MnACTE, and MCIS workshops. Mid-Minnesota consortium will collaborate with Minnesota West consortium to host a regional FACS conference. Post-secondary professional development is intended to include business, industry internships.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)]
(5,000 word limit)

The college follows standard MnSCU hiring practices to search for and hire CTE faculty that meet credentialing requirements. This includes advertising in trade journals, MnSCU opportunities, online services, regional newspapers, MN Job Services, and other sources frequented by industry employed candidates. At the secondary level, administrators have asked for assistance in recruiting CTE licensed instructors to fill vacancies; finding the appropriate license for the approved program code, using Table C, and search through MnACTE and other organizations.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.**
(5,000 word limit)

Consortium partners review all of the Perkins indicators as a group and also individually at the school level. In addition to core indicator performance, data that is considered in our plan includes surveys from the regional career exploration events, data gathered from the college diversity/multi-cultural department, surveys from the participants involved in the Summer Institute, survey results from the annual meeting with consortium counselors/career instructors (Counselor Encounter), data on the use of articulated college

credits both at the secondary and post-secondary levels, data regarding use of MCIS-IDEAS & Kuder, individual schools report on numbers of students with a cohort of special population students who are involved in various career exploration activities (career fairs, field trips, business tours, students organizations), data on participation in joint advisory board meetings, articulation meetings, and program of study meetings. Assessment of student learning outcomes at course, program and institutional level is an ongoing effort guided by the college's learning effectiveness plan. The assessment data informs decisions leading to improvement of curricula, assessment measures, and overall student performance.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

The elements have been used in assessing the program of study process in the consortium. The program of study parameters and process are discussed at the consortium partners meetings. After reviewing the program of study documents developed initially (4-5 years ago), it was determined that many of the high school program of study courses are either the Tier 2 and Tier 3 which has impacted the students preparedness for the technical skills assessment. Many of the small school districts offer introductory courses in the program of study career pathways and do not have the courses for that level of assessment. The consortium will review all program of study career pathways in FY 17; due to low enrollment several of the school districts did not offer the more advanced courses for the technical skills assessment OR the course to be assessed has been transferred to a non-CTE licensed instructor. School districts apply for mini-grant funds that will build a program of study- it is documented on the mini-grant request form – new equipment, upgrade software, staff development or specialized training, curriculum for new courses, and resources.

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

Goal 1 Narrative:

Mid-Minnesota Perkins consortium will review all programs of study in FY 17 as several school districts were not able to offer the advanced courses due to low enrollment. Mid-Minnesota Perkins Consortium will implement strategies and activities to strengthen and more fully implement existing programs of study (POS), and pursue additional POS that align with demonstrated regional needs and resources. Mini grants will be available for school districts to enhance course offering specifically advanced courses. These efforts will seek to provide effective and efficient transitions from high school to college, and ultimately to the workforce. The consortium will also focus on innovative strategies for continuous CTE program improvement at secondary and post-secondary levels, specifically including technical skill assessment (TSA) that measure preparedness for industry skill standards. POS initiatives will include collaboration with ABE, Central Minnesota Jobs and training, and regional business and industry. The consortium will work with other southern Minnesota consortia to revamp the regional articulation process providing more overlap with other regions specially with the Great River and Runestone partnerships.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
<p>1. Consortium partners will strengthen CTE programs at secondary and post-secondary levels, with emphasis on existing POS and Rigorous POS, and college credit opportunities for high school students and adult learners. Annual activities will include reviewing all programs of study and the POS level (Tier 1, 2 or 3) in each career field. Secondary and post-secondary mini grants will fund identified programs of study that need improvement to meet the industry standards – new equipment, staff training, upgrade software, curriculum revisions.</p> <p>2. College and high school instructors will evaluate articulation agreements and explore potential opportunities to increase effectiveness of POS through the local and/or regional articulation process. Consortium schools will access new online articulation certificate ordering/managing system. The regional articulation process will be revamp to provide more opportunities for high school instructors to attend meetings by hosting regional meetings via WebEx, ITV. Concurrent technical courses are evaluated and updated. Ridgewater online courses will continue to be available to consortium schools to provide access to classes not available at the high schools.</p> <p>3. CTE students will be assessed in technical skill attainment through state approved TSA. Schools with Plant Systems and Animal Systems program of study will pilot assessments from the Washington Precision testing group.</p> <p>4. Enhance teaching and learning through sustained professional development activities.</p> <p>5. Improve retention, academic and skills attainment, and completion rates of CTE learners through targeted retention/academic support. Student groups determined to be at the highest risk will be targeted for support services.</p>	
Outcomes	
<p>1. Current program of study career pathways will be reviewed and mini grant available for advanced course offerings. •POS efforts will be coordinated and aligned with industry needs in the following POS career pathways: •Plant Systems •Animal Systems- Rigorous POS •Manufacturing Production Process •Accounting •Therapeutic Services •Early Childhood Dev •Journalism/Broadcasting.</p> <p>2. Maintain or increase the number of courses that meet articulation requirements. Perkins funds earmarked for new online ordering system with other consortium providing more opportunities for students to articulate with ATC and SCTT specifically for students in the northern part of the consortium. Regional articulation process will be revamped to provide more opportunities for high schools to attend meetings and articulate. Develop pilot machining course(s) at Ridgewater College-Hutchinson campus for area students.</p> <p>3. Perkins indicators for technical skill attainment increase.</p> <p>4. Instructors will participate in sustained professional development.</p> <p>5. Data will show students receiving targeted support services have increased success measures.</p>	
Measures	
<p>1) School districts will increase number of advanced courses offerings.</p> <p>2) Number of high school instructors who attend articulation meetings will increase.</p>	

- 3) Technical skill attainment measures will increase (Perkins data)
- 4) Number of instructors participating in consortium sponsored professional development will increase

Reallocation Explanation	
Post-Secondary Required Activities	\$45,000.00
Post-Secondary Permissible Activities	\$26,306.45
Post-Secondary Reserve	\$33,356.95
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$104,663.40
Secondary Required Activities	\$41,635.61
Secondary Permissible Activities	\$46,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$87,635.61
Total	\$192,299.01

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

Goal 2 Narrative:

The Mid-MN Perkins Consortium partnership will provide a variety of activities and events for students to explore careers that will lead to high-skill, high-wage and high-demand careers. This includes sponsoring regional career events in collaboration with employer, community and educational partners. In addition, consortium strategies and activities will be strengthened by advisory board participation between secondary and postsecondary institutions where applicable. Consortium members continue to meet regularly with a larger group of business/industry leaders, high school administrators, workforce staff and community leaders to discussion and strategize for the workforce needs in the SW MN regions. Hutchinson Schools will continue to develop Tiger Pathways, a system to deconstruct and reassign core competencies across various career pathways incorporating career and work experience opportunities from local businesses/industries. Mid-Minnesota consortium will collaborate with Minnesota West consortium to host a regional FACS conference

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P5 Student Organizations , P8 Teacher Preparation, P10 Student Transition, P11 Entrepreneurship
Strategies	
1.Consortium will coordinate career/education exploration events that expose students to career opportunities through a variety of options including: • College Career Exploration Events • Career Fairs • Field Trips • Business Tours • Skills events/competitions • Work experience activities • Student clubs Mini grants are available for school districts for local career fairs, business tours, field trips, skills events related competitions, work experience activities, student clubs (Mini grants \$9,500) 2. Ridgewater will host a Summer Institute for high school counselors, instructors and administrators to meet with post secondary colleagues and WorkForce partners (CMJTS) to more effectively serve current regional workforce occupational trends, and transitions for high school and adult students. (\$400) 3. School districts and college will continue to collaborate on advisory boards - college and high school CTE advisory boards will meet jointly as appropriate. School districts continue to improve local advisory boards. School districts access funds for postage, printing, meals, mileage for advisory meetings. (Funds included in Goal #4- 2 (c).	
Outcomes	
1. College, high school, and business/industry partners will provide students with increased knowledge of career options and educational pathways. 2.Participants in the Summer Institute will indicate that the event has increased their knowledge of the education to careers in the in-demand careers. 3.Collaboration in advisory boards leads to better K-16 coordination of coursework to meet industry/business needs.	
Measures	
1. Increase in student survey responses for the Regional Career Exploration events in following areas: <i>My event experience was positive, I gained more direction about a future career by attending this event, This event will help me choose high school courses to prepare for my future, I am more likely to pursue post-secondary education because of my experience at this event.</i> 1.a. Student participation increases specifically for special population students and at-risk populations. 2. Survey of participants. 3. Advsoy board meeting notes.	
Reallocation Explanation	
Post-Secondary Required Activities	\$16,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,000.00
Secondary Required Activities	\$10,400.00
Secondary Permissible Activities	\$4,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$14,400.00
Total	\$30,400.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Mid-MN Perkins Partnership will continue with initiatives that encourage nontraditional program participation and completion at both secondary and post-secondary levels. The consortium also plans to ensure the success of at-risk, ESL, ALC, and students with disabilities through accommodations, retention strategies, career exploration and academic support.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R6 Assessment , R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
1.Increase enrollment and success of non-traditional and special population learners at the college through interventions and support services provided by counselors, advisors, retention specialists, tutors and academic support. Continue to encourage high schools to add more courses that are considered nontraditional for males. Provide guidance to high school instructors who may need CTE license for the courses.	
Outcomes	
1.a. Participation, retention and completion rates of special population students will show improvement. 1.b. Students with documented disabilities will achieve similar retention and completion rates as other populations. 1.c. Increase recruitment and retention of students in programs nontraditional for their gender. 2.a. Special population learners will have career exploration opportunities that increase their knowledge of careers/opportunities. 2.b. 6S2 and 6S1 Perkins indicators continue to increase.	
Measures	
1. Core indicators and related academic student success measures. Effectiveness of intervention strategies will be assessed by correlating students success data with student surveys. 2. Student's participation in career exploration activities will be surveyed for knowledge of careers/opportunities. Career plans for special population learners will include Perkins funded events/activities.	
Reallocation Explanation	
Post-Secondary Required Activities	\$45,000.00
Post-Secondary Permissible Activities	\$23,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$68,000.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$70,000.00

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

Goal 4 Narrative:

The consortium will provide assessment, exploration of careers, secondary and postsecondary education options to ensure smooth transition and linkage to appropriate college career options. The consortium will continue to explore other transition aids and educational products. Consortium high school counselors & career instructors meet annually with post-secondary advisors and admissions staff (Counselor Encounter) for continuous improvement of services for student transition.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P8 Teacher Preparation, P10 Student Transition
Strategies	
1. Provide students, and those who influence their education/career decisions, with career assessment resources such as MCIS, Kuder, Ideas (\$19,500 MCIS/IDEAS & \$500- LP) to compare the sequence of high school and college courses and activities within the Program of Study plans. 1.a. Funds for Counselor Encounter event (\$300)2. Reserve Funds-Mini Grant Request will provide activities that address the rural needs of consortium- coordinating a two regional career exploration events (\$10,000) See Goal 2-1. 2.a. School districts will apply for mini grants to develop collaborative opportunities for area students - engineering GSL, machining Ridgewater College 2.b. Regional Articulation & Program of study meetings will strengthen high school to college articulation options- Funds available for sub, mileage - \$1,000 2.c. High school instructors attend college advisory board meetings- sub pay and mileage - \$597.30. 2.d.High school instructors attend staff development meetings to build technical skills in using Smart Boards and other classroom technology. The consortium will provide technical workshops that build from year to year, Technology I, II, and III. Perkins funds for sub pay and mileage. Funds available for the CTE Works Conference (\$3000) 2.f. - Bussing and sub pay for students to attend regional AG and Manufacturing Expos 3. Consortium funds will provide travel/sub pay for regional FACS workshop. 4. Coordinate continuum of service provision/brokering with other consortia.	
Outcomes	
1. Ridgewater College, Mel and Area schools collaborating with other districts for pilot machining course(\$500). ACGC, NLS & Willmar collaborate to offer entrepreneurship	

1. Ridgewater College - McCleod Area Schools collaborating with other districts for pilot machining course(\$000) ACGC, NLS & Winona collaborate to offer entrepreneurship course (CEO) 2.b. All partners continue to participate in consortium and district Perkins meetings. The number of secondary and post-secondary instructors who attend articulation meetings will increase 2.c. School districts will continue to meet with industry and educational partners joint advisory board meetings. Number of secondary instructors who attend will increase by 2 in FY 16 2.d. Increased proficiency in the use of instructional technology 2.e.(See Goal 2-1) for data collection/measures

Measures

2.b. Number of instructors attending. college instructors attended secondary instructors attended. 2.c. Number of secondary instructors who attend. 2.d. Research possible data collection methods. 2.e. Survey of students attending regional career events.

Reallocation Explanation

Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$20,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$24,155.03
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$44,155.03
Total	\$45,155.03

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Mid-MN Perkins Partnership will ensure coordination and collaboration between all partners. The consortium will meet twice annually. The leadership team will expand role in developing consortium plan.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality
Strategies	
1. Sustain consortium structure through frequent communication, collaboration and effective operating processes. 2. Analyze consortium student, employment, and educational data to identify priorities.	
Outcomes	
•Conduct regularly scheduled consortium meetings for college and school district coordinators to assess and clarify consortium operations. •Consortium partners to continue to meet at least twice annually, and Perkins secondary and postsecondary coordinators to visit consortium member schools. FY 17 - meet with individual school districts to assist in completing program approvals documents, update CTE licensed instructor lists •Educate staff and faculty about consortium efforts and increase opportunities related to preparing students for careers. •Consortium-wide grant coordination and communication. •Data informed plans	
Measures	
Maintain 80% consortium partners (12 of 17 partners attend the two meetings during the year)	
Description	Maintain 80% consortium partners (12 of 17) partners attend the two meetings during the year FY16 – consortium members meet twice annually – a face-to-face meeting in the fall and an ITV meeting in the spring. Consortium decisions are recorded in minutes which are approved or amended by members. A steering committee from four school districts will make decisions throughout the year on major changes to the FY 16 plan.
Reallocation Explanation	
Post-Secondary Required Activities	\$41,000.00
Post-Secondary Permissible Activities	\$12,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$11,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$64,000.00
Secondary Required Activities	\$7,838.28
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$5,116.52
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,954.80

Total	\$76,954.80
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Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$10,000.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$5,116.52

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$45,000.00	\$26,306.45	\$33,356.95	\$0.00	\$0.00	\$104,663.40	\$41,635.61	\$46,000.00	\$0.00	\$0.00	\$0.00	\$87,635.61	\$192,299.01

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$16,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,000.00	\$10,400.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$14,400.00	\$30,400.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$45,000.00	\$23,000.00	\$0.00	\$0.00	\$0.00	\$68,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$70,000.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$20,000.00	\$0.00	\$24,155.03	\$0.00	\$0.00	\$44,155.03	\$45,155.03

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$41,000.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$64,000.00	\$7,838.28	\$0.00	\$0.00	\$0.00	\$0.00	\$12,954.80	\$76,954.80

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$148,000.00	\$61,306.45	\$33,356.95	\$0.00	\$0.00	\$253,663.40	\$81,873.89	\$50,000.00	\$24,155.03	\$0.00	\$0.00	\$161,145.44	\$414,808.84

Secondary Budget Details

Description	File Name	File Size
Mid-Minnesota Perkins Partnership FY17 Secondary Budget	Mid-Minnesota Perkins FY 17 Secondary Budget Final.xlsx	66 KB
Mid-Minnesota Perkins Partnerships FY 17 Secondary Budget	Mid-Minnesota Perkins FY 17 Secondary Budget Final.xlsx	66 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$6,500.00

Improvement Plan Action Steps

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.

Improvement Report

Improvement Report 1	
Indicator Not Met:	2P1 – Credential, certificate, or degree
Negotiated Performance:	62.40%
Actual Performance:	56.34%
General strategies planned to improve performance:	
Analysis of student completion of their chosen credential is ongoing. Programs with less than 90% completion will be provided assistance through our academic support center, and provided data through our office of institutional research. The goal will be to identify specific strategies and provide assistance to ensure students are on track to complete their educational goals. For FY 2017, additional focus will be placed on advanced manufacturing and healthcare programs. Responsibility to accomplish these goals is assigned to the supervising academic deans.	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	20.80%
Actual Performance:	20.51%
General strategies planned to improve performance:	
We are working in our advanced manufacturing programs to provide additional intrusive advising to assist with retention and/or transfer when that is appropriate. In addition, we are gathering data on all programs to identify common themes that are impacting retention so we can intentionally address them.	
Comments or context for actual performance (optional):	

Improvement Report 3	
Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	93.9
Actual Performance:	91.86
General strategies planned to improve performance:	
Programs and specific credentials are being evaluated to identify whether additional action is needed to update program outcomes, increase placement efforts, modify or eliminate credential, or take other appropriate steps to ensure alignment with labor market needs.	
Comments or context for actual performance (optional):	

Improvement Report 4	
Indicator Not Met:	5P2 – Nontraditional completion
Negotiated Performance:	9.28
Actual Performance:	8.64
General strategies planned to improve performance:	
1. We will be monitoring performance of non-trad students to identify those who are in need of additional support or advising to ensure either graduation or transfer as is most appropriate.	

2. We have added shorter credentials in some program areas for those students who have met their educational goals and are heading into the workforce without completing a 2-year diploma or AAS degree.

Comments or context for actual performance (optional):

Historical data for programs will be used to identify those programs and those credentials that are most challenged by non-traditional completion. Our office of institutional effectiveness will assist in strategies to improve this performance.

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Animal Systems
RPOS submitted with 10 components	
Rigorous Program of Study 2	
State-Approved Rigorous Program of Study*	Animal Systems
RPOS submitted with 10 components	Mid_Minnesota_Animal Systems _ MN Programs of Study _ ISEEK.pdf

Programs of Study

Programs of Study 1	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Intro to Engineering Design II 21107
At which High School? College?	Willmar High School
State-Approved Secondary Assessments	Project Lead The Way (PLTW) - Principles of Engineering (POE) End of Course Assessment
State-Approved Postsecondary Assessments	National Institute for Metalworking Skills (NIMS) - NIMS Credential - Machining Level II
In which course (use course code) or at what time in the program?	MACT 2813 spring
Programs of Study 2	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Child Development I
At which High School? College?	Dassel-Cokato Schools
State-Approved Secondary Assessments	American Association of Family & Consumer Sciences (AAFCS) – Early Childhood Education
State-Approved Postsecondary Assessments	American Association of Family & Consumer Sciences (AAFCS)—Early Childhood Education
In which course (use course code) or at what time in the program?	ECED 1630 early spring
Programs of Study 3	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Plant Science 18051/18052
At which High School? College?	KMS
State-Approved Secondary Assessments	Precision Exams - Plant & Soil Science I
State-Approved Postsecondary Assessments	Minnesota Department of Agriculture (MDA) - Licensed Commercial Pesticide Applicator
In which course (use course code) or at what time in the program?	AGRI 1670 spring
Programs of Study 4	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Journalism and Broadcasting
In which CTE Program?	Web Design
At which High School? College?	Willmar
State-Approved Secondary Assessments	PrintED/ SkillsUSA Work Force Ready System – Graphic Communications
State-Approved Postsecondary Assessments	Certiprot/ Pearson VUE - Adobe Certified Associate – Video Communication with Adobe Premier Pro CS5
In which course (use course code) or at what time in the program?	MMDT 1088
Programs of Study 5	

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing Assistant 14051
At which High School? College?	Sibley - East High School
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	NAR - Nursing Assistant Registry
In which course (use course code) or at what time in the program?	NA 1614 late fall

Programs of Study 6	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Animal Systems
In which CTE Program?	Animal Science 18101/18102
At which High School? College?	Hutchinson High School
State-Approved Secondary Assessments	Precision Exams - Animal Science I
State-Approved Postsecondary Assessments	American Association of Veterinary State Boards – Veterinary Technician National Exam (VTNE)
In which course (use course code) or at what time in the program?	VET 1620 spring

Programs of Study 7	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting II
At which High School? College?	BOLD
State-Approved Secondary Assessments	CareerTech - Accounting Services: Accounts Receivable Clerk
State-Approved Postsecondary Assessments	CareerTech - Accounting Services: Full Charge Bookkeeper
In which course (use course code) or at what time in the program?	ACCT 2823 spring

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$70,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 25.0%

Coordinator Budget:* \$20,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Jodi Jordon	Coordinator		\$64,000.00	Jodi Jordon PD 2015.docx
Mike Boehme	Administration		\$12,600.00	MJB pd 2015.docx
Janet Meier	Coordinator		\$15,500.00	Janet Meier PD_2014-15.docx
Mary Swart	Academic/Coordination Support Staff		\$37,900.00	Position Description FY2016 - Mary Swart.docx
Audrey Van Beck	Academic Support Service		\$33,800.00	Position Description FY2016 - Audrey VanBeck.docx
Erik Homme	Academic Support Services		\$28,500.00	Position Description FY2016 - Erik Homme.docx
Bev Pearson	Academic Support Services		\$19,500.00	Position Description FY2016 - Bev Pearson.docx
			\$211,800.00	