



Grant Details

01590 - FY17 Perkins IV Application

02006 - FY17 Minnesota West Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 Minnesota West Consortium Perkins Application
Grant Number: 01619
Grant Status: Underway
Comments:
Applicant Organization: Minnesota West Consortium
Grantee Contact: Gail Polejewski
Award Year: 2016
Program Area: Perkins IV Consortium
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Project Dates: Proposal Date 08/08/2016 Project Start 07/01/2016 Project End 06/30/2017
Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Adrian	01 public school district	511
Benson	01 public school district	777
Brewster	01 public school district	2907
Canby	01 public school district	891
Cedar Mountain	01 public school district	2754
Comfrey	01 public school district	81
Dawson-Boyd	01 public school district	378
Edgerton	01 public school district	581
Ellsworth	01 public school district	514
Fairmont	01 public school district	2752
Fulda	01 public school district	505
Granada-Huntley- East Chain	01 public school district	2536
Hendricks	01 public school district	402
Heron Lake-Okabena	01 public school district	330
Hills Beaver Creek	01 public school district	671
Ivanhoe	01 public school district	403
Jackson County Central School	01 public school district	2895
Lac Qui Parle Valley School	01 public school district	2853
Lake Benton	01 public school district	2853
Lakeview	01 public school district	2167
Luverne	01 public school district	2184
Lynd	01 public school district	415
Marshall	01 public school district	413
Martin County West	01 public school district	2448
Milroy	01 public school district	635
Minneota	01 public school district	414
Minnesota River Valley Education District	01 public school district	6018
Montevideo	01 public school district	129
Mountain Lake	01 public school district	173
Murray County Central	01 public school district	2169
Ortonville	01 public school district	62
Pipestone	01 public school district	2689
Red Rock Central	01 public school district	2884
Redwood Area	01 public school district	2897
Renville County West	01 public school district	2890
Round Lake	01 public school district	516
Russell-Tyler-Ruthon	01 public school district	2902
Southwest/West Central Service Cooperative	83 service cooperative	991
Springfield	01 public school district	85
Tracy	01 public school district	417

Truman	01 public school district	458
Wabasso	01 public school district	640
Westbrook- Walnut Grove	01 public school district	2898
Windom	01 public school district	177
Worthington	01 public school district	518
Yellow Medicine East	01 public school district	2190
Minnesota West Community and Technical College		

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 SWWC Service Cooperative, Minnesota West Community and Technical College, and the Minnesota River Valley Education District jointly administer the Carl Perkins grant. A secondary-post secondary liaison is jointly employed by the college and Service Cooperative to serve as a link between the secondary and post-secondary CTE programs. This relationship has helped facilitate an increased number of joint staff development experiences between the faculty, articulation agreements, improved career pathways, student competitions, and career exploration activities.

The plan very much supports CTE programs in the area by focusing on program improvement and development. Funds will be used to initiate new and significantly improve CTE programs and education. In particular, MN West CTC will be offering Health Information Technology, Precision Machining, and Mechatronics as new CTE programs in the area. Our partnerships in SW MN have allowed for improved career pathways, articulations, and credit for prior learning. An example is the Advanced Manufacturing Core offered for credit or non-credit which can then articulate to Mechatronics, Welding, and Machining certificates, diplomas, and AAS degrees. Support of TSA's as well as competitions such as Skills USA, and BPA also serve to affect improvement in CTE curricula and student experience. Staff development opportunities for each CTE discipline are also offered as a way to significantly improve programming. In addition to annual activities that bring instructors together, training on relevant topics are offered (tour of local agriculture technology campus and major food manufacturing R&D facility.) Programs that have completed or have developed a Program of Study receive priority when determining how funds are expended. Approved programs that receive funding must meet at least one of the following criteria: have completed or are involved in the development of a POS, offer students the opportunity to earn articulated college credit, provide opportunities for students to demonstrate technical skill attainment, purchase equipment that will reduce barriers for students with disabilities, and/or help students develop industry specific skills. The MN West Consortium has implemented a number of projects and initiatives that improve CTE programs by supporting and enhancing the experience of students from special populations. These include early alert systems, interest and aptitude surveys, text to speech software in Brightspace, and introduction to CTE events (Breaking Traditions, Career Expo, 9th Grade exploration).

Advisory board and planning meetings are held with area businesses, partners, and school administration to discuss potential collaborative models, encourage districts to share resources- both equipment and staff, and area needs. Labor market data is used to drive the conversations and determine which student experiences should be offered. Student success, progress, skill attainment, and retention data also influence decisions about program support.

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)

School districts submit Carl Perkins data via the state MARSS website, the MN West Carl Perkins Consortium requests performance data from schools on each of the performance accountability indicators. Minnesota West uses data from at least 4 assessments to inform the consortium on technical skill attainment. Data is also pulled from EPM, Grade's First, and student surveys for interpretation on other accountability indicators. The MN West Perkins Coordinator receives an aggregated report from Minnesota Department of Education that shows previous year performance levels for each of the accountability measures. Consortium staff compares performance levels against previous years to determine if progress towards performance targets is being made. For those areas where progress is not being made, individual school data is analyzed to determine which schools may need additional assistance. A local improvement plan is established for those indicators needing improvement.

Expenditure decisions are made with program improvement, student success and experience in mind which by default addresses the negotiated performance targets. For instance, the addition of Read Speaker in Brightspace is being implemented to address student learning styles and improve learning. This has the potential to then impact skill attainment, completion, retention, and participation. Activities such as Breaking Traditions, 9th Grade Exploration, and Career Expo serve to improve performance in participation and completion.

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)

Technical Skills Assessments, Articulation agreements, Student Organizations, and Advisory Boards all play a part in ensuring the quality of the region's CTE programs. During the first year the Technical Skill Assessments are implemented into a specific discipline, a pilot school is chosen to administer a state approved test (NOCTI, SkillsUSA, Precision Exams, etc.) to determine students' level of technical skill attainment. After the first year of TSA implementation, additional teachers in the specific discipline area will receive staff development opportunities to learn more about the assessment that will be used, help in identifying those students that should complete the assessment, technical assistance on administration of the assessment, and training on the use of data for instructional improvement. NOCTI and several licensing and certification exams are utilized yearly at the post-secondary level, in a number of programs, to ensure high academic and technical standards are met. Secondary and post-secondary instructors meet regularly to develop articulation agreements. High schools that award these certificates are holding their students to a higher level. Student organizations are one of the best systems for holding students and programs to high standards. Minnesota West is currently in year 2 of the MnAMP Learn Work Earn Grant which works to implement standardized core curriculum in advanced manufacturing. The vision being that participants will earn stackable, portable industry-recognized credentials while working in the industry. This is another example of the MN West Consortium's commitment to high academic and technical standards.

Regional labor market information, conversations with area partners and advisory boards, and school data drive the creation of new programs. 687 high school students were surveyed about which courses they wished their school offered. They overwhelmingly chose health programs. The consortium is responding by creating a hybrid Introduction to Health Careers course shared by 6 districts. The course will be a combination of online courses monitored at the home district, lab experiences at a Minnesota West campus,

and job shadowing in the students' home communities. Advisory board meetings and labor market information resulted in the creation of the Mechatronics and Precision Machining degrees for Fall 2016.

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)

Student organizations in southwest Minnesota are popular as well as very successful. These organizations offer students opportunities to connect with industry and demonstrate their skills through student competitions. Students in the consortium are very active and have opportunities to participate in organizations and competitions such as Skills USA and BPA. Job shadowing, interactive career fairs, field trips, and internships are available as well. Over 300 post-secondary students in 20 programs participate in internships, externships and capstones each year. Hands on activities imbedded in teaching and learning are at the core of the CTE programs. Minnesota West CTE faculty have industry experience as well as strong ties to industry. CTE programs are all required to have advisory boards which are invaluable to our programs' designs, curriculum, and equipment selection.

Project Discovery is an added benefit to students with special needs as it offers career exploration and assessment activities to assist them in transition planning.

Project SEARCH is another transition program administered through the SWWC Service Cooperative. Project Search is designed to assist youth with disabilities reach their goals of community employment. Avera Hospital is the host site employing students from around the region in a variety of internship positions. In its third year of existence, Project Search is at capacity and will need to secure additional worksites in order to expand. Plans are being made to create a second location in the northern part of the region.

One of the pillars of the new Introduction to Health Careers course will be job shadowing activities in the students' home communities as well as presentations by representatives from a variety of healthcare fields.

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)

Business teachers are participating in training through Advance IT to offer computer programming courses. 20 teachers have attended the initial training, but as a testament to our collaboration between secondary and post-secondary, Minnesota West instructors have offered to hold additional training for the teachers to help them prepare the coursework to implement in the fall. Plans for a second training are being discussed for teachers in the southern part of the consortium.

Funding staff development opportunities using Carl Perkins funds is determined by documented industry needs and measurable interest (through formal evaluations and surveys) of CTE teachers. Professional development activities are highly valued as a means to share content between instructors and develop professional relationships. These trainings ensure alignment of curriculum and an opportunity to share best practices. An emphasis on Professional Learning Communities (PLCs) has been implemented throughout many member districts where teachers and administrators share learning and then act on what they learn in order to improve effectiveness as professionals for student benefit. PLCs have proven to be an effective strategy for school change and improvement.

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)

All faculty at the secondary level are hired through their individual districts. An informal mentoring program has been developed as many CTE teachers find themselves to be isolated in their small districts. Teachers in similar districts, college faculty, and industry representatives can be depended on to provide support.

There are not enough CTE teachers graduating from colleges to fill positions at a time when CTE courses are more popular than they have been in decades, and teachers from out of state are having difficulty obtaining their Minnesota teaching licenses. Flexibility in licensing is critical to meet the needs of students, schools, and industry.

Minnesota West hires many faculty directly from business and industry. CTE faculty must have two full-time years or equivalent of verified related paid work experience in the specific credential field. In some cases, however, licensure or certification in a field is also required (Example: RN license for Practical Nursing). Advertising is directed to diverse populations through a variety of media including industry associations.

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)

There are several ways the consortium evaluates student skill attainment. The MN West Carl Perkins Consortium has strong CTE students organization chapters in FFA, FCCLA, BPA, and Skills USA. In reviewing state competition results, it is evident that MN West Consortium schools are consistently some of the top performing schools in the state. Consortium investment in the improvement of local CTE programs provides opportunities for students to develop skills that provide them a competitive advantage in CTE student organization competitions and projects.

The consortium has developed several industry led competitive events that provide students with the opportunity to develop skills required in industry. Students then demonstrate those skills during regional competitions and receive direct feedback from industry professionals. (The Culinary Skills Challenge has grown to be the largest event in the state that focuses on culinary arts and sciences for high school students. It currently attracts students from outside our consortium.)

Teachers in the Business area have been the most willing to try the assessments and have had good luck with the NOCTI assesment for Accounting. One district has offered to try the Precision Exams. We are excited to try this alternative. The cost is significantly less, the tests require much less class time, and a proctor isn't necessary. These are all issues that have been expressed by districts as to why they no longer test their students. The Precision exam for Child Development was very well received. The teacher felt the exam was more aligned to her course than the NOCTI. The staff from Precision is helping recruit Ag instructors to give exams. We are hopeful that if a couple influential teachers are willing to give the assessment, we can expand.

The consortium also utilizes student data as a means to evaluate student performance. This includes retention, matriculation, placement and satisfactory academic progress information.

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 consortium surveyed over 600 students to determine what courses they wished their school offered that it currently doesn't. Healthcare was the overwhelming choice. Six districts have been meeting to develop a hybrid Introduction to Healthcare course. The class will be a combination of online classes held in their home districts, lab time at Minnesota West, and job shadowing in their communities. The goal is to have students registered for classes beginning in January 2017.

The 10 Elements of Rigorous Study were used by the consortium as a self-evaluation tool to reflect on its past accomplishments and as a guide for future planning. Upon completion of the self-evaluation, areas which needed to move from "In the Planning Stage" to "Partially Implemented/Fully Implemented" were identified.

Many community members, industry people, representatives from Minnesota West and Southwest Minnesota State University, and the secondary schools have been meeting regularly to discuss regional workforce training needs. Southwest Minnesota's largest employers are in the manufacturing and health care industry. Labor market statistics indicate those are also the areas most in need of workers. The committee's discussions revolve around finding ways to start manufacturing courses in the high schools, earn college credit, and gain work experience in the manufacturing facilities that will eventually employ these students.

Several members of the consortium will participate in the E3: Energy Education for Educators conference in the summer of 2016. These teachers will learn about a variety of renewable energies and teach them to their students who can earn college credit. This could potentially be an additional pathway if a suitable assessment exists.

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

Goal 1 Narrative:

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

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

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

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

Goal 1 Objectives

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

	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$2,050.26
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,050.26
Total	\$2,050.26

Goal 1 Objectives 2

Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P5 Student Organizations
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Strategies

Approved Agriculture, Business, Industrial Technology and Family and Consumer Science programs will be supported through Carl Perkins consortium funding. Approved programs will apply for funds by November 2016 to make improvements (equipment, technology, curriculum supplements (under some circumstances), and certain student organization expenses to their programs that align with Programs of Study and Technical Skill Attainment.

Outcomes

High school students will develop and demonstrate industry based technical skills through student organization participation.

Measures

60 % of consortium schools will have FCCLA teams that achieve goal level performance at State competition 65 % of consortium schools will have FFA teams that achieve goal level performance at State competition 85 % of consortium schools will have BPA teams that place in the top 10 at State competition

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$43,937.42
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$43,937.42
Total	\$43,937.42

Goal 1 Objectives 3

Use of Funds*	R2 Programs of Study
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Strategies

High School and post-secondary CTE students will demonstrate technical skill attainment using 3rd party, standardized assessments. New options for assessments will be explored.

Outcomes

Business, Automotive, Early Childhood, and Manufacturing programs that teach significant content will be identified. Instructors will evaluate their classes to determine which CTE programs teach a sufficient level of content to warrant students taking an approved TSA. Tests will be purchased for participating schools.

Measures

55% of consortium students will pass third party technical skill assessments

Reallocation Explanation

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

Goal 1 Objectives 4

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R10 Collaboration, R11 Articulation, 1
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Strategies	
Initiate three new CTE programs for FY 2017 that are high wage, high demand occupations based on regional labor market information and advisory board recommendations.	
Outcomes	
Instructors hired for three new CTE programs. Curriculum approved and courses offered starting Summer 2016 in Health Information Technology AAS. Curriculum approved and courses offered starting Fall 2016 in Precision Machining Certificate, Diploma, and AAS and Mechatronics Diploma and AAS.	
Measures	
Marketing, recruitment, and enrollment efforts have begun for HIT, Precision Machining, and Mechatronics. Projected enrollment for each program is 7 students in each program.	
Reallocation Explanation	
Post-Secondary Required Activities	\$62,368.86
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$66,631.14
Post-Secondary Admin Cost	\$10,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$139,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$139,000.00

Goal 1 Objectives 5

Use of Funds* R2 Programs of Study, R6 Assessment , P5 Student Organizations

Strategies

National Skill Standards and/or established business and industry standards will be exceeded in skill testing, certification qualifications. Faculty/Instructors are responsible for assessment with assistance from coordinators. The assessments will be proctored by persons other than the faculty/instructor. Student will gain understanding of industry and skills through student competitions at the state and national levels.

Outcomes

Minnesota West will expand the technical programs participating in National Skills Testing where appropriate. There will be compliance with the State assessment schedule for POS. The Data Driven Improvement Model- CTEDDI- will improve data and classroom instruction. Assessment results will allow faculty to be aware of areas of strength in program curriculum as well as areas where curriculum should be strengthened. Students will be better prepared and have a competitive advantage through student competitions.

Measures

When the opportunity is appropriate, students competing in state and national events will exhibit higher skills. Students in Skills USA, BPA and Heartland Beauty Skills Competition will place at State and National Levels. 85% of students involved in CTE programs will score at or above National average on approved technical skill assessments.

Reallocation Explanation

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

Goal 1 Objectives 6

Use of Funds* R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R10 Collaboration, P1 Advisory Committees

Strategies

Skill Assessments and results will be shared by faculty with business and industry through program Advisory Boards' yearly meetings.

Outcomes

Faculty will share results of instruments with Advisory committees for each technical program. Committees are composed of industry and business professionals, students, faculty, and alumni. This will occur with all majors and in particular with any major that is considered a Program of Study.

Measures

100% of CTE majors will hold an advisory meeting a minimum of once a year. Business and industry advisory groups interact and collaborate with faculty regarding student assessment/achievement and quality of training. Assessment results are included and discussed on Advisory Board Agendas. Advisory members will offer input on curriculum in relationship to industry standards and trends and based on assessment results.

Reallocation Explanation

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

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

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

Goal 2 Narrative:

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

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

Goal 2 Objectives

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

Goal 2 Objectives 2

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

Goal 2 Objectives 3

Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P10 Student Transition
Strategies	
Consortium staff will work with business and community partners to provide high school students the opportunity to demonstrate technical skills through skills competitions.	
Outcomes	
Students will demonstrate industry specific skills at Culinary Skills Challenge and Digital Photography competitions. Students will attend breakout sessions taught by professionals from industry. Competition guidelines and judging criteria will be determined with help of industry professionals. Students will demonstrate industry specific skills. Industry professionals will assist in establishing evaluation criteria, provide information through seminars and judge student competitions.	
Measures	
250 students will participate in culinary and digital photography competitions and seminars judged and developed by industry professionals.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$5,000.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$8,000.00

Goal 2 Objectives 4

Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
District's CTE programs will be supported by determining strengths and gaps in opportunities and services. A regional shared CTE delivery model will be developed and evaluated in 2016-17.	
Outcomes	
A hybrid course that provides students with center-based labs, community-based experiences, and on-line learning will be developed. An advisory team will provide input and evaluate the course in order to make improvements for year two of program.	
Measures	
Six high schools and Minnesota West will partner to develop an Introduction to Medical Careers course. The course will be delivered to 25 students to be delivered second semester of the 2016-17 school year.	

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

Goal 2 Objectives 5	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading

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

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

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

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

Goal 2 Objectives 6	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation

Strategies
 Improve and upgrade technology and equipment for technical programs, evaluated as in need of contemporary equipment, in order to provide students with valuable curriculum experience. Partnerships with business, industry and advisory boards are critical in determining needs and providing equipment and technology.

Outcomes
 Career and Technical Programs in need of an upgrade of equipment and technology will be evaluated. Students and faculty will benefit from exposure to updated curriculum and current advances in technology based on information provided by current trends.

Measures
 Each student's education will be enhanced by the updating of equipment and technology that is inline with current industry standards. Students will receive training and education utilizing current technology they will encounter in the workplace.

Reallocation Explanation	
Post-Secondary Required Activities	\$7,366.07
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	\$7,366.07

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,366.07

Goal 2 Objectives 7

Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies	Industry and community partners will collaborate to offer interactive, career exploration events for high school sophomores and juniors. Career Expo events will be held in Marshall, Worthington, and Fairmont.
Outcomes	High school sophomores will receive career education information through MCIS career supplements and Career Expo activities. Business and industry partners will volunteer to establish interactive career experiences for participants. The interactive Game Show will be updated to provide up-to-date information about career trends and labor market information specific to southwest Minnesota.
Measures	There will be a 40% increase of students rating their knowledge of non-traditional careers as "Knowledgeable-Very Knowledgeable" as a result of the interactive exhibits and game show activities. 70% of industry exhibitors will rate students as generally "Engaged" in the process of career exploration while visiting interactive career exhibits.
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$11,190.23
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$24,043.38
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$35,233.61
Total	\$35,233.61

Goal 2 Objectives 8

Use of Funds*	R3 All Aspects of an Industry, R10 Collaboration, P8 Teacher Preparation
Strategies	Opportunities for high school teachers to expand their knowledge of energy careers will offered.
Outcomes	Work with MN Energy Center to implement Energy is Fundamental course in consortium high schools. Expose high school students to the energy industry and potential careers through E3 Conference- Energy Education for Educators.
Measures	2 teachers from consortium will attend E3 Conferences throughout the state.
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 9

Use of Funds*	R2 Programs of Study, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P10 Student Transition
Strategies	Secondary, post-secondary, community and industry leaders will meet to discuss potential models in which high school students can receive high school and college credit in health or manufacturing courses.

Outcomes	
Meetings will be held on a regular basis, existing models will be considered, additional partners will be secured.	
Measures	
1 model in either the manufacturing or health care field will be developed.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,600.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,600.00
Total	\$5,600.00

Goal 2 Objectives 10

Use of Funds*	R9 Special Populations, R10 Collaboration
Strategies	
Sustained collaboration between Minnesota West, SW/WC Service Coop, area high schools, Workforce Center and Private Industry Council, and Adult Basic Education.	
Outcomes	
Continuum of services and resources and ease of transition for students from high schools, adult basic education and Workforce Centers to post secondary education.	
Measures	
Consortium members will sit on the SW MN Youth Council. Minnesota West, Workforce, and ABE will collaborate to provide Fast Trac programming, in the region, in the areas of health and manufacturing. ABE will be a distance proctor for Accuplacer and Accuplacer Diagnostics to assist in determining academic needs. Minnesota West will provide Career Scope assessments and interpretation for Workforce and ABE participants to assist in career exploration. Minnesota West will present at Fast Track programs regarding post secondary education, admissions, financial aid, and transferability.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3: Improve Service to Special Populations**Goal 3 Narrative:**

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

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R9 Special Populations

Strategies	
High school CTE teachers will increase their knowledge about non-traditional careers.	
Outcomes	
Consortium staff will take the opportunity to expose high school CTE teachers to non-traditional career information through professional development meetings and monthly blog articles.	
Measures	
CTE instructors will be made aware of trainings about non-traditional careers offered by MDE and MNSCU. Targeted professional development activities about non-traditional careers will be delivered at staff development meetings. Data will be collected about teachers' knowledge of non-traditional careers. Blog articles will be dedicated to educating teachers about non-traditional careers.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 2

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

Goal 3 Objectives 3

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

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$15,500.07
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$8,500.00
Secondary Total	\$24,000.07
Total	\$24,000.07

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

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

Goal 3 Objectives 6	
Use of Funds*	R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
Students and prospective students will be exposed to and provided information and opportunities to experience occupational work in a variety of non-traditional careers.	
Outcomes	
Representatives from MRVED, Minnesota West and the SW/WC Service Cooperative will serve on the Youth Council that oversees regional youth employment programs delivered through the Private Industry Council. The Youth Council will work with PIC staff to develop program goals including exposing students to non-traditional careers. The Breaking Traditions Conferences will be advertised to area alternative learning centers.	
Measures	
100% of Minnesota West Technical College Campuses will partner with the SW MN PIC to host a Breaking Traditions event. MN West CTC will also work with area partners to continue events that expose learners to nontraditional careers, high wage, high demand careers, such as Kids College, Camps to Careers, and 9th Grade Day.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00

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

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

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

Goal 4 Narrative:

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

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

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

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

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R6 Assessment , R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
Adult learners, underrepresented learners, GED students, underemployed and ESL learners will have access to college credit coursework, career exploration, college preparation, and post-secondary admissions information through collaborative partnerships with MN West Consortium partners, Minnesota West, ABE, Workforce Centers, and Private Industry Council.	
Outcomes	
Students will have access to support services to prepare for and succeed in post secondary CTE, re-education, and/or college coursework as well as access to college credit coursework in alternative settings.	
Measures	
Minnesota West will administer and interpret up to 30 Career Scopes to learners involved in ABE and PIC Fast Trac, Universal Health Care Worker, Industrial Technology, CNA groups and high school students. Information will also be presented to at least 3 of these groups regarding college admissions, transferability, and financial aid. Minnesota West and ABE staff and instructors will also offer Diagnostic Accuplacer and remediation to students preparing to enter post-secondary education placing in pre-developmental coursework.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	

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

Goal 4 Objectives 2

Use of Funds* R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , P8 Teacher Preparation

Strategies

Communicate college and work readiness standards to teachers, improve academic and technical skills of students in CTE programs, and prepare students for high wage, high skill, or high demand occupations.

Outcomes

Each year, two facilitated meetings will be held with Minnesota River Valley Education district CTE staff. FACS, Industrial Technology, Business and Agriculture will meet. Instructors will share curriculum information with one another, make necessary updates to their curriculum maps, and create common formative assessments.

Measures

90% of Minnesota River Valley Education District Staff will attend department meetings. Goals of these meetings will include updating curriculum maps to reflect an understanding of college and work readiness standards, aligning academic and CTE programs, and preparing students for future careers. Industrial Tech and Ag teachers will concentrate on developing formative assessments. Business and FACS teachers will concentrate on pacing guides and ELA alignment. The MRVED continues to expand their online course options. Program approval will be completed by consortium instructors.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$3,816.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,816.00
Total	\$8,816.00

Goal 4 Objectives 3

Use of Funds* R6 Assessment , R10 Collaboration, R11 Articulation

Strategies

Consortium partners, secondary and college teachers and administrators will have access to up-to-date information about the consortium's Carl Perkins projects.

Outcomes

The consortium website (www.lifetimeoflearning.com) will be maintained to provide teachers and administrators with information about consortium events and activities, program approval updates, access to Minnesota Articulated College Credit information, links to Programs of Study website and necessary data collection requirements. A monthly blog will be used to update members of important information. Annual meetings will be held with each district's CTE instructors and administrators.

Measures

At least 5 CTE blog entries will be posted each month with an average of 400 page views per month.

Reallocation Explanation

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

Goal 4 Objectives 4

Use of Funds* R9 Special Populations, R10 Collaboration, R11 Articulation

Strategies

Female students will be exposed to nontraditional careers through computer programming classes.

Outcomes

Business teachers will receive professional development and one-to-one assistance from post-secondary instructors in order to offer programming courses.

Measures	
Follow up will be done with teachers who offer a programming course to collect baseline data about student demographics.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 5

Use of Funds* R5 Professional Development , R10 Collaboration, P8 Teacher Preparation

Strategies

High school CTE instructors will keep pace with industry changes and new technology through approved professional development activities.

Outcomes

High school CTE teachers of approved programs will participate in staff development events that lead to program improvement and increased student achievement.

Measures

60% of high school CTE teachers of approved programs will participate in consortium sponsored staff development events that lead to program improvement.

Reallocation Explanation

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

Goal 4 Objectives 6

Use of Funds* R2 Programs of Study, R10 Collaboration, R11 Articulation

Strategies

High school students will have access to a seamless system of coursework through articulation agreements between secondary and post-secondary schools.

Outcomes

Articulated College Credit certificates will be issued to career and tech students and concentrators. Articulated college credit certificates will be available for issue to consortium schools. College credit certificates will be issued to high school CTE students that are part of the Southern Minnesota Articulated College Credit Partnership.

Measures

Baseline data will be collected on consortium high school students who will achieve college credit through articulation of their high school courses. Consortium schools will issue Minnesota Articulated College Credits to high school students that meet post-secondary competencies. 17 consortia have joined together to form the www.ctecreditmn.com website.

Reallocation Explanation

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

Goal 4 Objectives 7

Use of Funds* R1 Academic Integration , R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2

Counseling, P6 Mentoring/Support Services, P10 Student Transition	
Strategies	
Minnesota West will assist and support student transition from high school (or before --PSEO) to college. Minnesota West will continue to work towards increasing graduation rates for students of diverse backgrounds. Minnesota West Community and Technical College is continuing to work on adding 2 + 2, articulation and Baccalaureate degree completion, available online and onsite, for students enrolled in technical programs. A number of career pathways have been developed and are being explored to allow secondary students to earn college credits in CTE programs that will easily transition in to full certificates, diplomas, AAS and AS degrees. Student transitions are enabled by the joint efforts of consortium members. The coordinator for the consortium activities at the secondary level works with Minnesota West Community and Technical College, MRVD, and high schools to integrate high school and college objectives for transition.	
Outcomes	
Minnesota West will work collaboratively to assist secondary schools & students with classes in math, business, HS Fluid Power Technology, Computer Support Technology, Nursing, Automotive Technology, and Welding which can be utilized for actual credits towards degrees and certificates. The college will continue to evaluate developmental classes in order to better serve students not college ready and will utilize Accuplacer as a means to determine appropriate placement. Minnesota West CTC will have articulated agreements with universities that allow for easy transition from CTE programs to Baccalaureate degree completion.	
Measures	
For school year 2016-2017 students will be assessed and enrolled in developmental classes as a means to ensure students are not involved in course work beyond their academic readiness. Students will participate in Freshman Seminar which addresses academic and student study skills and success. Secondary students will be invited to and participate in presentations at the high schools and on Minnesota West campuses that introduce CTE programs, career exploration, and diversity topics. Examples of such events are 9th Grade Day, Kids College, Breaking Tradition. Secondary students will take course work in areas of Business, Mechatronics, Precision Machining, Automotive Technology, Computer Support Technology, Nursing, Diesel, and Welding that have been articulated for college credit or are simply offered for college credit that easily translates to and accomplishes requirements for the mentioned degrees. Minnesota West will maintain articulated agreements with at least 8 universities in areas such as Nursing, Agriculture, Business, Education and Early Childhood, Computer Science and Operations.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 8	
Use of Funds*	R9 Special Populations, P10 Student Transition
Strategies	
Schools will develop a transition to post-secondary education and employment plan to meet state legislative requirements.	
Outcomes	
Use a school-wide guidance program to increase the number students who graduate from high school with the knowledge, skills, and habits necessary for success in college and a career.	
Measures	
Consortium schools will implement the Ramp Up to Readiness curriculum.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

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

Goal 5 Objectives

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

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$5,000.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$12,467.55

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	\$70,368.86	\$0.00	\$66,631.14	\$0.00	\$0.00	\$147,000.00	\$51,937.42	\$0.00	\$2,050.26	\$0.00	\$0.00	\$53,987.68	\$200,987.68

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	\$7,366.07	\$0.00	\$0.00	\$0.00	\$0.00	\$7,366.07	\$72,540.23	\$0.00	\$29,043.38	\$0.00	\$0.00	\$101,583.61	\$108,949.68

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	\$21,231.19	\$0.00	\$0.00	\$0.00	\$0.00	\$21,231.19	\$26,614.09	\$0.00	\$8,500.00	\$0.00	\$0.00	\$35,114.09	\$56,345.28

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	\$1,250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,250.00	\$21,096.46	\$0.00	\$6,244.00	\$0.00	\$0.00	\$27,340.46	\$28,590.46

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	\$42,413.33	\$0.00	\$0.00	\$0.00	\$0.00	\$42,413.33	\$18,857.82	\$0.00	\$0.00	\$0.00	\$0.00	\$31,325.37	\$73,738.70

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	\$142,629.45	\$0.00	\$66,631.14	\$0.00	\$0.00	\$219,260.59	\$191,046.02	\$0.00	\$45,837.64	\$0.00	\$0.00	\$249,351.21	\$468,611.80

Secondary Budget Details

Description	File Name	File Size
Minnesota West FY17 Secondary Budget	FY 17 Secondary-Budget-Supplemental-Sheet.xlsx	71 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,400.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$3,600.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$2,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$12,000.00

Improvement Plan Action Steps

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

Emphasis should be and will be placed on early exposure to CTE programs. Some of the activities currently offered to students prior to their sophomore year in high school are 9th Grade Exploration days and Kids College. Minnesota West also has been working with area high schools to do presentations within specific courses such as Ag classes which exposes students to non traditional career options.

Improvement Plan Supporting Documents
(optional, not required)

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:	1P1 – Technical Skill attainment
Negotiated Performance:	85.40%
Actual Performance:	82.27%
General strategies planned to improve performance:	
Minnesota West has a number of high risk students including first generation, students living in poverty, and students with disabilities, all of which can impact student learning and skill attainment. We also serve a large geographical area including online students which also impacts student access to assistance. Minnesota West will continue to use Grade's First as our intrusive advising, early alert system, tracking, and centralized tutoring service center as a way to monitor progress and retention which is part of skill attainment. Campus Deans will also have conversations with faculty about their assessments and if appropriate or possible changes to make in curriculum. Minnesota West may also ask for technical assistance in this area.	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met:	2P1 – Credential, certificate, or degree
Negotiated Performance:	79.40%
Actual Performance:	77.61%
General strategies planned to improve performance:	
Minnesota West is invested in the success of our students and will continue to provide support to students so they can receive credentials, certificates and degrees. Minnesota West has a number of high risk students including first generation, students living in poverty, and students with disabilities, not to mention a large number of nontraditional learners of who can only reasonably attend on a part time basis. All of these can impact student learning completion rates especially time frame in which they complete their degrees. One way we are addressing this is exploring and executing partnerships with area ABE, Customized Training, Workforce, area high schools and alternative high schools to provide course work in hybrid formats, stackable credentials and easier access.	
Comments or context for actual performance (optional):	

Improvement Report 3	
Indicator Not Met:	2S1 – Technical Skill Attainment
Negotiated Performance:	54%
Actual Performance:	31.82%
General strategies planned to improve performance:	
Teachers who have given the assessments will give testimonials at annual FACS and Business meetings about the benefits to assessing their students. Explore the possibility of offering incentives for teachers who assess their students. The consortium may request technical assistance.	
Comments or context for actual performance (optional):	
We would like to suggest a change to the pass/fail scores for Precision Exams. We believe the national average should be sufficient until TSAs are more commonly used. Unfortunately poor scores are not helping sell the concept to teachers.	

Improvement Report 4	
Indicator Not Met:	5P1 – Nontraditional participation
Negotiated Performance:	12.40%
Actual Performance:	11.45%
General strategies planned to improve performance:	
Minnesota West along with most other institutions struggle to meet the negotiated target of nontraditional participation. It is an ongoing effort to recruit and retain nontraditional students. We continue to offer programs for students to explore a variety of career options such as the Career Expo, 9th Grade Exploration, Kids College, Breaking Traditions, and Scrubs Camps. These efforts will continue. Minnesota West has a partnership with ABE and area Workforce in which a number of Fast Trac programs are offered for credits in which are attempting to recruit nontraditional learners. Lastly transportation has been identified as a barrier for students participating. As a result Minnesota West is piloting a transportation program from Worthington to Jackson.	
Comments or context for actual performance (optional):	

Improvement Report 5	
Indicator Not Met:	5P2 – Nontraditional completion

Negotiated Performance:	9.29%
Actual Performance:	8.16%
General strategies planned to improve performance:	
Minnesota West is committed to and implements several efforts to recruit and retain nontraditional students. We continue to offer programs for students to explore a variety of career options such as the Career Expo, 9th Grade Exploration, Kids College, Breaking Traditions, and Scrubs Camps. These efforts will continue. Minnesota West has a partnership with ABE and area Workforce in which a number of Fast Trac programs are offered for credits in which are attempting to recruit nontraditional learners. Minnesota West offers a number of support services to all students including nontraditional learners to assist with retention, persistence, and matriculation. These include Grade's First, Read Speak (text to speech software) in Brightspace, flexible tutoring, hybrid coursework, workshops, and College Central. Lastly transportation has been identified as a barrier for students participating. As a result Minnesota West is piloting a transportation program from Worthington to Jackson.	
Comments or context for actual performance (optional):	

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Accounting
RPOS submitted with 10 components	MinnesotaWest_MarshallHS_Accounting_MN Programs of Study_ISEEK.pdf

Programs of Study

Programs of Study 1	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Automotive Technology
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) - Automobile Service Consultant Certification Test
In which course (use course code) or at what time in the program?	Prior to Graduation

Programs of Study 2	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business
At which High School? College?	Benson, Fairmont, Marshall, Canby, Montevideo
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	140710-16

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?	Agriculture
At which High School? College?	Mountain Lake
State-Approved Secondary Assessments	Precision Exams - Plant & Soil Science I
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	019901

Programs of Study 4	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Accounting Advanced Assessment
In which course (use course code) or at what time in the program?	ACCT2101

Programs of Study 5	
Career Fields	Business, Management, & Administration

Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Minnesota West Community and Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Accounting Basic Assessment
In which course (use course code) or at what time in the program?	BUS2201

Programs of Study 6	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Agriculture
At which High School? College?	Minnesota West Community and Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	MN Dept. of Agriculture (MDA) Licensed Commercial Pesticide Applicator
In which course (use course code) or at what time in the program?	AGRI 1125

Programs of Study 7	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction Occupations
At which High School? College?	Pipestone
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	171000

Programs of Study 8	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Family and Consumer Science
At which High School? College?	Luverne
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	090101

Programs of Study 9	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Child Development Technology
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Early Childhood Care and Education – Basic, Job Ready Assessment
In which course (use course code) or at what time in the program?	Prior to Graduation

Programs of Study 10	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Automotive
At which High School? College?	Red Rock Central
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	170303-30

Programs of Study 11	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support

In which CTE Program?	Business
At which High School? College?	MN West Community and Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Administrative Services
In which course (use course code) or at what time in the program?	Prior to graduation

Programs of Study 12

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Agriculture
At which High School? College?	Mountain Lake
State-Approved Secondary Assessments	Precision Exams - Welding Technician, Entry
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	019901

Programs of Study 13

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	Montevideo
State-Approved Secondary Assessments	NOCTI - Administrative Services
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	140710-41

Programs of Study 14

Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Power, Structural, and Technical Systems
In which CTE Program?	Welding
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Welding Society (AWS) - Certified Welder
In which course (use course code) or at what time in the program?	prior to completion

Programs of Study 15

Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Network Systems
In which CTE Program?	Business
At which High School? College?	Ortonville, Marshall, Montevideo, Murray County Central, Comfrey
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Computer Networking Fundamentals
In which course (use course code) or at what time in the program?	Advance IT

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:* 50.0%

Coordinator Budget:* \$39,413.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 50.0%

Coordinator Budget:* \$39,413.00

Perkins Dollars**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Gail Polejewski	Minnesota West Consortium Coordinator		\$48,425.65	Career and Technical Project Coordinator (11 16 06).pdf
Laurie Van Watermeulen	Carl Perkins Support Staff		\$27,737.00	Office Assistant (8 23 12).pdf
Tom Hoff	Career Expo Coordinator		\$7,500.00	Career Development Coordinator PD.pdf
Precision Machining Instructor - TBD	Machine Tool Instructor		\$64,500.00	
Mechatronics Instructor - TBD	Industrial Mechanics & Maintenance Tech Instructor		\$64,500.00	
			\$212,662.65	