



Grant Details

01590 - FY17 Perkins IV Application

02008 - FY17 Riverland Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 Riverland Consortium Perkins Application
Grant Number: 01688
Grant Status: Underway
Comments:
Applicant Organization: Riverland Consortium
Grantee Contact: Troy Watkins
Award Year: 2016
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 08/08/2016 Contract Received 07/01/2016 Contract Executed 06/30/2017
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

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Austin High School	01 public school district	492
Riverland Community College		
Albert Lea High School	01 public school district	241
Glenville-Emmons High School	01 public school district	2886
Grand Meadow High School	01 public school district	495
LeRoy-Ostrander High School	01 public school district	499
Lyle High School	01 public school district	497
Owatonna High School	01 public school district	761
Southland High School	01 public school district	500

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)

Perkins funding continues to help support CTE programs in the secondary and post-secondary environments. The strategies are aimed at providing learning opportunities for students to investigate, explore and develop entry level skills necessary for career and college readiness. We support professional development that targets CTE teachers to develop a guaranteed and viable curriculum. The consortium will strive to produce students who make informed decisions about their career choice and access appropriate training to reach their career plan.

At the secondary level the support is placed on approved courses taught by licensed CTE instructors and approved Programs of Study. The primary focus of the consortium in FY17 will be in these areas: Agricultural Science, Manufacturing, Business Administration, Health Occupations and Transportation. These were selected based on regional business projected workforce needs using DEED, advisory board input, and community industry groups (WDI, Chamber Business Ed committees and the Owatonna Workforce Readiness group) and also common programming within our consortium.

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)

Each year the leadership team evaluates the targets, analyze student data and develops strategies along with the staff and administration at each site to address them when writing the next fiscal year's application.

The consortium uses data from the performance indicators to provide focus for our plan. Several initiatives will continue to be funded to increase the number of concentrators and completers in programs of study. We will continue to develop rigorous POS for FY17 and focus our expenditures on program enhancement. We will also continue to align high school and Riverland courses leading to articulation/concurrent course agreements. Utilize existing structures to communicate and promote Programs of Study to students, staff, and parents. The implementation of 7 TSA's at the secondary level during this fiscal year will provide the data needed to drive future plans.

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)

Curriculum alignment occurs between secondary and postsecondary via advisory committees, POS and TSA Professional Development sessions and articulation meetings. At the postsecondary level program reaccreditation will continue. CTE programs at Riverland are aligned with national standards and assessed using identified TSA's.

Specific programs to continue building toward rigorous program of study status include the CNA program initiated at LeRoy - Ostrander in collaboration with Riverland Community College.

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)

We ensure this through industry tours, guest speakers, advisory committee input, work experience programs which includes community and business experiences, apprenticeship, career days, mentorships, student visits to Riverland career and technical programs, internships, participation in Career & Technical Student Organizations, Summit/DACUM process, program accreditation, and national skills standards added to curriculum which all reflect current industry trends. We also support the purchase of equipment and technology needed to reflect current trends in industry.

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)

Funding is available and built into the year's budget for any CTE certified instructor to attend in-district or out of district professional development opportunities. Requests for funding are prioritized based on alignment to the goals and/or Programs of Study. We will continue to host professional development workshops in Programs of Study and TSA's.

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)

Applicants are sought out via job fairs, employment websites, contact with individual colleges, etc. Postings request CTE licensure. At the postsecondary level, MNSCU requirements are enforced, industry experts are pursued from advisory committees, Summit/DACUM events, and other business and industry contacts.

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)

Districts are implementing locally developed common assessments focused around essential course outcomes. We also examine results on standardized tests (ex: MCA data) as part of our performance indicators. The consortium will support the use of Explore/Plan/ACT assessments to provide data regarding student performance.

At the postsecondary level, program accreditation standards and performance levels are utilized in assessment. Postsecondary will continue a new program review process based on MnSCU guidelines and utilizes data provided by the Institutional Research Analyst to evaluate programs. The Institutional Research committee (formerly called IDEAA) identifies benchmarks through the analysis of college data provided internally and through outside entities such as the MnSCU Institutional Profile and Community College Survey of Student Engagement.

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)

We utilize the checklist when developing or revising POS to be sure they are inclusive of all aspects and to identify gaps that should be addressed. The elements help to focus our strategies. We plan to conduct multiple professional development days - at least one in the fall and one in the spring. The plan is to continue training secondary and postsecondary instructors the ten components for rigorous programs of study and identify collaborative opportunities to align curriculum that support student preparation for their career path interest.

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

Goal 1 Narrative:

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

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

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

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

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition, P11 Entrepreneurship
Strategies	
<ol style="list-style-type: none"> 1. Revisit all approved Programs of Study including the Rigorous ones. 2. Continue Professional Development for secondary and postsecondary instructors and counselors around the POS process, Articulation process, Career Development process and Experiential Learning. 3. Revisit the current TSAs for secondary 4. Research Alternative TSAs that could be utilized for secondary schools. 5. Support professional development via conferences, DACUM/Summits, workshops, study groups and professional memberships for instructors. 6. Acquire equipment, curricular resources and technology to support student learning that align with approved POS/RPOS. 7. <u>Fund advisor expenses for CTSO organizations.</u> 8. Increase the number of high school classes that are articulated with either regional or local agreements. 9. Identify a course that can be implemented within each school that fulfills the requirement of a TSA. (i.e Skills USA Employability; WorkKeys) <p>Early college initiatives</p>	
Outcomes	
<ol style="list-style-type: none"> 1. POS/RPOS will be aligned with Regional Labor Market Information. 2. Most all teachers/faculties for ALL schools are familiar with how to utilize the CTEcreditMn.org instrument. 3. Teachers/faculties understand what a POS and how it can be beneficial to their students. 4. Utilized appropriate TSAs in each approved POS/RPOS. 5. All 8 High Schools have at least one articulated course 6. Most students leave high school with at least one certification. 	
Measures	
<ol style="list-style-type: none"> 1. All POS/RPOS match with regional industry needs. 	

- 2. At least 50% of the CTE teachers/instructors are familiar with the CTEcreditmn.org site
- 3. On the CTEcreditsMN website at least 8 high school courses are registered for articulation.

Reallocation Explanation	
Post-Secondary Required Activities	\$28,500.49
Post-Secondary Permissible Activities	\$20,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$1,355.32
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$49,855.81
Secondary Required Activities	\$38,744.12
Secondary Permissible Activities	\$27,164.57
Secondary Reserve	\$8,802.44
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$74,711.13
Total	\$124,566.94

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

Goal 2 Narrative:

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

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition
Strategies	
<ol style="list-style-type: none"> 1. Conduct Professional Development around what Experiential Learning is and how it can be implemented with an existing curriculum. 2. In those sites that already have mentorship/internship/apprenticeships, enhance and expand these options to more students. 3. Identify what is already offered within our community. (Workforce Centers, Businesses, etc.) 4. Build our advisory councils into meaningful and productive resource (combine advisory councils between secondary and postsecondary) and meet at least bi-annually. 5. Work with Chambers to "market" CTE type careers. 6. Utilizing Career Fairs expose Businesses/Industries to students. 	
Outcomes	
<ol style="list-style-type: none"> 1. Increase internship, apprenticeship, and mentorship participation. 2. Opportunities and participation of students to explore POS on college campus' as well as local/regional businesses/industries. <p>Business/Industry review and input to secondary and post-secondary CTE programs.</p>	
Measures	
1. Number of student participants in clinicals, internships, mentorships, youth apprenticeship, work experience and service learning experiences. 2. Business and industry participation at advisory committee meetings (represent 50% of members attending)	
Reallocation Explanation	
Post-Secondary Required Activities	\$6,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$1,355.32
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,355.32
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$1,000.00

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

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

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

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
<ol style="list-style-type: none"> 1. Continue to update and provide information to Counselors/Deans, teachers/instructors on non-traditional careers. 2. Utilizing existing avenues provide on a continuous bases information to parents around CTE careers. (school bulletins, newsletters, at conferences, etc.) 3. Create a follow up system (not just post cards, etc.) after career fairs especially with non-traditional students when interest is shown in a non-traditional career 4. Continue the "Be Your Best" program at Riverland which targets underserved populations and academically disadvantaged students to participate in a college prep program during the summer. 	
Organize campus and career day opportunities for underserved populations. (example: Latino College Fair, Diversity Career Day, College for my Child)	
Outcomes	
<ol style="list-style-type: none"> 1. Counselors/Deans/teachers and Instructors are more familiar with non-traditional careers including what is defined as non-traditional. 2. Families are more aware of what non-traditional careers are and that they can be high skill high wage positions. 3. More students that are interested in non-traditional careers have the opportunity to future their research on these careers. 4. Students completuing a "Be My Best" Summer School 	
Measures	
1. Increase the number of under-served populations enrolling in a high school courses aligned to a program of study. 2. Increase the number of under-served populations enrolling in a PS education program. 3. Increase the number of under-served populations enrolling in college prep courses in high school. 4. A follow up system has been created to identify that training to Counselors/Deans/teachers and Instructors have acquired information around non-traditional careers.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,355.32
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$800.00
Secondary Reserve	\$0.00
Secondary Total	\$800.00
Total	\$2,155.32

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

Goal 4 Narrative:

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

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
<ol style="list-style-type: none"> 1. Identify how information around careers is distributed to students in ALL of our schools. 2. Provide Professional Development to our Counselors around CTE programs, careers, articulation agreements, and Personal Learning Plan, etc. 3. Utilize software to assist in course and career planning at the middle and high school levels (MCIS, Naviance, IDEAS, ACT prep) 4. Support the newly created Director of Admissions and New Student Relations. A direct connection exists between this new position and the new state legislation requiring the 9th grade career/pathway connections to provide a menu of options and support CTE concurrent which will directly benefit CTE 5. Riverland will continue to host a community job fair in partnership with the Workforce Center. 6. Collaborate with both CTECreditsmn and the Regional Articulation Committee. 	
Outcomes	
<ol style="list-style-type: none"> 1. Increased student awareness and access of career planning programming leading to increased student participation in CTE courses and programs of study 2. Effective partnerships between secondary, post-secondary, and community resulting in career fairs/college exposure events. 3. Increased collaboration between secondary school and post-secondary partners in orienting students and parents in college preparation activities. 4. Riverland will partner with Workforce Center and business to continue to provide educational opportunities for their clients/employees to move into high-skill, high-wage, or high demand occupations. 5. Students enroll and complete college entrance exams. 6. Increased awareness of articulation agreements both regional and local. 	
Measures	
<ol style="list-style-type: none"> 1. There will be an increase in CTE enrollment at the PS level. 2. Member schools will have access to career guidance programs. 3. School advisement and/or college readiness programs accessing mnprogramsofstudy.org. 4. All consortium partners participate in the Riverland College Fair. 5. Students and parents who have attended college preparation activities. 5. At least one articulated program is established in all 8 schools. 	
Reallocation Explanation	
Post-Secondary Required Activities	\$24,117.00
Post-Secondary Permissible Activities	\$20,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$45,472.32
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$11,500.00
Secondary Reserve	\$2,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$13,500.00
Total	\$58,972.32

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

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

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R5 Professional Development , R10 Collaboration, R10 Collaboration, Post-secondary Admin Cost, Secondary Admin Cost, R5

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

Strategies

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

Outcomes

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

Measures

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

Description

Reallocation Explanation

Post-Secondary Required Activities	\$30,138.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$14,917.65
Post-Secondary Admin Cost	\$1,355.33
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$46,410.98
Secondary Required Activities	\$19,909.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$19,909.00
Total	\$66,319.98

Goal 5 Objectives 2

Use of Funds* Secondary Admin Cost

Strategies

Secondary Admin Cost Only

Outcomes

Secondary Admin Cost Only

Measures

Secondary Admin Cost Only

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$5,269.35
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

Secondary Total	\$5,269.35
Total	\$5,269.35

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$6,776.61
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$5,269.35

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	\$28,500.49	\$20,000.00	\$0.00	\$0.00	\$0.00	\$49,855.81	\$38,744.12	\$27,164.57	\$8,802.44	\$0.00	\$0.00	\$74,711.13	\$124,566.94

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	\$6,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,355.32	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$8,355.32

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,355.32	\$0.00	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	\$2,155.32

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	\$24,117.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$45,472.32	\$0.00	\$11,500.00	\$2,000.00	\$0.00	\$0.00	\$13,500.00	\$58,972.32

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	\$30,138.00	\$0.00	\$14,917.65	\$0.00	\$0.00	\$46,410.98	\$19,909.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,178.35	\$71,589.33

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	\$88,755.49	\$40,000.00	\$14,917.65	\$0.00	\$0.00	\$150,449.75	\$58,653.12	\$40,464.57	\$10,802.44	\$0.00	\$0.00	\$115,189.48	\$265,639.23

Secondary Budget Details

Description	File Name	File Size
Riverland Secondary Budget	Perkins2016-17 Budget Final.xlsx	77 KB
Riverland Secondary Budget	Perkins2016-17 Budget Final.xlsx	77 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$10,000.00
Totals	\$20,000.00

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	
FY16: We are using results from this year's TSA's to help develop instruction to help improve TSA scores. We are looking to change the TSA test to a Work Skills test so we are having out students take tests that better match the curriculum of the classes and an overall goal of improving students workforce readiness for the future. This is the first year we are going to be doing this type of assessment, so it will set a standard for years to come and help us determine what areas need to improve in our classrooms.	
Resources Needed*	Additional curricular modification to match test specs.
Timeline*	2016-future
Person(s) Responsible*	Schools administering TSA's
How will progress be documented?*	Longitudinal performance data.
Sub-populations or groups where gap exists:*	We're hoping this test prevents these gaps for certain groups as workforce readiness is something all students should receive in the variety of class offerings.
Describe any contextual factors that might contribute to this gap:*	Nature of elective programming prohibits all students having same level of preparation.
Further Information	
Stakeholders: Teachers, students, administration, and consortium.	
Using TSA assessment results to help teachers determine where the gaps are in curriculum.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	
FY15: Target = 27.30%, Actual = 25.83% (for 2012-2013 reporting year) The addition of the Dean of Students position has brought an increased focus on student retention and transfer. The Perkins PS Coordinator is a member of the newly created strategic enrollment management team which is a cross departmental team concentrating on enrollment and retention. We are in the beginning stages of reviewing the previous retention plan to revise and update or delete and start over. FY16: Target = 25.57%, Actual - 18.93% (for 2014-2015 reporting year) The improvement plan for FY17 will consist of expanding the communication about this decreasing target with other Riverland departments to find the root cause and address it accordingly.	
Resources Needed*	Personnel from multiple departments
Timeline*	On-going
Person(s) Responsible*	PS Perkins Coordinator and several internal departments
How will progress be documented?*	On the PARs for the PS Coordinator
Sub-populations or groups where gap exists:*	Will work with Institutional Researcher to identify specific programs where retention or transfer may be an issue.
Describe any contextual factors that might contribute to this gap:*	We now have an Institutional Researcher on staff who can pull accurate data that will help our institution to increase this number. We did not have this assistance in the past.
Further Information	
The institutional researcher will be a tremendous help in assembling accurate data for administration and PS Coordinator to review.	
Improvement Plan Supporting Documents (optional, not required)	

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:	86.21
Actual Performance:	78.70
General strategies planned to improve performance:	
<p>FY15 Response: Administration has reviewed the decrease with faculty and together they determined strategies to increase performance. Nursing is in transition of a curriculum change.</p> <p>FY16 Response: There have been several changes implemented to the nursing department in FY16 such as exam prep assistance. Scores have since increased but will not be realized until the next reporting period.</p>	
Comments or context for actual performance (optional):	
<p>According to the MnSCU Accountability site for year 2013, the licensure exam pass rates are indicated below:</p> <p>Riverland Nursing - LPN: Candidates = 59, Passing = 56, Pass Rate = 94.9% Riverland exceeded system colleges by over 4%</p> <p>MnSCU Total Nursing - LPN: Candidates = 1,504, Passing = 1,362, Pass Rate = 90.6%</p> <p>Riverland Nursing RN-AS: Candidates = 72, Passing = 53, Pass Rate = 73.6% Riverland just below state system by 3%</p> <p>MnSCU Total Nursing RN-AS: Candidates = 1,766, Passing = 1,411, Pass Rate = 79.9%</p> <p>Riverland Radiography: Candidates = 15, Passing = 13, Pass Rate = 86.7% Of the 6 that did not pass in the state, 2 were from Riverland.</p> <p>MnSCU Total Radiography: Candidates = 107, Passing = 101, Pass Rate = 94.4%</p> <p>According to the MnSCU Accountability site for year 2014, the licensure exam pass rates are indicated below:</p> <p>Riverland Nursing - LPN: Candidates = 33, Passing = 32, Pass Rate = 97.0% Riverland exceeded system colleges by 12%</p> <p>MnSCU Total Nursing - LPN: Candidates = 1,422, Passing = 1,209, Pass Rate = 85.0%</p> <p>Riverland Nursing RN-AS: Candidates = 59, Passing = 39, Pass Rate = 66.1% Riverland was below state system by approximately 16%</p> <p>MnSCU Total Nursing RN-AS: Candidates = 1,717, Passing = 1,408, Pass Rate = 82.0%</p> <p>Riverland Radiography: Candidates = 15, Passing = 14, Pass Rate = 93.3%</p> <p>MnSCU Total Radiography: Candidates = 113, Passing = 108, Pass Rate = 95.6%</p>	
Improvement Report 2	
Indicator Not Met:	2S1 – Technical Skill Attainment
Negotiated Performance:	54.0
Actual Performance:	No Data Submitted
General strategies planned to improve performance:	
<p>We are going to a new test for the entire consortium that is going to cover workforce readiness. We feel this will give us a better idea of how we are preparing students for the future and help us get a test that better fits each curriculum area. In the past, teachers have struggled in picking out the right test for their curricular areas, so we believe this test will better fit our goals in our classes and at our schools. Workshops will be held for targeted areas; and data review conducted on TSAs administered in FY16.</p>	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	25.57%
Actual Performance:	18.93%
General strategies planned to improve performance:	
<p>This summer the PS Coordinator will meet with the Institutional Researcher to identify specific programs where retention may be a concern. Once identified, we will work the the appropriate dean, Director of Retention and program faculty to devise a plan to increase performance on this accountability measure.</p>	
Comments or context for actual performance (optional):	
Improvement Report 4	
Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	86.50
Actual Performance:	83.57
General strategies planned to improve performance:	
<p>FY15: There was a transition in personnel during this time. However, the college has invested in a new software program that is more user friendly for both employers and students http://www.riverland.edu/placement/index.cfm which should help with the announcements of program related positions from employers to our students. Faculty remain an integral connection of students to the industry. We have determined that reporting may have been an issue in the recording of placement activities and will place greater emphasis on data collection efforts.</p> <p>FY16: There has been greater emphasis placed on program advising forming a stronger relationship with faculty and students to assist in connecting students to employers. Advisory committees have been a useful resource as well. Employer partnerships are increasing which in turn will have an effect on students' obtaining related employment</p>	

after graduation. The PS Perkins Coordinator will work with the Institutional Researcher to analyze data and realize potential strategies to address the decline.

Comments or context for actual performance (optional):

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

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

Improvement Report 5

Indicator Not Met: 5P1 – Nontraditional participation

Negotiated Performance: 19.00%

Actual Performance: 17.18%

General strategies planned to improve performance:

FY15:
IWITTS posters were ordered with previous Perkins funds and distributed to area high schools.

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

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

FY16:
PS will continue to seek strategies to further improve performance. Collaboration with the Institutional Researcher may uncover unidentified challenges to meeting this target. The consortium as a whole will continue career exploration activities that include non-traditional gender role models.

Comments or context for actual performance (optional):

FY15: Target = 19.00%, Actual = 16.47%

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

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	General Management
RPOS submitted with 10 components	Riverland_AlbertLeeHS_General Management _ MN Programs of Study _ ISEEK.pdf
Rigorous Program of Study 2	
State-Approved Rigorous Program of Study*	General Management
RPOS submitted with 10 components	Riverland_AustinHS_General Management _ MN Programs of Study _ ISEEK.pdf
Rigorous Program of Study 3	
State-Approved Rigorous Program of Study*	General Management
RPOS submitted with 10 components	Riverland_OwatonnaHS_General Management _ MN Programs of Study _ ISEEK.pdf

Programs of Study

Programs of Study 1	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Audio/Video Technology and Film
In which CTE Program?	N/A
At which High School? College?	Austin
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	N/A
Programs of Study 2	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Business Finance
In which CTE Program?	Business

At which High School? College?	Austin
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	N/A

Programs of Study 3	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Austin
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Accreditation Council for Accountancy and Taxation (ACAT) – Accredited Business Accountant Advisor Exam
In which course (use course code) or at what time in the program?	End of program

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?	
State-Approved Secondary Assessments	NOCTI Accounting Basic Assessment
State-Approved Postsecondary Assessments	Accreditation Council for Accountancy and Taxation (ACAT) – Accredited Business Accountant Advisor Exam
In which course (use course code) or at what time in the program?	End of program

Programs of Study 5	
Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	Business
At which High School? College?	Austin/Owatonna
State-Approved Secondary Assessments	Food Safety Administration - Prostart
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	N/A at this time

Programs of Study 6	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	General Management
In which CTE Program?	Business
At which High School? College?	Austin/Owatonna/Albert Lea
State-Approved Secondary Assessments	NOCTI - General Management
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	N/A at this time

Programs of Study 7	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Maintenance, Installation, and Repair
In which CTE Program?	Industrial Maintenance
At which High School? College?	Austin/Albert Lea
State-Approved Secondary Assessments	ACT Workkeys - National Career Readiness Certification (Reading for Information/Applied Math/Locating Information)
State-Approved Postsecondary Assessments	Manufacturing Skills Standards Council (MSSC) - Certified Production Technician - Certification
In which course (use course code) or at what time in the program?	End of program

Programs of Study 8	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Carpentry
At which High School? College?	Austin
State-Approved Secondary Assessments	Skills USA - Cabinet Making

State-Approved Postsecondary Assessments	NOCTI - Carpentry
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 9	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Production
In which CTE Program?	Industrial Maintenance
At which High School? College?	Albert Lea
State-Approved Secondary Assessments	ACT Workkeys - National Career Readiness Certification (Reading for Information/Applied Math/Locating Information)
State-Approved Postsecondary Assessments	Manufacturing Skills Standards Council (MSSC) - Certified Production Technician - Certification
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 10	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Food Products and Processing Systems
In which CTE Program?	N/A
At which High School? College?	Albert Lea
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	N/A at this time
Programs of Study 11	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Service Collision Repair Diesel Technology
At which High School? College?	Austin/Albert Lea
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) - Collision Repair and Refinish Certification Test
In which course (use course code) or at what time in the program?	End of 1st Yr, End of Program
Programs of Study 12	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Service Collision Repair Diesel Technology
At which High School? College?	Albert Lea
State-Approved Secondary Assessments	NA3SA Collision Repair and Refinishing Assessment (developed by ASE in partnership with AYES, NATEF & SkillsUSA)
State-Approved Postsecondary Assessments	National Automotive Student Skills Standards Assessment (NA3SA) Automotive Service Technology Assessment (developed by Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA)
In which course (use course code) or at what time in the program?	End of program
Programs of Study 13	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Human Services
At which High School? College?	Austin
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	N/A at this time
Programs of Study 14	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Health Informatics
In which CTE Program?	Medical Admin Assistant
At which High School? College?	Albert Lea
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	

what time in the program?	N/A at this time
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Programs of Study 15	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Printing Technology
In which CTE Program?	Graphics
At which High School? College?	Austin
State-Approved Secondary Assessments	Skills USA/Print Ed - Graphic Communications
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 16	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Administrative Assistant AAS
At which High School? College?	Riverland
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Administrative Assisting
In which course (use course code) or at what time in the program?	End of Program

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:* 0%

Coordinator Budget:* \$0.00

Post-Secondary

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

Coordinator Budget:* \$20,750.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Lori Jensen	Director of College Partnerships		\$23,138.00	Director of College Partnerships and Transitions Position Description.pdf
Linda Wasmoen	Student Affairs Generalist, Assessment Coordinator		\$25,205.00	Linda Wasmoen Position Description.pdf
Nel Zellar	Director of Admissions and New Student Relations		\$43,617.00	Director of Admissions and New Student Relations Position Description.pdf
Troy Watkins	Perkins Coordinator	383980	\$6,000.00	Job DescriptionCoordinator .docx
Kathy Niebuhr	Perkins Coordinator - supported with other funds	292684	\$0.00	
Owatonna	Perkins Coordinator - supported with other funds		\$0.00	
Al Hauge	Perkins Coordinator - supported by contract		\$0.00	
			\$97,960.00	