



**Grant Details**

**01590 - FY17 Perkins IV Application**

**02003 - FY17 Rochester/ZED Consortium Perkins Application**

**Perkins IV Consortium**

**Grant Title:** FY17 Rochester/ZED Consortium Perkins Application  
**Grant Number:** 01596  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Rochester ZED Consortium  
**Grantee Contact:** Mo Amundson  
**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)
Rochester Community and Technical College	51 vocational center	306
Byron	01 public school district	531
Hayfield	01 public school district	203
Blooming prairie	01 public school district	756
Kasson-mantorville	01 public school district	204
Pine Island	01 public school district	255
Stewartville	01 public school district	534
Triton	01 public school district	2125
Zumbro ED ALC	61 cooperative education district	6021
Century High School	01 public school district	535
John Marshall	01 public school district	535
Mayo	01 public school district	535

**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 plan continues to provide funding for the STEM initiatives throughout the consortium which directly relates to all CTE programs. CTE courses are rigorous and challenging, supporting "all aspects of the industry" focus. Each year the STEM Summit, held at RCTC, provides students in the consortium with hands-on experiences in high-skill, high-wage and high-demand jobs in the region. Business and Higher Education partners give students an opportunity to explore at least 90 careers and higher education. The RCTC Heintz Center held its sixth Career Fair for 9-12 students and Adult Career Fairs in partnership with RCTC and WDI. All events will continue to be supported by the Perkins grant and be held annually. The negotiated performance targets provide direction to the use of grant funds. At the postsecondary level, the non-traditional participants and completers actual targets have increased so we will redouble our current efforts to raise those targets even higher for special populations. Intense planning is underway for the new CTECH (Career and Technical Education at Heintz) high school, which is a partnership for RPS, RCTC and the community. CTECH pathway courses began in Fall of 2015; with the new facility opening Fall 2016. Programs and schools with high need are selected to be supported within the consortium. The math in CTE initiative, "Maximizing Special Populations in CTE STEM" planning grant will continue to be supported by Perkins funding to expand the hands-on project based math to more CTE courses. The targeted special population for these funds are females of color which we will continue to monitor to increase their participation in STEM courses at the secondary and postsecondary level for one more year.

**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)

We will be holding our 6th annual career fair that focuses on CTE careers at RCTC. Three hundred fifty students from across the consortium attend each year. It has grown each year. Additionally learners have the opportunity attend career fairs in the area sponsored by Trade Unions, Professional Organizations and other groups to ensure a wide variety of exposure to all learners.

Guest speakers, many from the Mayo Clinic, present to the students of the Health Science Career Center weekly. The focus of this time is non-traditional and traditional careers in Health Care. We include a variety of guest speakers, ensuring we have a diversity of ethnic backgrounds and gender that come as role models.

Additionally, local performance indicators showed that we did not meet student graduation rates for the 13-14 data reporting year. Using SLEDs data, and other data sets, we will make a concerted effort to grow the number of students that participate in CTE courses and/or college credit bearing courses. This has shown to have a significant impact on student graduation rates. Course offerings in CTE fields, as well as the number of college credit bearing courses will continue to expand and diversify to meet the needs of more learners.

The secondary partners of the consortium have made a concerted effort to increase underrepresented populations in all courses. Through intentional conversations, and career and college planning, students have been encouraged to participate in classes they may not have otherwise self selected. Some examples of changes we have noted to date includes an increase in the number of female students in the engineering pathway and males in the CNA pathway.

At the postsecondary level, corrective measures were implemented last fall to increase retention and completion rates. RCTC will continue recruiting non-traditional students which lead to higher performance targets for postsecondary students in non-traditional fields. We will continue to provide intrusive advising and have recently hired a Dean of Student Success to ensure that we continue to improve our targets.

#### 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)

The programs supported in the plan are nationwide programs with proven performance records and provide student certification. For example:

- Project Lead The Way
- ProStart
- Veterinary Studies/Technician
- Nursing Assistant
- Building Utility Mechanics
- Law enforcement
- Auto Mechanics
- Nursing

This list is incomplete; however, it demonstrates the types of certifications the students are receiving. The RPOS selected to support are identified in partnership with Workforce Development, Inc., LMI data for the region and through business partnership meetings including Rochester Works a collaboration with the Rochester Area Chamber of Commerce, Workforce Development, Education and Business. We continually review and revise our CTE programs to meet academic and technical standards through the uses of advisory committees with direction from MDE and MnSCU. Meetings typically happen once or twice per year to review industry changes and technical updates critical to providing students a rigorous program of study. We are working to combine secondary and postsecondary committees where possible to create a seamless transition for students in a RPOS especially students located at the CTECH building on the RCTC Campus.

#### 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)

Students participate in job shadows, cooperative work experiences, apprenticeships, and mentorships. They are encouraged to volunteer in the industry of their choice as well. Secondary and postsecondary CTE programs require participation in one or more of the experiences. We continually review and revise our CTE programs to address new and emerging industry standards and technologies through the uses of advisory committees. In partnership with the Rochester Area Chamber of Commerce, Higher Up, Journey To Growth and Workforce Development, additional opportunities for work-based learning will be piloted at the new CTECH High School. Postsecondary students will continue with their current work-based learning and Coop experiences. The Governors Workforce Development Board has recommended policy expanding Career Pathways and for experimental learning opportunities for all students.

## Summary Narrative Pt. 2

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#### Comprehensive Professional Development\*

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

The consortium provides professional development opportunities to integrate academic standards and new and emerging industry standards into a POS and all CTE courses. Some of the professional development opportunities which are provided but not limited to:

- ProStart
- Project Lead the Way
- Math in CTE Project, "Maximizing Special Populations in CTE STEM"
- ACTE National Conference
- NCPN National Conference
- MACTA
- MNACTE

- MN Best Prep
- Integration workshops at the postsecondary, secondary and state level
- Full Circle Classroom (formerly Educator's-In-the-Workplace)
- CTE Works! Summit/Pathways to Success
- Cross consortium collaboration workshops
- FACS Frameworks Training provided by MDE at RCTC
- MAAE conference
- Site visits to high quality, innovative CTE programs

All opportunities are reviewed and approved at the consortium level for appropriateness to the integration of academic and industry standards into current CTE RPOS. An integration specialist and advisory committees review CTE courses for implementation of academic and industry standards. Curriculum writing incorporates academic and industry standards into CTE RPOS.

#### 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)*

Secondary consortium members work closely with institutes of higher education, teacher prep programs, and the community to recruit high quality teachers that possess the education and experience to support the needs of our learners. Emphasis on ensuring high quality educators continues to be a topic of discussion at all levels, including local, state and national. RPS and ZED are fortunate to have an ag teacher who has large and small animal background, health science staff that have practiced veterinary medicine and nursing, as well as former engineers educating our students.

With the opportunity for teacher licensure to be streamlined for business and industry professionals, we believe that this will help with current needs in CTE in postsecondary. Both Uteach and Teach for America are rigorous programs in the postsecondary teaching career pathway. Currently there are still difficulties at the licensing board getting the appropriate credentials. Our consortium currently has several faculty members who have been recruited from business and industry at the postsecondary levels where business and industry professionals are highly recruited to classroom positions to validate teaching strategies that are reliable and required by industry.

#### 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)*

Through our partnership with the Chamber of Commerce, Workforce Development, Inc., Journey to Growth, Hire Up business and industry, we are developing an assessment for secondary students for college and career readiness. This will evaluate students on several levels including:

- WORKPLACE DISCIPLINE = Personal Responsibility, Self-Directed Learner/Worker, Flexible Adaptable and Innovative, Critical Thinker/Analytical
- TEAMWORK = Competent Communicator and Listener, Collaborative (thinker/worker/learner)
- CUSTOMER SERVICE ORIENTATION = Socially/Emotionally Intelligent, Hospitable, Cross-Culturally Competent
- ACADEMIC FOUNDATION = Academically proficient
- MCA
- NWEA
- ACT
- Credential, Certifications or degree
- Student retention and student placement
- SLEDs data
- Student Tracker data
- Graduation rates

Our consortium members will continue to collaborate on this evaluation. Students also participate in MDE required testing at the secondary level. Postsecondary students are assessed with end of program exams as well as industry certification process required for specific programs.

#### 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 continue to use the 10 elements to determine and evaluate our POS. We will continue to focus on Agriculture for our RPOS. The elements provide a collaborative platform to align our RPOS with business, industry, the area Chamber of Commerce, Hire Up, Journey to Growth and Workforce Development, Inc. and our regional DEED office. As part of our grant planning process, we look to this group to help define the needs of our region and have used the plan to support those needs including Full Circle Classroom, a three day institute that exposes educators to the practices of industry and trades. This opportunity provides credibility to the technical skill assessments as educators hear directly from area employers on their personnel needs.

The guidance counselors and advisors at the postsecondary level play a large part in reviewing our RPOS with additional input from academic faculty to assure that we are providing a sequence of courses that are logical and transition students to postsecondary course work. At the secondary level, the RCTC Transition Specialists review individual student plans and support the shift from secondary to postsecondary education.

Again we are developing the College and Career Ready Student assessment and an experiential learning plan with Workforce Development, Journey to Growth which is part of our partnership. The plan includes participation in an extended opportunity for consortium members to earn articulated credit across the state through the [www.CTEcreditMN.com](http://www.CTEcreditMN.com) website.

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

**Goal 1 Narrative:**

Collaboration with Workforce Development, Inc., (WDI), Adult Basic Education (ABE), faculty, staff, and stakeholders to design, develop, and implement Rigorous Programs of Study (RPOS) that create regionally competitive high-skill, high-wage, and high-demand jobs. Workforce programs including Pathways to Prosperity ABE programs are supported, including, but not limited to, the following initiatives:

- Pre-Child Development
- Pre-Clinical Assistant
- Nursing Assistant
- Pre-Building Utilities Mechanics

These are careers that are in high demand, provide family supporting wages, and are regionally competitive. We have determined that Agriculture will be our rigorous program of study and enable students to find regional competitive, high skill, high wage and high demand jobs.

Secondary and postsecondary transition will be flexible with multiple in and out points ensuring all students can demonstrate technical skill attainment across the core skills required for student success at all points in the pathway. Postsecondary program leaders will provide flexible learning opportunities to improve academic and technical skills of CTE learners, including all aspects of the industry to insure measures are valid and consistent with industry requirements. They will also work toward recruiting non-traditional students into their programs to address failure to meet negotiated targets.

Professional development opportunities will be provided to all staff, and administrators to continue the information flow regarding RPOS under development, technical changes, and use of reports for planning process. POS will also be presented to stakeholders and input will be shared with POS and consortium team regarding ease of use, changes in data, new pathways which should be considered and are examined at other community events to familiarize the workforce, business and industry with the process and final product. Revision and review of industry skill standards and imbedding academic standards are critical pieces to keep programs updated, providing rigorous courses and "all aspects of the industry" to learners. Creation of flexible, non-traditional opportunities for early college credits, on-ramp supports, and work-based learning opportunities are available for students to explore careers and earn credits leading to career and college success. Local data indicates that students who received early college credits, on-ramp-to-readiness supports, apply and enter college at a higher rate than the cohort of learners compared in the study. The consortium will focus on Science, Technology, Engineering, Math (STEM) careers that are in high demand locally, statewide, and nationally. They require high skills and provide traditionally high wages for all learners including alternate programs, adult programs and ABE. The new opportunities provided through Perkins will advance success of learners across the consortium. Workforce Development, Non-Profits, Business and Industry experts are a critical part of the team which reviews the new POS development, curriculum planning and strategic use of Perkins funds. We believe that including these leaders in the Perkins process enhances the consortium ability to provide the best opportunities for the students supported by the grant.

The grant will also address the performance targets that have been cited for improvement, including recruitment of non-traditional students and academic integration in our CTE programs.

**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Use of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, P2 Counseling, R5 Professional Development , P2 Counseling
<b>Strategies</b>	
1-1.Consortium Rigorous Programs of Study (RPOS) will meet area workforce needs in high-skill, high-wage, and high-demand jobs region wide. RPOS Design and Implementation. A Rigorous Program of Study in Agriculture will be developed in 2016.	
<b>Outcomes</b>	
1-1A. Workforce Development, Inc. (WDI), business and industry representatives, secondary teachers/counselors and postsecondary faculty/advisors are involved in the development and review of all POS. Currently the consortium has 240 POS approved at the consortium level. The consortium has one RPOS approved in Health Science and we add another RPOS in engineering 1-1B. Provide supplemental POS information to students to make appropriate decisions on course selection. 1-1C. As industry skills change and are updated, advisory committees, which meet 2-4 times per year, to review all POS to insure all aspects of the industry are included in the POS. 1-1D. Provide MnSCU/MDE with two (2) RPOS within the wheel and other MS and HS principals, counselors, and advisory committees; HS CTE and academic teachers, college faculty, and college student support services staff to update awareness of RPOS development process. staff development will be provided to insure understanding of RPOS.	
<b>Measures</b>	
1-1a. An RPOS in the area of agriculture will be identified for 2016. The current state approved RPOS will be reviewed by regional business and industry for input as well as the regional WDI recommendations for jobs in high-skill, high-demand, or high-wage occupations. 1-1b. Number of Career Resource Guides provided to students in grades 8-11 to increase knowledge of CTE courses available before course registration. Postsecondary resource will be revised to highlight any new academic programs. 1-1c. Advisory committees will meet at least once each year to review current RPOS. Information on RPOS will be sent prior to meeting. Input will be reviewed and curriculum adjustments will be made. 1-1d. Principals, Deans, Advisors and counselors will continue to receive updates on RPOS and will endorse the RPOS materials as a course and career planning tool. Teachers in related disciplines will be informed of the RPOS development process activities and asked to provide input as necessary.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$2,000.00
<b>Secondary Required Activities</b>	\$57,946.24
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$57,946.24

<b>Total</b>	\$59,946.24
<b>Goal 1 Objectives 2</b>	
<b>Use of Funds*</b>	R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R10 Collaboration, P1 Advisory Committees
Strategies	
1-2 Secondary teacher and postsecondary faculty, counselor, Deans, advisors and advisory committee will be involved in developing and reviewing RPOS.	
Outcomes	
1-2A. Secondary and postsecondary faculty, counselors, Deans, advisors and advisory committees will participate in the review of all RPOS to ensure appropriateness of the course selection and accuracy of pathway into higher education. The review will be completed annually.	
Measures	
1-2a. An RPOS as well as 7 state approved POS will be reviewed by counselors, Deans, advisors and faculty for appropriateness in course selection.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$3,100.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,100.00
<b>Total</b>	\$3,100.00

<b>Goal 1 Objectives 3</b>	
<b>Use of Funds*</b>	R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration
Strategies	
1-3 Provide training and support to develop additional courses across the consortium to increase RPOS options and increase students enrolling in higher education.	
Outcomes	
1-3A. Provide support for increasing rigor of STEM curriculum including, but not limited to, Ag (CASE), STEM Summit, Health Science, Veterinary Studies, Project Lead The Way (PLTW) Engineering, and FaCS Pro-Start for training, software and additional needs identified by consortium.	
Measures	
1-3a. Students identified by registration numbers for 2016 enrolled in STEM CTE courses including, but not limited to, Health Science (CNA), Engineering (PLTW) and FaCS (ProStart) POS tied AG (CASE) to secondary or postsecondary industry skill certifications will increase from 2016 levels by .5%. 1-3b. At least 1800 secondary students, including 1200 from the consortium, will attend 2016-17 STEM Summit to learn about STEM Careers. 1.3c. At least 250 secondary students across the consortium will attend the RCTC CTE Heintz Center Career Fair.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$5,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$1,148.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$6,148.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$6,148.00

<b>Goal 1 Objectives 4</b>	
<b>Use of Funds*</b>	R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
1-4. Opportunities for secondary/ABE students to earn college credits and participate in non-credit training opportunities.	
Outcomes	
1-4A. Provide funding for secondary and post-secondary faculty to meet, review, revise, and create articulation agreements. Pay mileage, food and sub costs for attendees. 1-4B Postsecondary will provide outreach to regional secondary institutions to increase credit opportunities for students	
Measures	
1-4a. New articulation agreements will be created. Current Articulation Agreements will be revised, (Tech Prep College Credits) biannually to update to postsecondary and industry standards 1-4b. Number of new regional partnerships developed to deliver credits to students in flexible ways	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$500.00
Secondary Required Activities	\$800.00
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	\$800.00
Total	\$1,300.00

**Goal 1 Objectives 5**

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services
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Strategies

1-5. Support students who are struggling in postsecondary CTE programs to increase degree, certification or diploma completion to address failure to meet negotiated targets.

Outcomes

1-5A. Provide tutoring and support services for students in CTE programs including but not limited to ABE, Rural Communities and Underrepresented populations.

Measures

1-5a. Students will meet negotiated target rates for degree, credential or diploma for CTE students.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$5,063.75
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,063.75
Secondary Required Activities	\$500.00
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	\$500.00
Total	\$5,563.75

**Goal 1 Objectives 6**

Use of Funds*	R1 Academic Integration , R9 Special Populations
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Strategies

1-6. Increase academic/technical skill achievement of CTE students across the consortium.

Outcomes

1-6A. Review/revise standards and provide support as necessary to raise student achievement scores, particularly students in alternative programs including those offered at Health Science Career Center or RCTC.

Measures

1-6a. Continue to increase academic standards integrated into CTE programs and alternative programs to increase student math scores.

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 1 Objectives 7**

<b>Use of Funds*</b>	R3 All Aspects of an Industry, R5 Professional Development , R3 All Aspects of an Industry, R6 Assessment
Strategies	
1-7 Assess technical skill attainment of core skills across secondary / postsecondary that use valid and reliable assessments approved by MnSCU and MDE.	
Outcomes	
1-7A. Continue current skill assessments which include, Nursing Assistant certification, CASE, PLTW testing, Veterinary Assistant / Technician certification, Surgical Technician certification, Dental certifications, Biomedical Sciences, Pharmacy Tech., POST-Test, Building Utility Mechanic certification, construction safety, etc. MnSCU/MDE will provide direction to be used for measurement for 2016 TSA and secondary teachers will continue to review and revise their courses to align with current industry demands and state required assessment.	
Measures	
1-7a. Increase number of students assessed and report to MnSCU/MDE percent passing third-party assessment and/or receiving certifications.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$3,200.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,200.00
<b>Total</b>	\$3,200.00

**Goal 1 Objectives 8**

<b>Use of Funds*</b>	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
1-8. Support POS financially with equipment and appropriate instructional materials and supplies.	
Outcomes	
1-8A. Equipment and instructional supplies will be purchased for qualifying CTE POS needing equipment to bring their class(es) up to industry standards included in the POS and required technical skill attainment.	
Measures	
1-8a. Equipment and instructional supplies purchased to provide support for current or new programs to bring courses and instruction up to industry standards included in POS and required technical skill attainment.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$60,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$60,000.00
<b>Secondary Required Activities</b>	\$51,500.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$11,153.68
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$62,653.68
<b>Total</b>	\$122,653.68

**Goal 1 Objectives 9**

<b>Use of Funds*</b>	R2 Programs of Study, R11 Articulation, P2 Counseling
Strategies	
1.9 Provide continued access to MCIS, an Internet-based resource that offers a wealth of career, educational and labor market.	
Outcomes	
1.9A Students in the seven rural consortium districts will utilize skill assessments, information on colleges, program requirements for various occupations, and ACT practice tests. Students will also have the option of building a portfolio so they can plan and track progress toward their educational goals.	
Measures	
1.9a At least 75% of the CTE eligible students will utilize some aspect of the MCIS system. Each secondary school counselor will access the system to assist students in drafting their graduation plans, reviewing career opportunities and interests and evaluate their postsecondary options.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$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	\$14,000.00
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	\$14,000.00
Total	\$14,000.00

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

### Goal 2 Narrative:

Through our consortium and community partnerships with ABE, the Rochester Area Chamber of Commerce, Workforce Development, Journey To Growth, Hire Up, DEED etc., we will continue to support programs that give students and educators "real" world work experiences through supporting and expanding the focus of non-traditional and creating a Rigorous POS based on Advisory Board recommendation and community needs assessments using local WDI and LMI data. Together we will develop other programming using data for family sustaining wages in high-need occupations through our continued work with DEED, Workforce Centers, The Governor's Workforce Development Board, Charting the Future, Rochester Works! and World's Best Workforce Journey To Growth, Hire Up initiatives. The consortium will continue to support articulation agreements between local high schools, RCTC and other area colleges as listed on CTEcreditMN.com. Due to the success of our joint advisory committees, we are in the process of developing cross consortium advisory committees throughout our program pathways. We will continue to work to increase joint program advisory committees in programs that are consistent between the institutions. We will continue needed transition services. Transition services will be developed for Workforce Center clients, alternative programs and ABE students. Educators will be exposed to all aspects of industry through Full Circle Classroom, formerly Educator's-In-the-Workplace, in collaboration with the Rochester Area Chamber of Commerce, consortium members, and Rochester Catholic Schools. This is a three day interactive event focusing on local business requirements and needs assessments which educators can take back to the classroom to make their courses relevant in a rapidly changing world. Service learning opportunities will be increased to help address degree, certification or diploma completion.

The content of the CTECH pathways is being developed in collaboration with RPS, RCTC, and community partners. Each pathway has an advisory group that has identified the needed skill development for each area. Several hours of advisory meetings have taken place in the development of CTECH pathways. Three programs launched during the 2015-16 school year (Agriculture, Construction and Engineering) with four pathways launching in the 2016-17 school year (Information Technology, Hospitality, Manufacturing and moving the Health Science Career).

## Goal 2 Objectives

<b>Goal 2 Objectives 1</b>	
<b>Use of Funds*</b>	R3 All Aspects of an Industry, R10 Collaboration
Strategies	
2-1. Collaborate with partners to include All Aspects of the Industry, including work-based learning experiences, cooperative experiences, apprenticeships and internships. Program advisory committees will provide input for continuous program improvement. Collaborate with other postsecondary institutions to insure curriculum meets current best practices, industry standards, safety and security.	
Outcomes	
2-1A. Support work-based learning experiences apprenticeships, co-ops and internship expansions for students by providing additional opportunities for career exploration and employer assessment of career readiness curriculum through the use of CTECH advisory committees and current advisory committees. Participate and support postsecondary institutions to revise curriculum to meet industry standards 2-1B. CTECH and Program advisory committees include secondary, postsecondary staff, Chamber of Commerce and local business and industry along with regional Dept. of Employment and Economic Development (DEED) representative, Governor's Workforce Development Board (GWDB) member and WDI representatives will identify family sustainable wages in high-need careers for the region.	
Measures	
2-1a. Students participating in work-based learning experience apprenticeships, co-ops and internships opportunities will increase. Curriculum revisions will enhance student ability to receive a diploma, degree or certificate and employer satisfaction. 2-1b. RPOS advisory committees and CTECH advisory committees will review, revise and suggest implementation strategies that meet high-need criteria within the regional workforce needs.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
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	\$1,000.00
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



<b>Total</b>	\$1,000.00
<b>Goal 2 Objectives 2</b>	
<b>Use of Funds*</b>	R1 Academic Integration , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P10 Student Transition
<b>Strategies</b>	
2-2. Collaborate with partners to develop and achieve common goals supporting Career and Technical Education programs in our consortium that lead to regional family sustained wages in high-need occupations.	
<b>Outcomes</b>	
2-2A. Continue to collaborate with the Workforce Center and other partnerships (e.g. ABE, Rochester Alternative High School, ZED Alternative High School, area learning centers and Rochester Off Campus (ROC)) to provide transition services for individuals who require training in family sustained wages in high-need careers before re-entering the workforce. 2-2B. Perkins coordinators will secure funding, oversee and maintain budget, collaborate with staff who are grant-funded to achieve the goals of the grant, serve as the primary contact between Rochester Public Schools and RCTC related to CTE and serve as a resource to RCTC on CTE programming that looks at all aspects of the industry and advisory committee development	
<b>Measures</b>	
2-2a. Clients enrolling in CTE programs from these partnerships will increase 1% from the previous year's contacts. 2-2b. The Carl Perkins local grant application and year-end reports will accurately reflect the services provided to special populations enrolled in technical programs in all aspects of the industry demonstrate a strong collaborative partnership with the Consortium with a strong focus on the development of the RPOS and TSA implementation. 2-2c. Meet or exceed the levels of performance negotiated with MnSCU for special populations and oversight of improvement plans.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$62,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$62,000.00
<b>Secondary Required Activities</b>	\$3,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,000.00
<b>Total</b>	\$65,000.00

<b>Goal 2 Objectives 3</b>	
<b>Use of Funds*</b>	R3 All Aspects of an Industry, R5 Professional Development , R10 Collaboration
<b>Strategies</b>	
2-3. Collaborations that lead to improving CTE programming.	
<b>Outcomes</b>	
2-3A. Plan, coordinate, and provide support and funding for Chamber initiatives: Learn-Do-Earn, Rochester Works! and Full Circle Classroom formerly Educators In the Workplace Institute. Coordinate business industry tours, panel discussions, for 60-90 educators to build connections and enhance relationships between Rochester area business and Rochester/ZED area educators. Industries demonstrate career pathways that lead to family sustaining wages in high-need jobs. Collaborative partners are: Rochester Public Schools Rochester Community Technical College Zumbro Education District Rochester Catholic Schools Rochester Area Chamber of Commerce Rochester Area Business and Industry Other area educators: e.g. Red Wing, Dover-Eyota, etc. 2-3B. Plan, coordinate, document & provide support for the Career & Technical Education Center Heintz (CTECH). Teachers, faculty, workforce development & community members collaborate to determine programming for CTECH.	
<b>Measures</b>	
2-3a. Educators participating from Rochester Public Schools, Zumbro Education District, Rochester Community and Technical College, Rochester Catholic Schools, and other area educators will develop and share strategies learned through Full Circle Classroom with other educators. 2-3b. CTE programs have been selected based on input from all members of the curriculum committee which includes faculty from RPS & RCTC & the business community advisory committee.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$1,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$1,000.00
<b>Secondary Required Activities</b>	\$3,500.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,500.00
<b>Total</b>	\$4,500.00

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

**Goal 3 Narrative:**

Consortium will collaborate with community partners in a nondiscriminatory manner to provide special populations and non-traditional CTE students with information, services and hands-on learning activities to increase interest in family wage sustaining jobs leading to self-sufficiency within the community, state, and world. A new initiative e.g. Maxibility, continue to be developed to include services that enhance the ability of special populations to participate in programs to increase awareness of non-traditional career opportunities within the community which lead to those jobs. These positions are continuing to be Perkins funded because the evidence of intrusive advising, recruitment of non-traditional CTE students and intensive tutoring are helping students succeed. We are sharing their strategies with the other advisors to increase student success.

The consortium will look toward the state wide initiatives Charting the Future and World's Best Workforce through the Perkins Grant to create a regional plan of action which will include special populations to:

- Develop strategies for identifying and addressing regional workforce skill needs and designate a lead implementation entity to assure the ongoing alignment of worker skills with regional employer needs through Journey To Growth
- Create shared regional principles and foster strategic partnerships that align resources, improve skills outcomes, and measure success.
- Unify our regional voice to develop and advocate for statewide public policy that supports regional actions.
- Address current "Skills Gap" of underrepresented, non-traditional or disadvantaged population.
- Continue to address region needs in with the opening of CTECH building (Career and Technical Education Center Hientz) in the fall 2016 of to engage special populations.

The consortium will focus resources on serving special population students in CTE related programs that lead to family sustaining wages in high demand jobs.

**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Use of Funds*</b>	R2 Programs of Study, R9 Special Populations, R10 Collaboration, R11 Articulation, P4 Additional Special Populations, P10 Student Transition
<b>Strategies</b>	
3-1. CTECH/RCTC will provide additional access to and success of students in programs of study non-traditional by gender, underrepresented, handicapped, disadvantaged or first generation college students. Transition to postsecondary success will be seamless.	
<b>Outcomes</b>	
3-1A. Provide opportunities for students to visit college campuses, union training sites, Workforce Development Inc. and additional training sites. 3-1B. Increase student access to career information as to opportunities in non-traditional jobs by attending a career fair at the Heintz Center.	
<b>Measures</b>	
3-1a. Students participating in visits and who can be identified as: A. Non-traditional by gender B. Underrepresented C. 1st Generation College Students D. Handicapped E. Disadvantaged will receive additional support services. Students can meet with an advisor and career transition specialist to review options. 3-1b. ABE, handicapped, disadvantaged, underrepresented and first generation college students explore with transition coordinators options for postsecondary education.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$58,892.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$58,892.00
<b>Secondary Required Activities</b>	\$750.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$750.00
<b>Total</b>	\$59,642.00
<b>Goal 3 Objectives 2</b>	
<b>Use of Funds*</b>	R9 Special Populations, R10 Collaboration, R11 Articulation, P6 Mentoring/Support Services, P10 Student Transition
<b>Strategies</b>	
3-2. Identify and adopt strategies and outcomes to overcome barriers for special populations and increase rates of access and success in CTE programs that lead to self-sufficiency and family sustaining wages in regionally high-need jobs.	
<b>Outcomes</b>	
3-2A. Transition coordinated services will be provided to help students overcome the barriers for successful completion of degrees, credentials or diplomas. Provide ABE, Pathways to Prosperity Grants, WDI clients or other special populations with options and resources necessary to increase their participation in postsecondary education.	
<b>Measures</b>	
3-2a. Increase the number of special population students registered at RCTC by 0.5%.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$9,099.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$9,099.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$9,099.00
<b>Goal 3 Objectives 3</b>	
<b>Use of Funds*</b>	R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations

Strategies	
3-3. Develop and implement strategies to overcome barriers for special populations with a strong focus on students with disabilities, multicultural students and nontraditional students by gender that will lead to self-sufficiency in a manner of nondiscrimination in the terms and access to or participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or member or activity in a local commission as defined by law.	
Outcomes	
3-3A. Support Multicultural Student Services by providing intrusive academic advising and tutoring by applying the Rigorous Programs of Study and assist students to reach Technical Skill Attainment that will lead to family sustaining wages in regionally high-need careers. 3-3B. Support Disability Student Services by providing intrusive academic advising, accommodations and tutoring by applying the Rigorous Programs of Study and assist students to reach Technical Skill Attainment that will lead to family sustaining wages in regionally high-need careers. 3-3C. Support Career and Technical Education Services for all other special populations by providing intrusive academic advising and tutoring by applying the Rigorous Programs of Study and assist students to reach Technical Skill Attainment that will lead to family sustaining regionally high-need careers. 3-3D. Support Gender Equity Services by providing intrusive academic advising, tutoring and implementing the improvement plan initiatives by applying the Rigorous Programs of Study and assist students to reach Technical Skill Attainment that will lead to family sustaining regional high-need careers.	
Measures	
3-3a Meet or exceed all levels of performance negotiated with MnSCU for the multicultural population served by the Perkins grant for completers, earning a diploma, certification, or degree. 3-3b. Meet or exceed all levels of performance negotiated with MnSCU for the disabled population served by the Perkins grant for completers, earning a diploma, certification, or degree. 3-3c. Meet or exceed all levels of performance negotiated with MnSCU for the CTE special population served by the Perkins grant for completers, earning a diploma, certification, or degree. 3-3d. Meet or exceed all levels of performance negotiated with MnSCU regarding gender equity services within the Perkins grant for completers, earning a diploma, certification, or degree	
Reallocation Explanation	
Post-Secondary Required Activities	\$84,361.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$13,110.00
Post-Secondary Total	\$97,471.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$97,471.00

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

**Goal 4 Narrative:**

Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, referred to as the (CSP-LT) Leadership Team, will maintain open lines of communication via e-mail, conference calls, WebEx and/or face-to-face meetings throughout the FY17 school year to refine and strengthen collaborative strategies and measures to continually identify, upgrade and fill student and adult gaps (military veterans, underemployed, unemployed) programs of study learning and transitional gaps (support services) to enhance the continuum of service provision options for ensuring successful student and adult transitions within the three consortia (Dakota County, RCTC/ZED and SE).

A Continuum of Service Provision (CSP) initiative instituted in FY11 will continue to be refined throughout. This CSP initiative was designed to develop a transition and brokering of services program to help high school students, as well as adult learners, transition into CTE programs that provide high-skill, high-wage, high-demand jobs through the use of Rigorous Programs of Studies (RPOS). Goals of this initiative include, but may not be limited to:

- Providing a recruitment specialist at Minnesota State College – Southeast Technical to serve as our brokering of services contact person, and to work with students, adult learners and businesses/industry leaders to increase enrollment in high-skill, high-wage, high-demand careers across the CSP; and
- Supporting a transition and brokering specialists, working within the 32 consortium high schools, who are tasked to provide students with CTE postsecondary information and facilitate the transition of CTE students from high school to college using the POS data and may assist in developing individual brokering plans. A designated college recruitment specialist will collaborate with all high school and ABE programs to adapt existing Career Pathways to the needs of current students and under skilled adults. \*

Throughout FY17, the CSP Leadership Team will develop new and work to strengthen current consortia-wide regional opportunities for MN students to participate in regional credit-bearing CTE activities via the MN Program of Study website and CTEcreditMN.com. Special emphasis will be placed towards brokering services for the improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults.

\* A CTE concurrent enrollment program is one that offers CTE college courses to high school students in the high school, during the regular school day, and taught by MDE/MnSCU licensed/approved CTE high school teachers.

**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation
Strategies	
4-1 Three (3) Southeast bordering Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, referred to as the Continuum of Service Provision (CSP) Leadership Team, will maintain open lines of communication via e-mail, conference calls, WebEx, and/or face-to-face meetings throughout the FY16 school year to refine and strengthen collaborative strategies and measures to continually identify, up-grade and fill student programs of study learning and transitional gaps to enhance the continuum of service provision options for ensuring successful student and adult transitions within the three consortia.	
Outcomes	
4-1A. The Southeast CSP Leadership Team consists of representatives from the following post-secondary institutions: * Rochester C/TC *Dakota County TC * Southeast TC The above identified Postsecondary representatives, along with their respective secondary partners, will collaborate throughout FY16 to strengthen brokering strategies in an effort to build a comprehensive continuum of services structure ensuring that CTE students will be able to fully participate in activities/programs, supported by Perkins, within all three bordering consortia.	
Measures	

4-1a. Over the past years, CSP Leadership Team members have discovered that there are critical times that close communication and collaboration must take place between our bordering consortia to ensure successful brokering of services. These are the times that "gaps" are discovered and need to be addressed. Examples include: 4-1b. During the development of new Rigorous Programs of Study where the program of study major is not continued within the Consortium postsecondary college. Two examples of this are: Agriculture at the secondary level at Southeast, but there are no matching programs at Southeast Technical; Hospitality Services at the secondary level at Rochester, but no matching programs at RCTC.

Reallocation Explanation	
Post-Secondary Required Activities	\$500.00
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	\$500.00
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	\$500.00

**Goal 4 Objectives 2**

**Use of Funds\*** R9 Special Populations, R10 Collaboration, R11 Articulation, P4 Additional Special Populations, P10 Student Transition

Strategies

4-2. Continue to provide a transition program to help students transition from high school to programs at RCTC, Dakota and SE that provide family sustaining wages in high-needs jobs.

Outcomes

4-2. Continue to provide a transition specialists to help students transition from high school to programs at RCTC that provide family sustaining wages in high-needs jobs. 4-2A. Provide students with a seamless transition between institutions and programs. 4-2B. Employ a recruitment specialist at RCTC to work with students and businesses to increase enrollment in family sustaining wages in high-need jobs.

Measures

4-2. Continue to provide a transition specialists to help students transition from high school to programs at RCTC that provide high-skill, high-wage, high-demand jobs. 4-2A. Students have a seamless transition between institutions and programs. 4-2B. Recruitment specialist at RCTC will work with students and businesses to increase enrollment in high-skill, high-wage, high-demand careers. 4-2a. The colleges will provide transition services in the secondary schools ensuring students receive CTE postsecondary information and facilitate the movement of CTE students from high school to college seamlessly. 4-2b. Increase college enrollment in Career and Technical Education by 0.05%. 4-2c. Recruitment specialist will provide "Brokering Services" to secondary and postsecondary CTE students inside and outside of the RPS/ZED area with focus on non-traditional, students of color, ABE and ALC participants.

Reallocation Explanation

Post-Secondary Required Activities	\$72,414.00
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	\$72,414.00
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	\$72,414.00

**Goal 4 Objectives 3**

**Use of Funds\*** R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P6 Mentoring/Support Services, P10 Student Transition, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition

Strategies

4-3. Implementation of CSP relative to (a) rigorous programs of study; (b) early college credit opportunities.

Outcomes

4-3A. Provide transition services for students in FaCS, ProStart, PLTW, Vet Studies Nursing Assistant POS for which the students receive certification and early college credits.

Measures

4-3a. Students receiving college credits and/or certification will increase by 0.5% to measure program success.

Reallocation Explanation

Post-Secondary Required Activities	\$500.00
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	\$500.00
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	\$500.00
<b>Goal 4 Objectives 4</b>	
Use of Funds*	P10 Student Transition
Strategies	
4-4. Provide financial assistance for students to attend career fairs and college days.	
Outcomes	
4-4A. Provide financial assistance for students to attend area career fairs, college days, STEM summit and apprenticeship programs.	
Measures	
4-4a. Assessment of students attending area career fairs who have benefitted by surveying students after their attendance.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$9,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,000.00
Total	\$10,000.00

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

#### **Goal 5 Narrative:**

Quarterly meetings between Perkins coordinators from Rochester Community and Technical College, Rochester Public Schools and the Zumbro Education District will be held to insure that the consortium is meeting the objectives and strategies of the Perkins Grant. Plans will be reviewed and adjusted as necessary to maximize results and to meet the outcomes and measures that have been established by the consortium. Each consortium coordinator has an equal stake in the outcomes for CTE programs, budgeting, systems operations and administration of the consortium. The meetings will include use of data to make sure the grant is on track for continuous program improvement as well as the success of students taking technical skill assessments. During the 2015-16 school year, a workshop for consortium CTE Teachers was held to share program information and to enhance the use of advisory boards. We will hold a second consortium-wide workshop during the 2016-17.

### **Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
Use of Funds*	R1 Academic Integration , R5 Professional Development , R6 Assessment , R10 Collaboration
Strategies	
5-1A. Continued self-assessment of consortium systems and operations, including fiscal and administration.	
Outcomes	
5-1A. All consortium members will actively engage in grant review and APR process to assess grant activities success and student success.	
Measures	
5-1b. Complete and submit APR and final grant budget to plan and review strategies for 2016 grant.	
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*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation
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Strategies

5-2. Provide financially for staff development opportunities including but not limited to travel, registration, substitute teachers, sabbatical opportunities

Outcomes

5-2A. Consortium members will review staff development opportunities and approve funding for those determined appropriate using Perkins guidelines. 5-2B. All Consortium schools will be presented with opportunities to participate in staff development that will link CTE to academics, specifically career integration, as well as Math and/or Science in CTE.

Measures

5-2a. Staff development opportunities funded using Perkins guidelines can include but are not limited to: MACTA, ACTE, ProStart, PLTW, BestPrep. Individual requests will be reviewed at the consortium level for appropriateness . 5-2b. Math and/or Science in CTE will increase math scores to meet negotiated targets.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$41,843.57
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	\$41,843.57
Secondary Required Activities	\$17,685.06
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	\$17,685.06
Total	\$59,528.63

**Goal 5 Objectives 3**

Use of Funds*	R2 Programs of Study, R5 Professional Development , R6 Assessment , R10 Collaboration
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Strategies

5-3. Shared responsibility among all partners for collaboration and accountability for success, including budget development for consortium.

Outcomes

5-3A. Consortium members will bring new ideas for collaborative projects to quarterly meetings so the team can develop and implement new initiatives that will assist CTE students in choosing courses that lead to family sustaining wages in high demand careers. 5-3B. Continue monthly meetings through the Collaboration Among Rochester Educators (CARE) Committee and the Perkins Consortium Planning Team and budget development and review.

Measures

5-3a. New ideas and initiatives that are discussed and reviewed. New initiatives enacted will be monitored for success. 5-3b. Continual evaluation of initiatives enacted through the partnership are reviewed and adjusted. The budget is reviewed at consortium meetings as required to support initiatives.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$1,000.00
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	\$1,000.00
Secondary Required Activities	\$1,000.00
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	\$1,000.00
Total	\$2,000.00

**Goal 5 Objectives 4**

Use of Funds*	R1 Academic Integration , R5 Professional Development , R9 Special Populations, R10 Collaboration, R11 Articulation
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Strategies

5-4. Collaborative initiatives between the consortium and stakeholders.

Outcomes	
5-4A. Consortium will provide input opportunities to community stakeholders, Workforce Development, Inc., alternative high schools, ABE clients, students, parents, and staff (etc.). Strategies will be developed based on input.	
Measures	
5-4a. Overall decision making will be shared by the three leading consortium members: Rochester Public Schools, Zumbro Education District, and Rochester Community and Technical College after reviewing stakeholder input	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$500.00
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	\$500.00
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	\$500.00

<b>Goal 5 Objectives 5</b>	
Use of Funds*	R5 Professional Development , P5 Student Organizations
Strategies	
5-5. Provide opportunities for students and advisors/teachers to participate in regional, state CTE leadership events.	
Outcomes	
5-5A. Support student co-curricular organizations (BPA, FFA, FCCLA, etc.), by providing funding for attending leadership events at region and state levels.	
Measures	
5-5a. Increased number of students benefiting from participation in events.	
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	\$1,500.00
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	\$1,500.00
Total	\$1,500.00

<b>Goal 5 Objectives 6</b>	
Use of Funds*	R9 Special Populations, R10 Collaboration, R11 Articulation
Strategies	
5-6. Promotion of consortium CTE vision.	
Outcomes	
5-6A. Consortium will promote local initiatives that are replicable throughout the state and nation by providing information and collaboration to interested consortia	
Measures	
5-6a. Collaborative initiatives (e.g. Career Pathways Initiative of the GWDB, (Governors Workforce Development Board) will be part of a local and regional workforce, college and career ready plan	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$500.00
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	\$500.00
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	\$500.00

**Administrative Cost**

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

**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	\$67,000.00	\$0.00	\$6,711.75	\$0.00	\$0.00	\$73,711.75	\$127,846.24	\$0.00	\$14,353.68	\$0.00	\$0.00	\$142,199.92	\$215,911.67

**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	\$64,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$64,000.00	\$6,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,500.00	\$70,500.00

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$152,352.00	\$0.00	\$13,110.00	\$0.00	\$0.00	\$165,462.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$750.00	\$166,212.00

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$74,414.00	\$0.00	\$0.00	\$0.00	\$0.00	\$74,414.00	\$9,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$83,414.00



**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	\$43,843.57	\$0.00	\$0.00	\$0.00	\$0.00	\$43,843.57	\$20,185.06	\$0.00	\$0.00	\$0.00	\$0.00	\$20,185.06	\$64,028.63

**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	\$401,609.57	\$0.00	\$19,821.75	\$0.00	\$0.00	\$421,431.32	\$164,281.30	\$0.00	\$14,353.68	\$0.00	\$0.00	\$178,634.98	\$600,066.30

**Secondary Budget Details**

Description	File Name	File Size
Rochester ZED Consortium Spread Sheet	Secondary-Budget-Supplemental-Sheet 1617.xlsx	70 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	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$15,000.00
Totals	\$20,000.00

**Improvement Plan Action Steps**

Improvement Plan Action Steps 1	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P1 – Nontraditional participation
Action Steps to improve the performance	
We have increased our nontraditional participation however we continue to score below 90%. We have hired a Dean of Student Success and look to implement new strategies to recruit students into nontraditional courses. We will evaluate the strategies and data at the end of the first semester and make changes as necessary to achieve our targeted negotiated level. Advisories will use intrusive advising strategies to keep students engaged and in a course however, many of our students have barriers that require WDI engagement as well. We will continue our collaboration and use WDI navigators when possible.	
<b>Resources Needed*</b>	Advisor intrusive engagement with students, strategies from the Dean of Student Success, MnSCU data at the end of the first semester, Navigators from WDI.
<b>Timeline*</b>	Evaluate data at the end of the first semester. Adjust strategies as needed in the second semester and actual MnSCU data available January 2017.
<b>Person(s) Responsible*</b>	TBN Perkins Coordinator
<b>How will progress be documented?*</b>	Use of ISRS for data relevant to determine targets at the end of the first semester.
<b>Sub-populations or groups where gap exists:*</b>	We believe that some of students identify nursing as their program when they are actually in surgical tech or another healthcare program. We need to clean up that information and have students identify the correct program. We have several males who identify their program is nursing when they actual graduate in another healthcare program.
<b>Describe any contextual factors that might contribute to this gap:*</b>	Many of our students are ABE or WDI clients. There are often barriers that hinder our students from completing a course or a program and pop in and out after not completing or finishing a course in a declared major. When and if they return to school they may repeat the same behavior.
Further Information	
Stakeholders process and data sources are described in the above documentation.	
<b>Improvement Plan Supporting Documents (optional, not required)</b>	
Improvement Plan Action Steps 2	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	6S1 – Nontraditional participation
Action Steps to improve the performance	
The data will be collected and coded by the Secondary Curriculum Facilitator The Secondary Curriculum Facilitator will report the information to IT IT will add to the Perkins data collection report to MDE. Work with student engagement coordinator to ensure that Non-traditional students will attend the November STEM summit and the RCTC CTE career fair. We will also provide career resource guides to all students in order to increase knowledge of non-traditional careers and increase use of programs of study website by teachers and counselors.	
<b>Resources Needed*</b>	Perkins funds
<b>Timeline*</b>	June of 2015
<b>Person(s) Responsible*</b>	TBD Lori Renne
<b>How will progress be documented?*</b>	: Executive Director of Curriculum and Instruction, the direct supervisor of the Secondary Curriculum Facilitator and the Coordinator of Information Technology the direct supervisor of the data processing person, will ensure that data is reported correctly. They are developing the data collection and reporting report. By registration numbers it will determine success of the increase in non-traditional student numbers.
<b>Sub-populations or groups where gap exists:*</b>	Females
<b>Describe any contextual factors that might contribute to this gap:*</b>	
Further Information	
<b>Improvement Plan Supporting Documents (optional, not required)</b>	
Improvement Plan Action Steps 3	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	6S2 – Nontraditional completion
Action Steps to improve the performance	
Data will be collected and coded by the secondary facilitator The secondary facilitator will report the information to IT IT will add to the Perkins data collection report to MDE Work with student engagement coordinator to ensure that Non-traditional students will attend the November STEM summit and the RCTC CTE career fair. We will also provide career resource guides to all students in order to increase knowledge of non-traditional careers and increase use of programs of study website by teachers and counselors.	
<b>Resources Needed*</b>	Perkins funds
<b>Timeline*</b>	June 2015
<b>Person(s) Responsible*</b>	

	TBD Lori Renne
How will progress be documented?*	: Executive Director of Curriculum and Instruction, the direct supervisor of the Secondary Curriculum Facilitator and the Coordinator of Information Technology the direct supervisor of the data processing person, will ensure that data is reported correctly. They are developing the data collection and reporting report. By registration numbers it will determine success of the increase in non-traditional student numbers.
Sub-populations or groups where gap exists:*	Females
Describe any contextual factors that might contribute to this gap:*	
Further Information	
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

<b>Improvement Report 1</b>	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	88.40%
Actual Performance:	87.23%
General strategies planned to improve performance:	
We will be using Perkins resources to increase tutors for the only area where we are not meeting the target and brings the entire TSA actual down. We are using the test results to identify the areas where students are not meeting the performance targets and changing curriculum to better address the students needs. We have increased TSA over last year and will continue to concentrate our efforts in the areas of continued concern since all of our current assessments are not measured in the report. Each of our programs are measured by third party assessments but they are not all reported to MnSCU. We use the assessments to drive curriculum.	
Comments or context for actual performance (optional):	
<b>Improvement Report 2</b>	
Indicator Not Met:	2P1 – Credential, certificate, or degree
Negotiated Performance:	31.58%
Actual Performance:	28.63%
General strategies planned to improve performance:	
This is the third year of the intrusive advising approach to increase retention and completion. We will continue to monitor this target to see if our strategies are working or if we need additional incentives to increase student completion. We have increased participation in Student Success Day to keep students in school and engaged. We have increase collaboration with the co-located Workforce Center on the Heintz Center Campus to engage their clients in CTE. While they have many barriers, we are confident that co-counseling/advising will improve student success. We have hired a new Dean of Student Success and are working to implement new strategies for student retention.	
Comments or context for actual performance (optional):	
<b>Improvement Report 3</b>	
Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	90.10%
Actual Performance:	84.21%
General strategies planned to improve performance:	
We were unable to increase our student placement percenty. We have hired a new Dean of Student Success. Perkins will look to the Dean to integrate strategies to determine what will be required to increase student placement and success. We have evidence that some of our students are hired before they complete a program so they don't show up as being placed.	
Comments or context for actual performance (optional):	
<b>Improvement Report 4</b>	
Indicator Not Met:	4S1 – Student graduation rate
Negotiated Performance:	93.92%
Actual Performance:	91.30%
General strategies planned to improve performance:	
From our 2015 grant application - and we will continue: Understanding that students experience greater success if they participate in CTE courses and/or obtain college credit while in high school, Perkins staff will work more closely with counselors to help them understand this and encourage students to participate in CTE courses. Part of this	

includes helping the counseling staff understand the content of the CTE courses. Additionally, use of mentors in CTE courses will ensure students have at least one more adult with which they feel connected to. This also is instrumental in ensuring graduation. Finally, greater focus on support of ALC and non-traditional learners will lead to higher graduation rates in these areas.

Additionally - we will open CTECH in the fall of 2016 for students of RPS and southeastern MN. We truly believe this will empower additional learners to find their passion in HS. When students are engaged in meaningful work, they are far more likely to feel success and stay with us until they walk across the stage with their diploma. We have nearly 700 learners enrolled to participate in CTECH courses during the 2016/2017 school year. We believe this will continue to support our improved graduation rates.

Comments or context for actual performance (optional):

#### Improvement Report 5

Indicator Not Met:	5P1 – Nontraditional participation
Negotiated Performance:	25.40
Actual Performance:	23.23

General strategies planned to improve performance:

We continue to recruit non-traditional students from area high schools, especially from the Rochester Public Schools. We are working closely with ABE to increase non-traditional participation within the FASTtrac grant. We have also started a Non-Traditional Career Fair for secondary students through out the consortium. 180 students visited the Heintz Center Programs and the girls were very engaged in the welding program opportunities. We will continue to work with secondary districts to continue student engagement. The advisors work with students to determine skill levels for intended programs. Students are encouraged to prepare for non-traditional programs. We have seen an increase in female participation in our auto and cad programs. We have increase participation by 1.03% over last year.

Comments or context for actual performance (optional):

#### Improvement Report 6

Indicator Not Met:	6S1 – Nontraditional participation
Negotiated Performance:	31.18%
Actual Performance:	26.38%

General strategies planned to improve performance:

We will continue to monitor this target to see if our strategies are working or if we need additional incentives to increase student completion. The plan will be followed with the collection of this year's data.

Comments or context for actual performance (optional):

#### Improvement Report 7

Indicator Not Met:	6S2 – Nontraditional completion
Negotiated Performance:	13.65%
Actual Performance:	5.93%

General strategies planned to improve performance:

We will continue to monitor this target to see if our strategies are working or if we need additional incentives to increase student completion. The plan will be followed with the collection of this year's data.

Comments or context for actual performance (optional):

### Rigorous Program of Study

#### Rigorous Program of Study 1

State-Approved Rigorous Program of Study*	Engineering and Technology
RPOS submitted with 10 components	DOC051415-05142015150337.pdf

#### Rigorous Program of Study 2

State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	RochesterZED_JohnMarshallHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf

#### Rigorous Program of Study 3

State-Approved Rigorous Program of Study*	Plant Systems
RPOS submitted with 10 components	

### Programs of Study

#### Programs of Study 1

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Health Science Careers
At which High School? College?	Health Science Career Center
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - State License Exam
In which course (use course code) or at what time in the program?	Practical Nursing

#### Programs of Study 2

<b>Career Fields</b>	Health Science Technology
<b>Career Clusters</b>	Health Science
<b>Career Pathways</b>	Biotechnology Research and Development
<b>In which CTE Program?</b>	PLTW Biomedical sciences
<b>At which High School? College?</b>	Healthience career center RPS/RCTC
<b>State-Approved Secondary Assessments</b>	Project Lead the Way (PLTW) - Principles of Biomedical Sciences (PBS) End of Course Assessment
<b>State-Approved Postsecondary Assessments</b>	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - National Certification Exam
<b>In which course (use course code) or at what time in the program?</b>	End of program

**Programs of Study 3**

<b>Career Fields</b>	Agriculture, Food, & Natural Resources
<b>Career Clusters</b>	
<b>Career Pathways</b>	Plant Systems
<b>In which CTE Program?</b>	Plant Science
<b>At which High School? College?</b>	Hayfield/RCTC
<b>State-Approved Secondary Assessments</b>	
<b>State-Approved Postsecondary Assessments</b>	MN Dept. of Agriculture (MDA) Licensed Commercial Pesticide Applicator
<b>In which course (use course code) or at what time in the program?</b>	End of Program

**Programs of Study 4**

<b>Career Fields</b>	Business, Management, & Administration
<b>Career Clusters</b>	Marketing
<b>Career Pathways</b>	Marketing Management
<b>In which CTE Program?</b>	Marketing and Sales
<b>At which High School? College?</b>	Stewartville/RCTC
<b>State-Approved Secondary Assessments</b>	CareerTech Marketing Management Trainee Assessment
<b>State-Approved Postsecondary Assessments</b>	Marketing & Business Administration (MBA) Research & Curriculum Center Marketing Management
<b>In which course (use course code) or at what time in the program?</b>	End of Program

**Programs of Study 5**

<b>Career Fields</b>	Engineering, Manufacturing & Technology
<b>Career Clusters</b>	Architecture and Construction
<b>Career Pathways</b>	Design/Pre-construction
<b>In which CTE Program?</b>	PLTW Into to Engineering Design
<b>At which High School? College?</b>	John Marshall/RCTC
<b>State-Approved Secondary Assessments</b>	Project Lead The Way (PLTW) - Principles of Engineering (POE) End of Course Assessment
<b>State-Approved Postsecondary Assessments</b>	NOCTI - CAD
<b>In which course (use course code) or at what time in the program?</b>	End of Program

**Programs of Study 6**

<b>Career Fields</b>	Engineering, Manufacturing & Technology
<b>Career Clusters</b>	Transportation, Distribution, and Logistics
<b>Career Pathways</b>	Facility and Mobile Equipment Maintenance
<b>In which CTE Program?</b>	Auto Mechanics
<b>At which High School? College?</b>	Mayo/RCTC
<b>State-Approved Secondary Assessments</b>	NOCTI Automotive Technician Core Job Ready Assessment
<b>State-Approved Postsecondary Assessments</b>	NOCTI Automotive Technician Core Ready Assessment
<b>In which course (use course code) or at what time in the program?</b>	End of Program

**Programs of Study 7**

<b>Career Fields</b>	Arts, Communication & Information Systems
<b>Career Clusters</b>	
<b>Career Pathways</b>	Journalism and Broadcasting
<b>In which CTE Program?</b>	TV Production
<b>At which High School? College?</b>	Mayo/RCTC
<b>State-Approved Secondary Assessments</b>	
<b>State-Approved Postsecondary Assessments</b>	NOCTI - Visual Communications & Multimedia Design Job Ready Assessment
<b>In which course (use course code) or at what time in the program?</b>	End of Program

**Programs of Study 8**

<b>Career Fields</b>	Engineering, Manufacturing & Technology
<b>Career Clusters</b>	Science, Technology, Engineering, and Mathematics

<b>Career Pathways</b>	Engineering and Technology
<b>In which CTE Program?</b>	Project Lead the Way Engineering
<b>At which High School? College?</b>	RCTC Heintz Center
<b>State-Approved Secondary Assessments</b>	Project Lead the Way (PLTW) - Civil Engineering/ Architecture (CEA) End of Course Assessment
<b>State-Approved Postsecondary Assessments</b>	NOCTI - Welding
<b>In which course (use course code) or at what time in the program?</b>	RCTC Weld 1006 End of the 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:\*** 50.0%

**Coordinator Budget:\*** \$60,000.00

#### Post-Secondary

**Total percentage of time for Coordinators of Perkins:\*** 85.0%

**Coordinator Budget:\*** \$62,000.00

### Perkins Dollars

### Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Kay Frick	ZED Perkins Coordinator		\$20,000.00	wg_CariPerkinsProgramCoordinatorJobDescription.pdf
Jennifer Gaines	Blooming Prairie Facilitator	414565	\$400.00	wg_FacilitatorJobDescription.pdf
Alison Newman	Byron Facilitator	421341	\$400.00	wg_FacilitatorJobDescription.pdf
Dorien Grav	Hayfield Facilitator	326771	\$400.00	wg_FacilitatorJobDescription.pdf
Kerri Kingfus	Kasson-Mantorville Facilitator	379462	\$400.00	wg_FacilitatorJobDescription.pdf
Margie Berg	Pine Island Facilitator	219507	\$400.00	wg_FacilitatorJobDescription.pdf
Katie Morlock	Stewartville Facilitator	418979	\$400.00	wg_FacilitatorJobDescription.pdf
Robert Ickler	Triton Facilitator	419880	\$400.00	wg_FacilitatorJobDescription.pdf
Jennifer Dahle	RCTC Advisor		\$47,801.00	AcAdv.PD.docx
Anna Hanson	RCTC Advisor		\$57,737.00	AcAdv.PD.docx
Eric Sime	RCTC Advisor		\$42,452.00	AcAdv.PD.docx
TBN	RCTC Advisor		\$11,521.00	AcAdv.PD.docx
Erin Broviak	Perkins Coordinator RPS	406647	\$40,000.00	APOSA - Career and College Readiness CTECH.docx
Travis Kromminga	RCTC Advisor		\$47,363.00	AcAdv.PD.docx
TBN	RCTC Advisor		\$17,019.00	AcAdv.PD.docx
TBN	RCTC Advisor		\$8,920.00	AcAdv.PD.docx
TBN	Perkins Postsecondary Coordinator		\$50,000.00	CTE Assoc Dean PD 2016 final 4-6-2016.docx
			\$345,613.00	