



Grant Details

01590 - FY17 Perkins IV Application

02004 - FY17 Southeast Consortium Perkins IV Application

Perkins IV Consortium

Grant Title: FY17 Southeast Consortium Perkins IV Application
Grant Number: 01594
Grant Status: Underway
Comments:
Applicant Organization: Southeast Perkins IV Consortium
Grantee Contact: Lloyd Petri
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)
Cannon Falls School District	01 public school district	252
Goodhue School District	01 public school district	253
Kenyon-Wanamingo School District	01 public school district	2172
Red Wing School District	01 public school district	256
Zumbrota-Mazeppa School District	01 public school district	2805
Caledonia	01 public school district	299
Chosen Valley/Chatfield	01 public school district	227
Dover-Eyota	01 public school district	533
Fillmore Central	01 public school district	2198
Houston	01 public school district	294
Kingsland	01 public school district	2137
LaCrescent/Hokah	01 public school district	300
Lake City	01 public school district	813
Lanesboro	01 public school district	229
Lewiston-Altura	01 public school district	867
Mabel-Canton	01 public school district	238
Planview-Elgin-Millville	01 public school district	2899
Rushford-Peterson	01 public school district	239
Spring Grove	01 public school district	297
St. Charles	01 public school district	858
Wabasha-Kellogg	01 public school district	811
Winona	01 public school district	861
Minnesota State College-Southeast Technical		

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)

History

On July 1, 2008 the twenty-two school districts that make up Goodhue County and Hiawatha Valley (two previous Tech Prep and secondary Perkins consortia) partnered with their area's postsecondary provider, Minnesota State College-Southeast Technical, to form a new consortium entitled Southeast Perkins IV Consortium. Throughout the past nine (9) years, the consortium has stayed unified in an effort to BUILD - GROW - TRUST our collaborative process.

Geography

The twenty-two schools districts that make up the Consortium are located throughout the Southeastern corner counties of Minnesota and are geographically bound (with the exception of two school districts) by the Mississippi River on the East and Highway 52 on the west. Because Minnesota State College - Southeast Technical has two campuses, Winona and Red Wing, the geographical fit of these twenty-two school districts and Southeast Technical are ideal. The Southeast Consortium covers 3,564.15 square miles and is rural; made up of mostly small school districts. As based on current labor market data our R-POS for this region is manufacturing.

Governance Structure

FY17 GOVERNANCE STRUCTURE CHANGE:

Starting summer 2016, the Perkins Leadership team will be transferred over to Dr. Leslie Bleskachek, Vice-President of Academic Affairs at Minnesota State College-Southeast Technical. This is an positive action that was spearheaded by Carl's Team and was deemed important in an attempt to more closely align Perkins initiatives with the college's master work plan. By embedding the Perkins Leadership team into the work of the college it is believed that we (Carl's Team) will only gain "traction" for our on-going CTE initiatives under the able leadership of Dr. Bleskachek.

The *Southeast Consortium Leadership Team* members are appointed and include representatives from the following educational/WorkForce Development professional administrative or teaching/instructional disciplines along with business and industry representatives:

- Superintendents
- Principals
- CTE instructors and college faculty (selected from our POS and one R-POS)
- DEED
- Counselors
- Tech Prep Coordinators
- Perkins Coordinators
- Curriculum Directors
- Business and Industry
- Local Chamber of Commerce Executive Director (Red Wing)
- - College President
 - College Deans
 - Institutional Research Specialists
 - School District/College Business/Finance
 - Student Intern(s)
 - Business/Industry/Labor Representatives

NOTE: Each of the above-identified educational/WorkForce Development areas/disciplines has selected their own member to represent them. In turn, each appointed leadership team member reports back to share information and gather on-going input from his or her constituency

Consortium Goals

The Southeast Consortium has established a leadership structure designed to accomplish the following goals:

- Develop an on-going and long-term vision for CTE growth within the consortium;
- Foster relationships among K-14 Career and Technical Education and area WorkForce Development partners; and
- Promote K-14 shared decision making to enhance student transition into postsecondary education and success

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)

In brief, Carl's Team, in consultation with members from its Leadership Team, continue the work of analyzing all pertinent data and work with on-going and new partnerships (as evidenced by the changing and increasing membership on the Perkins Leadership Team) to enhance our processes to analyze and interpret performance measures.

Continuous Program Improvement – Secondary: What are we doing?

Carl Team members are currently using State and local program data to view and analyze Perkins Core Indicator data by individual school district. In an effort to assist ISDs in identifying underlying issues that need to be addressed in an effort to overcome "State-Target Set Scores," the following questions are being asked of each ISD:

1. Are the data accurate?
2. Are all students being tested?
3. For students on IEPs or 504 Plans, are appropriate testing accommodations being provided?
4. Are students being tested at the appropriate times throughout the school year? Is their good lighting? Is the testing location friendly, comfortable and welcoming?
5. What efforts/resources are currently being provided to increase test scores?
6. Are the right district personnel involved in finding a remedy to increase scores?
7. Historically have the test scores trend-lines gone up or down? Why?
8. Are the career and technical education personnel embedding basic reading and math skills within their contextual classes, shops and labs?
9. Are their similarly sized school districts, within the Consortium, that have consistently higher test scores? What is their student-body make up? Are there strategies that we could learn from them? What's working well for them that we could adapt/adopt/integrate?
10. What and how can we, as Perkins Consortium Leadership Team members, help?

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)

Over the past number of years, the Southeast Perkins IV Consortium has made a concerted effort to meet this criteria by undertaking a special initiative that will reengage, and where appropriate, combine secondary and postsecondary program advisory committees in an effort to validate that CTE programs to provide services and activities that are of sufficient size, scope and quantity to be the most effective. Throughout FY17, Carl's Team will continue the work which started in FY16 to incorporate the work initiated by the National Center for College and Career Transitions (NC3T) to Build Strong and Sustainable Business Partnerships by incorporating their "Partnership Practices Rubric. (This work was presented in March 2015 at Anoka Technical College by Hans Meeder and Brett Pawlowski.

By advancing the work towards a common secondary/postsecondary program advisory committee structure we plan to advance the goals of the Perkins IV legislation by:

- 1) First-hand business/industry assistance and guidance in designing CTE technical assessment processes that focuses on third-party industry-recognized skill assessments;
- 2) Improving and expanding high school to college transitions for career and technical education students (Linking high schools to colleges, Career pathways, high wage and high skill, or high demand occupational needs, increased and coordinate K-14 business and industry input into technical skill attainment assessment processes);
- 3) Supporting the transition of students from high school to college through programs and services such as the development and implementation of programs of study, alignment of high school and college standards, integration of academic concepts into career and technical education, credit articulation, better-directed secondary and postsecondary career guidance, and college readiness;
- 4) Enhancing accountability outcomes from effective and engaged common (K-14) program advisory committees;
- 5) Increasing a coordinated approach to industry validation of K-14 CTE program curriculum;
- 6) Coordinating business/industry input into K-14 high wage and high skill, or high demand occupational needs;
- 7) Increasing and coordinating quality assessments of K-14 CTE programs;
- 8) Coordinating business and industry education/training experiences for K-14 CTE staff and students;
- 9) Coordinating business/industry student K-14 internships and mentoring; and
- 10) Increasing community K-14 program credibility and placement of graduates.

In addition, the Southeast Perkins IV Consortium Leadership Team believes that by continuing the work of the above-described initiative, the following Strategic Framework for Minnesota State Colleges and Universities will work hand-in-glove in advancing the following Southeast Perkins IV Consortium goals:

- 1: Ensure access to an extraordinary education for all Minnesotans**
- 2: Be the partner of choice to meet Minnesota's workforce and community needs**
- 3: Deliver to students, employers, communities and taxpayers the highest value/most affordable option**

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)

Secondary

All secondary CTE Perkins funded programs are currently approved by the MDE. Southeast Perkins IV Consortium secondary programs were last MDE approved throughout FY16. To meet MDE program approval all secondary CTE programs are required to address all aspects of industry in their curricula, and the Minnesota Department of Education has provided resources and professional development as well around all aspects of industry that are common to any enterprise. Given current MDE approval, all secondary CTE students gain a strong experience in, and understanding of all aspects, which are based on the Minnesota Technical Skill Assessment Blueprint covering the following Foundation Knowledge & Skills within all approved Career Fields, Clusters, and Pathways:

- Academic Foundations
- Communications
- Problem-Solving and Critical Thinking
- Information Technology Applications
- - Systems
 - Safety, Health, and Environmental
 - Leadership and Teamwork
 - Ethics and Legal Responsibilities
 - Employability and Career Development
 - Technical Skills

Minnesota State College – Southeast Technical

The Minnesota State Colleges and Universities system has developed policy and procedure for approving all academic programs including CTE programs. (<http://www.mnscu.edu/board/policy/336.html>) The purpose of the Academic Programs policy is to direct system decision-making regarding the development, approval

and management of academic programs to meet Minnesota's educational needs. This policy applies to credit-based academic programs of system colleges and universities.

Constructed as a cohesive arrangement of college-level credit courses and experiences, an academic program is designed to accomplish predetermined objectives leading to the awarding of a degree, diploma, or certificate. Most academic programs include a general education component. The purpose of an academic program is to:

1. Increase students' knowledge and understanding in a field of study or discipline.
2. Qualify students for employment in an occupation or range of occupations, and/or
3. Prepare students for advanced study.

Credit means a quantitative measure of instructional time assigned to a course or an equivalent learning experience such as class time per week over an academic term. General education means a cohesive curriculum defined by faculty through system college or university procedures to develop reasoning ability and breadth of knowledge through an integration of learning experiences in the liberal arts and sciences.

An academic program inventory is the official list of academic programs offered by system colleges and universities. The academic program inventory also includes all approved post-secondary CTE programs and only those are eligible for Perkins funding. CTE programs are programs:

- Offered at two-year colleges
- That are assigned a six-digit Classification of Instruction Program (CIP) code and one of the 16 career clusters
- Completion of which will result in the receipt of certificate, diploma, associate of applied science degree, or the associate of Science degree.

An approved academic program includes curricular requirements for earning an academic award, such as credits in general education, in a major and/or minor, and for all prerequisite courses. Approval of the system chancellor is required for new academic programs, changes to existing academic programs, suspension of academic programs, and closure of academic programs at system colleges and universities.

Summary Narrative Pt. 2

Comprehensive Professional Development*

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

The Southeast Perkins IV Consortium believes it is important for college CTE faculty and secondary teachers to continue professional growth, and to do so, college faculty and secondary teachers have set clear goals and means to accomplish these goals. Professional development includes continuing improvement in: teaching and learning skills and methods, discipline and program content, student interactions, service to the school, the college and the greater community, and personal growth related to the secondary school teacher's or a post-secondary faculty's employment responsibilities.

Secondary

At least one key personnel from the Southeast Perkins IV Consortium attends and distributes the Minnesota Department of Education and the MnSCU System Office updates/materials of all quarterly meetings of the Minnesota Association of Career and Technical Administrators. Implementation of the Perkins Act, including promotion of opportunities to address academic content in career and technical education programs, is a regular part of these updates.

Minnesota State College – Southeast Technical

Minnesota State College – Southeast Technical is required to establish policy to implement the faculty development process, which shall include the development of faculty professional development plans. College faculty and administration work together to establish the college policy on faculty professional development. Each faculty member prepares an individual professional development plan according to the timelines and criteria as specified in the professional development policy.

The purpose of the professional development plan is to identify activities and/or strategies to be used by the faculty member to maintain currency in the faculty member's credential field(s) and in teaching and learning skills and may include activities that go beyond maintaining currency. The plan, at Minnesota State College – Southeast Technical is developed by the faculty member in consultation with the faculty member's supervisor and addresses specific objectives and expected outcomes with respect to the following components, as appropriate to the faculty member's needs:

1. Content knowledge and skill in the discipline/program;
2. Teaching methods and instructional strategies;
3. Related work experience;
4. Study appropriate to the higher education environment;
5. Service to the college and the greater community; and
6. Other components, as appropriate.

Southeast Perkins IV Consortium Leadership Team Members attend the following State-called and or CTE or DEED workshops and/or professional staff development activities and thematic workshops:

- MDE/MnSCU (MDE/MnSCU Sponsored)
- MACTA (not for the entire conference, but for MDE/MnSCU updates - usually the morning of the last day)
- MnACTE
- DEED - regional meetings only!
- MnACTE Special Needs
- ACTE Region III Conferences
- CAO/Deans Conference (MnSCU Sponsored)
- Student Affairs/Diversity and Equity Conference (MnSCU Sponsored)
- National Alliance of Concurrent Enrollment Partnerships (NACEP & MnCEP Meetings)

Following is a partial listing of the various types of staff development programming attended by Southeast Perkins IV staff and/or teachers on a regular and thematic basis:

- Program of Study guidelines
- CTE content standards
- Academic and CTE curriculum integration
- Secondary and postsecondary curriculum alignment
- Technical skill assessments
- Career guidance and counseling
- Incorporating data systems for monitoring student progress
- Invigorating program advisory committees
- Developing common secondary/postsecondary program advisory committees
- Providing effective program supports for special populations
- Growing CTE student organizations
- Offering mentoring to under represented populations
- Building CTE Concurrent Enrollment Programs with Consortium School Districts – Using National Accreditation Standards
- National Alliance for Partnerships in Equity (NAPE) on-line workshops along with staff development workshops each year at the National ACTE Conference
- Some, not all, monthly MDE/MnSCU hosted professional development Webinars
- Mentor/Mentee professional development Webinars and face-to-face workshops

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)

Minnesota State College – Southeast Technical has an affirmative action plan and actively takes steps to implement it. Employment recruitment materials do not discriminate on the basis of race, color, national origin, sex or disability. In addition, application materials do not request information about disability, marital, or parental status. Employment recruitment efforts are not limited to businesses and industries, communities or companies who are disproportionately composed of persons of a particular race, national origin, sex or disability.

Southeast Technical provides equal employment opportunities for technical teachers, faculty, counselors and all members of underrepresented populations with disabilities who can perform the essential functions of the positions; and makes reasonable accommodations for the physical or mental limitations of applicants (and employees) with disabilities (otherwise qualified) unless it can be demonstrated that such accommodations would impose undue hardship. In the past, Southeast Tech has provided reasonable accommodations to the known physical or mental limitations of an otherwise qualified disabled applicant or employee. In addition, the college maintains written records of accommodation requests and accommodations provided.

Below is a list of community organizations that Minnesota State College – Southeast Technical is recruiting with through our partnership with Minnesota Diversity. In the past, the following organizations were recruiting sources for our College's Health Unit Coordinator, Med Secretary, Welding, Chemistry, Medical Records Technology, Musical String Instrument Construction and Repair, Psychology, and Radiography Clinic Coordinator. Southeast Tech makes every effort, along with these community organizations, to transition CTE teachers, faculty, counselors and individuals in groups underrepresented to our employment ranks from business and industry.

African Community Service (ACS)
Asian American Chamber of Commerce of Minnesota
Aurora/St. Anthony Neighborhood Development Corporation
Casa de Esperanza
Chicano Latino Affairs Council
Courage Center
Hmong American Partnership
Hmong Cultural and Resource Center of Minnesota
International Institute of Minnesota
Japan America Society of Minnesota
Jewish Vocational Service
Kaposia, Inc.
Lao Family Community of Minnesota
Minneapolis Urban League
Minnesota Black Chamber of Commerce
Minnesota Department of Employment and Economic Development (DEED)
Minnesota Women's Consortium
MultiCultural Development Center
NAACP - Minneapolis
PossAbilities of Southern Minnesota
Somali Mai Community of Minnesota
Twin Cities Men's Center
University of Minnesota - Multicultural Center for Academic Excellence
Vietnamese American Business Association
Vietnamese Social Services of Minnesota

Women's Advocates, Inc.

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)

"I want my administration to be measured, not by the ACT scores of students coming into our colleges and universities but, by the knowledge and skills they have when they leave!"

Chancellor Steven Rosenstone

North Hennepin Community College

CAO/CSAO/Dean's Conference

May 24, 2012

Beyond TSAs, other tools and data sources used to evaluate and improve student performance includes:

BACKGROUND – FY2011: Our Introduction to Work Keys – One CTE Strategy Aligned along with Consortium District AYP's

KeyTrain is a targeted curriculum written specifically to help students master the applied workplace skills as defined by WorkKeys. As an ACT Level 1 publisher, KeyTrain provides curriculum that is based on the WorkKeys targets for instruction and meets ACT's quality standards. Key Train curriculum is designed to improve academic (emphases on math) and technical skills within a contextual format specifically for lower-functioning CTE students.

Throughout FY 2011, three (3) member districts piloted the KeyTrain curriculum. At the conclusion of this training, it was decided that Key Train curriculum would be purchased and offered to all 22-member districts throughout FY12 and beyond. Pilot districts provided training to all interested members within the Consortium.

Fiscal Year16: KeyTrain/Career 101 – Consortium-Wide Update and Progress Report Covering FY11-16

- Number of students that have worked through one or more series of KeyTrain/Career 101 – 564
- Number of Consortium school districts that have used KeyTrain/Career 101 – 16
- Number of Area Learning Centers that have used Key Train/Career 101 – 3
- Number of instructors who have completed KeyTrain/Career 101 trainings – 70
- Titles of instructors who have completed KeyTrain/Career 101 trainings – CTE Instructors (including Work-Based Learning Instructors), Language Art Instructors, Math Instructors, Special Education Instructors
- Titles of other district personnel who have completed Key Train/Career 101 trainings – 5 Principals, 4 Counselor, 1 District Test Coordinator, 2 ABE Coordinators (Goodhue County and Hiawatha), College - Deans, Faculty, and Counselors.

Fiscal Year 16: Diagnostic Accuplacer* – Consortium-Wide Update and Progress Report

- Number of students served –92 in School Year 2016 and 823 students over the past five (5) years
- Number of Consortium school districts involved – 10
- Number of teachers involved – 8
- Number of administrators involved – 6
- Number of staff development activities conducted this current school year – 1
- Perkins dollars spent over the past four (4) years - \$10,532.00

*Administering the Diagnostic ACCUPLACER preferably no later than the 10th grade so students have a chance to remediate, if necessary, while still in high school.

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)

LEGISLATION AND POLICY:

POS/R-POS are selected based on high wage, high skill, high demand and post-secondary connection. Consortium counselor/district designee workdays will continue quarterly. First fall workday devoted to updating existing POS/R-POS to reflect current curriculum offering in individual districts. Continue to work on POS/R-POS to make them more pathways specific. POS/R-POS continually reviewed to identify areas for improvement. (Additional courses, sequence of courses, and additional post-secondary programs/skills & knowledge).

PARTNERSHIPS:

Consortium POS Coordinators

Consults DEED web site to identify high demand/high wage careers through 2019.

- Links careers to pathway.
- Provides data sheet for each pathway with the following information:
 - Wage /demand projections (DEED)
 - Typical course work at post-secondary level (College/University web site)
 - Recommended high school classes (Post-Secondary Instructors Survey, ISEEK, & MCIS)
 - Nearest MNSCU institution offering pathway program (GO Places, MCIS)
 - Hosts monthly workdays/phone conferences for counselors.

Counselors

- Select pathways based on local curriculum support, student interest, and demand projections.
- Align curriculum based on individual school graduation requirements, h.s. classes recommended on data sheet, and counselor's recommendation.

High School Staff/Advisory Committee (if available)

- Review program of study.

Administration

- Review for financial support.

Post-Secondary Instructor(s)

- Recommends high school classes for pathway "*Knowledge and Skill*" *Basic Skills on the job*, has been added to MNSCSE Technical web site.
- Review program of study as member of post-secondary advisory committee will become part of agenda for meetings.

PROFESSIONAL DEVELOPMENT:

Quarterly counselor meetings provide POS/R-POS updates conference call for those unable to attend. All state announced trainings added to SE Perkins web site, continue to use ITV to increase staff development for secondary/post-secondary staff. Increase training efforts for KeyTrain/Career 101 across consortium, and funding to support specific CTE disciplines that support POS/R-POS. Support secondary instructors seeking CTE Licensure. Support secondary CTE instructors to update skills.

COLLEGE & CAREER READINESS:

Post-secondary faculty/instructors are surveyed to determine high school course recommendations that will provide the basic skills and knowledge for program of study and skills and knowledge needed on the job. Diagnostic Accuplacer is available to consortium members as well as the Accuplacer placement test. On-line KeyTrain curriculum is also available to consortium member, ABE students, and college students.

COURSE SEQUENCES:

SE Perkins Consortium POS/R-POS process ensures the opportunity however; it does not ensure that each student will take advantage of the opportunity. Diagnostic Accuplacer and KeyTrain/Career 101 (on-line curriculum) are available to identify and remediate student knowledge and skill if needed. Courses are sequenced, including rigorous courses and courses offering college credit.

CREDIT TRANSFER AGREEMENTS:

SE Perkins Consortium POS/R-POS process ensures the opportunity for college credit to either 2 or 4 year colleges, courses are sequenced, including rigorous courses and courses offering college credits are identified on individual district's POS, however, not all districts or students choose to take advantage of the opportunities.

GUIDANCE COUNSELORS AND ACADEMICS:

Counselors give interests tests and share results with students tested. Some member schools have career exploration classes. Member districts provide days for students to attend post-secondary programs. POS website connected to district home page. Yearly student registration, and Senior interviews for final transition from secondary education.

TEACHING AND LEARNING STRATEGIES:

Funding to for CTE teachers to attend academic and technical learning in their discipline.

TECHNICAL SKILL ASSESSMENT:

Project Lead the Way and NOCTI Assessments used where appropriate at secondary. Certification Assessments given at post-secondary where appropriate.

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

Goal 1 Narrative:

The FY17 plan as presented offers practical, strategic, and on-going support for each of the local school districts in the Southeast Perkins IV Consortium. In particular, the proposed plan emphasizes continued development Programs of Study and Rigorous Programs of Study via the following methodologies:

- (1) A regular meeting schedule that provides time, space, and support to district and building administrators, Counselors, and CTE staff for the purpose of program development;
- (2) Providing logistical support for expanded access to early college credit;
- (3) Opportunities for meaningful CTE-related professional development to increase professional capacity for innovative and engaging instruction and programming;
- (4) Procurement of necessary curriculum, equipment, and/or assessments for development and established CTE programming;
- (5) The sustaining of an internally developed math project that offers opportunities for students to enter a post-secondary institution without the need for remedial math courses;
- (6) The integration of current and future labor market dynamics, technology-based resources (i.e. DEED, ISeek, MCIS), to assist students, families, and staff with evaluating high school course selection and career interest.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R5 Professional Development
Strategies	
1. CTE teachers, building administrators, and district administrators within the Southeast Perkins IV Consortium will be given the opportunity to attend local, state, and/or national professional development opportunities as a means of generating innovative and engaging CTE program at the local level.	
Outcomes	
1. CTE teachers, building administrators, and district administrators will have an increased capacity to design, implement, and sustain innovative and engaging CTE programs.	
Measures	
1. Southeast Perkins IV Consortium CTE staff, Counselor, Building Administrators, and/or District Administrators will attend a local, state, and/or national professional development opportunity designed to help increase the attendee's capacity to design, implement, and sustain innovative and engaging CTE programs.	
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	\$19,787.66
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$20,323.74
Secondary Admin Cost	\$6,789.61
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$46,901.01
Total	\$47,901.01
Goal 1 Objectives 2	
Use of Funds*	R2 Programs of Study
Strategies	
1. Implemented and/or developing POS and RPOS programming will have the needed curriculum, equipment, and assessments.	
Outcomes	
1. Secondary CTE staff involved in an implemented and/or developing POS and RPOS will be given the opportunity to obtain the curriculum, equipment, and assessments needed to implement and sustain highly effective POS and RPOS.	
Measures	
1. Innovative, effective, and/or emerging CTE programming will be provided the necessary curriculum, equipment, and/or professional development.	
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	\$3,306.15
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$464.92
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,771.07
Total	\$4,771.07
Goal 1 Objectives 3	
Use of Funds*	R3 All Aspects of an Industry
Strategies	
1. School t will offer presentations, workshops, and/or small group facilitation on current and future labor market demands, how to navigate, and use the use the DEED and ISEEK websites to evaluate career choices and to help the students with their high school course selection.	

Outcomes	
1. Students equipped with knowledge on current and future labor market demands, how to navigate and use the DEED and ISEEK websites to evaluate career choices and to help the students with their high school course selection.	
Measures	
1. Increased understanding among students, families, and/or school staff as to the current and future labor market demands and how that intersects with academic planning.	
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 4	
Use of Funds*	R10 Collaboration, R11 Articulation

Strategies	
1. Southeast Perkins IV Consortium will assist in increasing the number of opportunities for early college credit within school district CTE programs.	

Outcomes	
1. Southeast Perkins IV Consortium secondary schools and its post-secondary partner will have a road map of articulation agreement opportunities.	

Measures	
1. Southeast Perkins IV Consortium schools, collectively, will increase the number of CTE-related early college credit opportunities for students.	

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 5	
Use of Funds*	R2 Programs of Study

Strategies	
<ol style="list-style-type: none"> Southeast Perkins IV Consortium will sustain current Program of Study and Rigorous Program of Study which meet the following criteria: high skill, high wage, high demand, and /or complement Minnesota State College Southeast Technical Programs. Southeast Perkins IV Consortium will support career academies connected to programs of study. 	

Outcomes	
<ol style="list-style-type: none"> District and Building Administrators, Counselors, and CTE staff will be offered quarterly ½ day meetings to update and train on POS and RPOS with a focus on a career academy model at the high school level. Bi-yearly FACS CTE-cohort meetings will be held to provide secondary CTE staff with the time, space, and facilitation necessary to develop POS and RPOS. The Agriculture, Business, and Trade and Industry secondary CTE staff will have the opportunity to offer feedback, ideas, and innovative strategies via a Comprehensive Needs Assessment. 	

Measures	
<ol style="list-style-type: none"> District and building administrators, counselors, and applicable CTE staff will demonstrate a better understanding of their role in developing POS. Southeast Perkins IV FACS staff will analysis and respond to their programming based on the FACS Frameworks and related FACS initiatives as framed by the MDE FACS specialist. Southeast Perkins IV Agriculture, Business, and Trade and Industry CTE staff will provide feedback as to current programming strengths and needs. 	

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$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 6	
Use of Funds*	P5 Student Organizations
Strategies	
1. Students will participate in CTE-sponsored youth organizations and related events, competitions, etc.	
Outcomes	
1. Funds will be used to off-set appropriate CTE-sponsored youth organization costs.	
Measures	
1. Increased school and student participation in CTE-sponsored youth organizations.	

Reallocation Explanation	
Post-Secondary Required Activities	\$2,000.00
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	\$2,000.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$10,000.00

Goal 1 Objectives 7	
Use of Funds*	P9 Alternative Formats
Strategies	
1. Sustain the math project aimed at improving math placement scores and accommodating additional schools who would like to join the project.	
Outcomes	
1. CTE-related courses that adhere to the Minnesota Graduation Requirements, the Minnesota Academic Standards, and embed academics needed for post-secondary success.	
Measures	
1. Increased academic success at the post-secondary level.	

Reallocation Explanation	
Post-Secondary Required Activities	\$4,000.00
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	\$4,000.00
Secondary Required Activities	\$26,502.92
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	\$26,502.92
Total	\$30,502.92

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

Goal 2 Narrative:

The Southeast Perkins IV Consortium (consisting of 3,564.15 sq. miles) acknowledges that strong partnerships between secondary/postsecondary educational institutions, business and industry employers/partners, along with numerous other community-based adult and service agencies (i.e. WorkForce Centers, non-profits, Chambers, etc) have long been recognized as a pillar in running effective career and technical education programs throughout Southeastern Minnesota and beyond. As such, one of the FY16 partnership initiatives will continue to be the process of reinvestigating our Program Advisory Committee structures. Each program committee structures will be assigned the task of identifying high-skill, high-wage, or high-demand occupations throughout the Southeast workforce service region. Our long-range central focus will be to bring together a more common secondary and postsecondary advisory committee structure, starting with programs included in our State approved programs of study- POS/R-POS/career pathways. Our sustaining efforts are further based on the belief that truly engaged Program Advisory Committees ensure community business and industry ownership and enhance local support, commitment, and help leverage additional resources.

Based on the results of the 2015 MDE secondary program review, as documented by John Rapheal's written feedback to Carl's Team, we were informed that certain CTE programs within the Red Wing ISD did not have active program advisory committee. As a result, Brian Cashman will lead an on-going initiative to correct this problem. The primary resource for this initiative will be the 2010 MN Program Advisory Committee Handbook. The specific strategies, outcomes and measures are listed below.

PARTNERSHIP HISTORY: Refocusing & Reinvigorating Program Advisory Committees – In March of 2009, Minnesota State College-Southeast Technical (in collaboration with the Southeast Perkins IV Consortium 22 school districts) submitted to the Office of the Chancellor, a Perkins Program Development Grant. The grant was titled: Designing and Implementing A Consortium-Wide Common (Secondary/Postsecondary) Program Advisory Committee Structure. This grant was based on the information collected in our prior year's Consortium-wide survey, which provided us with a blue print in how to establish Program Advisory Committee structures that cover more than one educational level. Pockets of our K-14 CTE instructors have supported this initiative and have consistently requested Perkins personnel to provide staff development opportunities for secondary/postsecondary instructors on a voluntary bases following our state approved programs of study/career pathways.

Thematic Consortium workshops will incorporate results from the Office of the Legislative Auditor (OLA), March 2009 report, outlining specific key recommendations for two-year colleges to improve program advisory committees that are not fulfilling their potential.

Southeast Technical College – Winona campus houses the regionally Department of Employment and Economic Development (DEED) Office. Currently a DEED representative plays an integral role - given his on-going membership to the Southeast Perkins IV Leadership Team. Over the past three years, DEED representation on the Consortium Leadership team has played an invaluable role in identifying (using regional/state employment statistics) and developing new programs with special attention paid to incorporating high skill, high wage, or high demand occupations. The Southeast Leadership Team is in constant contact with our DEED representative and DEED office and is actively working with them in applying the remaining regional Federal Workforce Stimulus funds. This has turned out to be an excellent relationship with a high level of cross-agency effort and trust.

Goal area 2 will also focus on providing K-14 CTE students a broad understanding of *All Aspects of the Industry* based on the Minnesota Technical Skill Assessment Blueprint covering the Foundation Knowledge & Skills within all approved Career Fields, Clusters, and Pathways:

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
1. The Southeast Perkins IV Consortium will continue the work of building common, or combined, secondary and postsecondary advisory committees, as highlighted in the 2010 MN Program Advisory Committee Handbook, within programs of study/career pathways. This initiative will center around high school and college CTE staff development activities which will occur on an on-going thematic approach that will enhance teaching and learning for CTE students. NOTE: Activities within this objective will be undertaken only for those programs that have a secondary/postsecondary pathway and will be voluntary for instructors. 2. Based on Program Advisory Committee recommendations and approval, CTE programs will purchase/lease/adapt (for students with Disabilities)/or modernize shop and lab instructional equipment. 3. The Southeast Perkins IV Consortium will work to sustain the on-going working relationship with the Department of Employment and Economic Development (DEED) NOTE: The Southeastern DEED Branch Office is located on the Winona college campus across the hall from the Learning Resource Center (LRC) and office of the Perkins Coordinator and has extremely strong ties to the surrounding 17 school districts. The DEED WorkForce Center in Red Wing has a strong and active history of providing services to Lake City, Wabash-Kellog, Goodhue, Zumbrota-Mazzeppa, Kenyon-Wanamingo, Cannon Falls and Red Wing. Throughout FY17, we will continue to write Federal/State grants that we would be eligible to receive along the lines that fit with our CTE priorities and goals. We are now in the fourth and final year of continuing our collaboration on a DOL grant – Titled Bridges to HealthCare (B2HC) - thus enhancing the solid on-going relationship that already exists with DEED 4. Provide K-14 CTE students with a broad understanding of All Aspects of Industry utilizing the Minnesota Technical Skill Assessment Blueprint covering the Foundation Knowledge & Skills within all approved Career Fields, Clusters, and Pathways Incorporate an expectation that all counselors/advisors will have an understanding of the industry for which they advise students	
Outcomes	
<ul style="list-style-type: none"> • Southeast Perkins IV Program Coordinator will lead this initiative and be responsible for all coordination. • Carl's Team (Brian, Lloyd, Steve, Lee) in partnership with the Southeast Perkins IV Leadership Team working with secondary CTE district administrators, coordinators, postsecondary program deans, will design and conduct year-long in-service activities utilizing the 2010 Minnesota Program Advisory Committee Handbook. Priority will be given to all approved Programs of Study/R-POS/Career Pathways. • Develop strategies to utilize Program Advisory Committee components for in-servicing new CTE instructors as well as training new business/industry members as they come to serve on advisory committees. • Visit individual program advisory committee meetings and make presentations along with conducting follow-up staff development workshops in 	

designing and implementing common secondary/postsecondary program advisory committee structures. 2. • Purchase/lease/adapt/or modernize student instructional equipment and technology as deemed appropriate and approved by respective program advisory committees or designated school district personnel. 3. • Consortium Leadership team members will receive updated and timely consultation on regional labor market analysis, statistics on wages by area and industry, occupational employment and wage estimates, job vacancy estimates, and employment projections by occupation and industry. • While Perkins funds may only be used for credit-based programs, the Consortium Leadership Team will work hand-in-glove with the College customized training department to train incumbent workers and unemployed regional workers. • Consortium leadership team members will utilize all regional and state labor market DEED information in making program decisions regarding the implementation of the FY17 Perkins IV Consortium plan. Special importance will be paid to incorporating high skill, high wage, or high demand occupational training programs. Each program, as based on a needs assessment study, will be submitted to the Office of the Chancellor for input and approval. 4. • Work with Program Advisory Committees to ensure that CTE program curriculum as well as all teacher, faculty, and student internships incorporate All Aspects of Industry components. Missing Aspects of Industry components will be incorporated with approval from business/industry representatives serving on respective program advisory committees

Measures

• Collected Consortium survey data from secondary/postsecondary CTE programs regarding current practices in advisory committee operation, advisory committee perceptions and roles, and connections to curriculum, teaching, and learning will be updated and shared with all CTE stakeholders. • Based on survey results, training sessions that have been conducted with a focus on establishing engaging advisory committees, working with secondary/postsecondary common advisory committees, facilitating effective meetings, and sustaining effective committees. • All workshop evaluations, along with training materials will be reviewed with a teacher/faculty focus group. Revisions will be instituted in future trainings. 2. • Purchased student instructional/lab equipment will meet requirements as deemed appropriate with industry standards and will be inventoried as required by state/federal laws. 3. • Through a sustained on-going working relationship with DEED (via membership on our Perkins Leadership Team), K-14 CTE students and incumbent workers will manage their own careers through accessible high quality up to date information coupled with high-skill, high-wage, or high-demand CTE training. • Southeast Consortium Leadership Team member decision-making will be leveraged in identifying, implementing, and supporting innovation and best practices within the Southeast workforce region. • Any possible future Federal/State workforce development grants will be written in collaboration with our Workforce Center partner. 4. • All CTE programs will implement curricula that ensures students gain strong experience in, and understanding based on the Minnesota Technical Skill Assessment Blueprint covering the following Foundation Knowledge & Skills within all approved Career Fields, Clusters, and Pathways: • Academic Foundations • Communications • Problem-Solving and Critical Thinking • Information Technology Applications • Systems • Safety, Health, and Environmental • Leadership and Teamwork • Ethics and Legal Responsibilities • Employability and Career Development • Technical Skills

Reallocation Explanation

Post-Secondary Required Activities	\$10,166.00
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	\$10,166.00
Secondary Required Activities	\$39,041.83
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	\$39,041.83
Total	\$49,207.83

Goal 2 Objectives 2

Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition, P11 Entrepreneurship
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Strategies

The Southeast Perkins Consortium will continue to partner with the Winona Workforce Center in jointly submitting future Department of Labor (DOL) grants such as the one entitled Youth Career Connect.

Outcomes

The stated Federal outcome of the above grant and many like it is to strengthen college and career-readiness by partnering high schools and colleges and employers to help students develop skills for jobs now and in the future.

Measures

Core elements of such grant partnerships will be measured on: 1) Integrating academic and career-focused learning (contextualized learning strategies); 2) Employer engagement; 3) Individualized career and academic counseling; 4) Work-based learning and exposure to the world of work; 5) Program sustainability; and 6) Program performance and outcomes (short and long term).

Reallocation Explanation

Post-Secondary Required Activities	\$5,000.00
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	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,000.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

In February 2008, twenty-two schools districts along with Minnesota State College – Southeast Technical joined together to create the *Southeast Perkins IV Consortium*. Collectively, the school districts along with their partnered two-year college, have a long and successful history of providing supplemental support services to all K-14 students focusing on the six (plus Migrant students, at the secondary level – MN requirement)) special populations identified in the Perkins Act of 2006. With the incorporation of Programs of Study (POS) and Rigorous Programs of Study (R-POS), secondary special needs CTE programs along with the college Learning Resources Center have renewed their efforts to work closely with K-14 counselors, academic advisors, parent advocacy groups, as well as business and industry organizations to improve secondary education transitions for special populations into college, community and work-based settings.

Starting in FY10, and for each year thereafter, the Southeast Perkins IV Consortium has collected data in an effort to provide targeted supplemental support services for enrolled K-12 CTE migrant students. While migrants are not one of the populations targeted in the Perkins IV legislation, we understand that it is a State mandate that we collect data and provide supplemental services to this population.

A unique program was developed and implemented at the Southeast Technical in FY09 called E-mentoring for non-traditional (gender) student success. The initiative was designed to improve the overall efforts for preparing individuals to enter employment in nontraditional fields (NOTE: We have given this initiative special emphases within our approved Programs of Study and R-POS) by mentoring through technology. Given the success of E-mentoring, in FY2011, the college expanded this initiative to cover all CTE programs moving forward. Throughout FY2017, Carl's Team we will continue to update, refine, and evaluate outcomes of this initiative as appropriate.

Within the Consortium, all special population support programs and initiatives are aligned with other new and existing high school and college local, state, and federal grant programs (including DEED – refer to Goal #2)). Such alignment efforts include, but may not be limited to, our Diversity and Multiculturalism, our 2016-2019 College Strategic Plan, STEM, Employment first, etc., all sharing a central focus designed to serve underrepresented students to secure equal access and success to career and educational opportunities.

Special efforts are made by the *Southeast Perkins IV Consortium Leadership Team* to advance the following special population regional goals:

- To identify new and existing resources that may be focused into developing/improving our POS and R-POS supplemental support service needs;
- To ensure that all CTE students, with special emphases on LEP students, will have access to the resources they need to succeed in high-skill, high-wage, high demand careers;
- To cultivate new business and industry work place relationships via our developing K-14 Common (secondary/postsecondary) Program Advisory Committee structures;
- To provide information across regional youth and adult agencies that work with special populations; and
- To enhance institutional/agency collaboration as students' transition from high school to college and from college to work settings, including students who stop-out and return to educational settings throughout their educational/work careers – Adult Career Pathways.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
<p>1. In continued Collaboration with MN Perkins East Range Consortium, Carl's Team will refine and update their manual titled: Making the Transition: Life After High School – Strategies for Students with Disabilities to Complete High School Prepared for Higher Education and Career Training* The FY17 objective will be to provide follow-up Consortium-wide thematic in-services to: • Secondary special needs teachers, principals, and parents; • Postsecondary Counselors, CTE Department Deans, and admissions personnel; and • Regional Adult Service Agencies. *Manual components will include: • Secondary special needs CTE career development (suggested skill development exercises); • Minnesota Career Fields, Clusters & Pathways (The "Wheel"); • CTE framework for transition (grades 9-12); and • Types of postsecondary institutions (CC/TC/University). • Technical Skill Assessments (TSAs) *Manual highlights will include the differences between: • H S/College • H S Classes/College Classes • H S Teachers/College Professors • Tests in H S/Tests in College • Sp. Ed. In H S/Disability Services in College • Disability Documentation in H S/Disability Documentation in College • Disability Transition FAQ's 2. Provide CTE curriculum modification, equipment modification, classroom modification, supportive personnel, along with instructional aids and devices to all K-14 Perkins identified and documented special population CTE students, requiring such assistance. CTE special populations will include: • Students with documented disabilities; • Students from economically disadvantaged families, including foster children; • Students preparing for nontraditional fields; • Single parents, including single pregnant women; • Displaced homemakers; and • Individuals with limited English proficiency. NOTE: At the secondary level, data will also be collected for migrant students. Migrant students, with appropriate documentation, will also receive the above mentioned supplemental support services, as required. 3. In January 2010, the Vice President for Academic Affairs and all college Deans made the decision, that starting in FY11, the college would refine and expand the E-mentoring non-traditional student success program to "all underrepresented students within CTE programs college-wide." In addition, the Perkins Unit was instructed to place a special focus on using E-mentoring activities to assist in helping special population students succeed in high-wage, high-demand or high-skill occupational programs. Throughout FY17, the Southeast Perkins Consortium will refine, update, and strengthen this initiative. NOTE: Only students who choose to participate in this initiative will do so. Participation will not be mandated. 4. Given the increased in LEP populations, along with the continued strong emphasis from MnSCU, System Office of Civil Rights, the college will work to strengthen collaborative partnerships with ABE (FasTrack), Community-Based Project Fine, and other adult service agencies to refine, update and implement identification, assessment, referral and language-related support services for Limited English Proficiency (LEP) students at both college campuses. 5. Provide K-14 career and personal counseling, along with other school and community-based "wrap-around" activities and accommodations to assist special population students in resolving issues related to career training selections, career options, career interests and abilities, interpersonal relationships, personal barriers, and difficult social/emotional/work situations that may interfere with their academic and career goals and/or transitional efforts into college, military or employment.</p>	
Outcomes	
<p>1. • Updated electronic and hard copies of the manual will be provided to all parties that have received an in-service. Such groups will include, but may not be limited to: o Parents o Students o Counselors (S/PS) o Teachers/Faculty o Adult Service Agencies o HS Principals/College Deans o Perkins Consortia where brokering of services is taking place • Southeast Tech disability transition and accommodation processes, procedures, timelines and forms will be discussed and shared with all appropriate individuals, throughout the 22 school districts, that are key players in assisting students to navigate Program of Study and R-POS courses and meeting the disability transitional "rules and regulations" into postsecondary education. • Customized staff development in-service will be held for college recruiters to ensure that they understand all facets of disability transitional services, programs of study, Technical Skill Assessments (TSAs), and college disability documentation requirements. Accurate and up-front timely information to students that make the transition to life after high school is critical. 2. All 6 CTE special populations groups, including migrants at the secondary level, will receive the following accommodations and/or supports as deemed appropriate by postsecondary/secondary qualified staff*: • Note takers • Books on tape • Alternate exam arrangements • Readers and scribes for exams • Course modifications • Sign language interpreters • Assistive listening devices • Priority registration • Academic and personal counseling • One-on-one</p>	

tutoring • Test taking tutoring • Quiet testing and study environments • Adaptive technology • Adaptive workstations NOTE: The following requirements are in place for K-14 CTE students, with disabilities, to receive services: o Secondary level - an IEP plan outlining CTE accommodations and transition goals. o Postsecondary level – Timely and accurate documentation along with a college individual service plan (ISP). * Job descriptions for all staff providing supplemental services have been amended to cover new responsibilities, as reflected in the Perkins IV Legislation, and were provided to MDE and MnSCU, Perkins Units. 3. • Update, refine and develop modified materials, as appropriate to facilitate E-mentoring orientations and training sessions – college-wide. • Refine and update E-mentoring brochures, Mentee and Mentor recruiting posters, along with Mentee/Mentor orientations and training materials. • In-service CTE and student services staff from all programs at both Minnesota State College – Southeast Technical campuses. • As requested, meet with Program Advisory Committees to review the goals and objectives of the E-mentoring program. • With assistance from Program Advisory Committees, recruit non-traditional employees who are willing to mentor students. • Conduct comprehensive E-mentoring training for all mentors and mentees. • Refine and monitor an “over-sight” program component where an assigned counselor will monitor all mentor/mentee e-mail content along with any confidentiality and boundary issues. • Prepare agendas for two face-to-face meetings between all mentors and mentees to be held at business locations of the mentors. • Conduct an annual evaluation of this initiative. 4. Refine and update written and referral processes for LEP students to receive or be referred for services to appropriate Adult Service Agencies • Refine, update and implement college written procedures, and review/revise/develop procedures that will be used to assess LEP students’ ability to participate in CTE programs • Ensure that language-related support services are provided for LEP students, or if appropriate, that students are referred to outside ABE, youth/adult agencies for services Review K-14 CTE program enrollments to ensure that there is no significant concentration of LEP or disability students in one or a few programs • Should disproportionate enrollments be evident, develop processes and implement safeguards to ensure that enrollments are not the result of unlawful discrimination. 5. • All K-14 CTE special population students will have access to counselors on par with non-special population students • MCIS site licenses will be provided to area high schools, middle schools, learning centers, and day treatment centers within the Southeast Perkins IV Consortium, as requested • Secondary students will be afforded opportunities for CTE program shadowing at area colleges • Secondary students will be given the opportunity to participate in “Trade and Tech Days”, hands-on career experiences at area colleges • College special population students, who have not declared a major, will be provided with career development services along with special career awareness information systems such as, MCIS, ISEEK, and other career interest inventories

Measures

1. • In-take Counselor interviews with students (who have transitioned from high school) and parents will be conducted to determine if stakeholders have a clear understanding as to how life changes for students – once they leave high school and become college students. Questions will cover the areas specified in the components of the manual • Two (2) student/counselor/disability services focus groups will be conducted throughout the FY17 school year to determine what the students experience was like as he/she made the transition from high school to college. • This entire initiative, procedures and processes, will be refined, updated and modified as necessary. The Southeast Consortium Leadership expects to continue this initiative from year-to-year. 2. The outcome measure is to make postsecondary completion rates the same as all other students who are not receiving supplemental support services. 3. The outcome measure is to make secondary completion rates the same as all other students who are not receiving supplemental support services: All college programs will be eligible to participate in all aspects of the E-mentoring initiative. All non-traditional students, who choose to participate, will be assigned a mentor recruited from their respective program advisory committee-training program. Mentees and mentors will attend all orientation and training meetings and commit to participate in one or more weekly e-mail exchanges per week. FY17 MEASURES: 58% of the incoming non-traditional students (who choose to participate in the college E-mentoring initiative) will be retained and graduate. 4. FY17 OUTCOMES: Retention and completion rates for LEP students will be at, or higher, than the retention and completion rates for all students. FY17 MEASURES: o Referral processes for LEP services will be reviewed, and if necessary, updated on a yearly bases. o Southeast Technical College will have written procedures in place to assess LEP student’s ability to participate in CTE programs and services o Language-related support services will be provided for LEP students either at the school district, college or ABE within the community. The number of LEP vs. non-LEP and disability vs. non-disability students will be reviewed program-by-program to ensure that there is not a significant concentration of LEP or disability in one or more low-skill, low-wage, or low demand type of program. 5. • All special population students will have access to a counselor on par with all other students • MCIS site licenses will be renewed for 100% of ALCs and day treatment centers • 100% of the secondary special population students will be provided opportunities to shadow CTE college training programs • 100% of the secondary special population students will have the opportunity to participate in College “Trade and Tech Days” • 100% of the non-declared special population students will have the opportunity to participate in a number of career awareness and career information activities to assist them with career selection goals.

Reallocation Explanation

Post-Secondary Required Activities	\$107,431.01
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$28,708.14
Post-Secondary Total	\$136,139.15
Secondary Required Activities	\$17,260.93
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$17,260.93
Total	\$153,400.08

Goal 3 Objectives 2

Use of Funds*	R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services
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Strategies

Southeast Perkins Consortium will work with Southeast Technical to establish the 8 Keys to Veterans' Success (8 Keys) which is a voluntary initiative through the Departments of Education and Veterans Affairs. The 8 keys highlight specific ways that USA colleges and universities can support veterans as they pursue their education and employment goals.

Outcomes

Via the incorporation of the USDE/Veterans Affairs 8 Principles, SET will: 1) Create a culture of trust and connectedness across the college community to promote well-being and success for veterans; 2) Ensure consistent and sustained support from campus leadership; 3) Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming; 4) coordinate and centralize campus efforts for all veterans, together with the creation of a designated space for them; 5) Collaborate with our local Southeast Perkins Consortium communities and organizations, including government agencies, to align and coordinate various services for veterans; 6) Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention, and degree completion; 7) Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans; and 8) Develop systems that ensure sustainability of effective practices for veterans.

Measures

Measures of success for each of the 8 Principles will be measured against the DOE/Veterans Affairs standards as established and posted on <http://www.ed.gov/veterans-and-military-families/8-keys-success-measures-and-standards>.

Reallocation Explanation

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

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

Goal 4 Narrative:

Three (3) bordering Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, hereafter referred to as the *Continuum of Service Provision Leadership Team (CSP-LT)*, will maintain open lines of open communication via e-mail, conference calls, and/or face-to-face meetings throughout the FY17 school year to refine and strengthen collaborative strategies and measures in an on-going effort to identify, up-grade and fulfill student and adult (military veterans, underemployed, unemployed) POS and R-POS learning and transitional gaps to enhance the continuum of service provision options for ensuring successful student and adult transitions within and among the three consortia.

The on-going tri-consortium initiative that began in FY12 will be improved and strengthened as we move into FY17. This initiative consists of Southeast Technical, working in partnership with bordering consortia and school districts throughout southeastern MN, in an effort to up-grade CTE curriculum, faculty, assessment, evaluation and student standards to qualify for National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation. For the Southeast Consortium, and bordering Perkins consortia, NACEP accreditation (now mandated by the MN legislature) will assure that all students enrolled in CTE concurrent enrollment* will receive transcribed college classes taught by trained high school teachers fostering student success and achievement while embracing nationally recognized standards of excellence and rigor.

Another Continuum of Service Provision (CSP) Southeast initiative that was initially instituted in FY12 will be refined and continued throughout FY17. This CSP initiative developed 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 Programs of Studies (POS & R-POS). Goals of this Southeast initiative include, but may not be limited to:

- Designating 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; and
- Identifying and designating one specified Transition and brokering Specialist, within each of the 22 Southeast Consortium high schools, whose task will be to provide students with CTE post-secondary information and facilitate movement of CTE students from their high school to college using the R-POS/POS data and, when necessary, assist in developing individual brokering plans. The designated college recruitment specialist (referenced above) will collaborate with all high school designated Transition Specialists (in most all cases, this will be the high school Counselor) to adapt existing Career Pathways to the needs of Career-Limited Adults.

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

Finally, leadership from two bordering Perkins Consortia, Dakota County and Southeast (31~2~2): 31 school districts - two colleges - two Perkins consortia, will continue their efforts to:

- Align POS/R-POS to regional labor-market needs;
- Combine resources to more efficiently and effectively meet professional development needs; and
- Assist each other regionally to prepare for the upcoming Perkins reauthorization.

* 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

Goal 4 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P9 Alternative Formats, P10 Student Transition
Strategies	
<p>1. The Southeast Perkins Consortium shares a common belief that institutions of higher education should follow national program standards to ensure the quality of college CTE classes taught by high school teachers. To this end, Southeast will work with its two bordering consortia to strength all NACEP national standards. These standards include measurable criteria in five categories that are markers of excellent concurrent CTE enrollment programs. These areas include: curriculum, faculty, students, assessment and program evaluation. NOTE: In July 2013, Southeast Technical received NACEP Certification. 2. Three (3) Southeast bordering Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, hereafter referred to as the Continuum of Service Provision (CSP) Leadership Team, will maintain open lines of communication via e-mail, conference calls, and/or face-to-face meetings throughout the FY17 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 and among the three consortia. 3. Build upon and refine the 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 utilizing the ten (10) elements of rigorous programs of study (R-POS). 4. The CSP Leadership Team will develop consortia-wide opportunities for students to participate in regional credit-bearing CTE activities via the MN Program of Study Website. Special emphasis will be placed on brokering services for the improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults 5. 31~2~2 will work to build upon regional capacity for future growth and sustainability by aligning resources and building a stronger capacity for staff development. In addition, 31~2~2 will intentionally work more collaboratively to provide K-14 current and future CTE students wrap-around supports and/or add-ons that give what we do, what we are charged to do – a greater sense of value.</p>	
Outcomes	
<p>1. College CTE courses administered through a Concurrent Enrollment Partnership (CEP) will be designed to reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college departments. CTE faculty site visits to ensure that college courses offered through the CEP are the same as the courses offered on campus. High school CEP instructors will be approved by the respective CTE college department and will meet academic and CTE department requirements for teaching the college course. The college will register CEP students as degree seeking, non-degree seeking, or non-matriculated students of the college and will record courses administered through a CEP on official college transcripts. The CEP ensures its CTE students meet the course prerequisites of the college. All CEP students will be held to the same standards of</p>	

achievement and grading as those expected of students in on campus sections. CEP students will be assessed using the same methods (e.g. paper, portfolios, quizzes, labs, shops, inter/externships, etc) as CTE students in on campus sections. The CEP will conduct end-of-term student college course evaluations for each CTE course section offered through the CEP. The CEP will conduct surveys of current students, CEP alumni, CTE instructors, principals, and guidance counselors as specified in the NACEP accreditation evaluation standards. 2. • The Southeast CSP Leadership Team along with their respective secondary partners, will collaborate throughout FY17 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, (including CEP programs) supported by Perkins, within and among all three bordering consortia. • The above referenced CSP implementation structure will include multiple transition points for CTE students including not only students from high school to college, but also out of and back into formal education K-12 youth and beyond into adult hood. 3. • Provide students and adult learners with flexibility in scheduling and formats that promote seamless transitions by using the MN Programs of Study database • Designate a Recruitment Specialists at Minnesota State College – Southeast Technical, to serve as a 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 • Refine and continue the work with Transition and brokering Specialists, within the 22 Southeast Consortium high schools, whose tasks include working with students to provide CTE post-secondary information and facilitation of CTE students from high school to college using the POS/R-POS database and, when necessary, assist in developing individual brokering plans. The designated college recruitment specialist (referenced above) will collaborate with all high school designated Transition Specialists to adapt existing Career Pathways to accommodate the needs of Career-Limited Adults. 4. • The three partnering consortia will work in unison to maintain up to date effective brokering services for high school to college as well as military veterans, underemployed and unemployed adults via Programs of Study for all learners throughout the Southeastern region of MN.

Measures

1. Conduct Southeast Tech Concurrent Enrollment Program (CEP) assessment through the lens of the NACEP standards* Inventory all existing and note all missing/inadequate "Required Evidence" documents * Reference: NACEP Program Standards and Required Evidence for Accreditation Create missing and update, or replace, all deficient NACEP based components (Curriculum, Faculty, Student, Assessment, Evaluation) throughout Southeast Tech's CEP 2. Over the past eight (8) years, CSP Leadership Team members have discovered that there are critical times that close communication and collaboration must take place between bordering consortia to ensure successful brokering of services. These are the times that "gaps" are discovered and need to be addressed. Examples include: • During the development of new Programs of Study and R-POS where the program of study major is not continued within the Consortium postsecondary college. Two examples of this are: o Agriculture at the secondary level at Southeast, but there are no matching programs at Southeast Technical; and o Hospitality Services at the secondary level at Rochester, but no matching programs at RCTC. • Prior to the development of each new Perkins Consortium Plan • Prior to writing each Consortia's Annual Performance Plan (APR). 3. • The Continuum of Service Provision (CSP) Leadership Team will track students, among the three Consortia, along with this, the college "Brokering of Services" contact person will meet with students to determine if the brokering of service provisions have been satisfactory. Student gaps within continuum of service provisions as well as levels of student satisfaction will be fed back to the CSP Leadership Team with results being used to promote strategies to enhance Continuous Program Improvement. • The identified College Recruitment Specialist will provide "Brokering Services" to secondary and post-secondary CTE students outside of the Southeast Perkins IV Consortium area with a focus on Continuum of Service Provision (CSP) participants 4. • Individual transitional plans - based on the most currently developed Programs of Study, will enhance matriculation of high school to college learners as well as adult learners. • Measures of success will be determined by increases in overall college retention and placement statistics as collected and publicly displayed on the MnSCU System dashboard 5. 32~2~2 efforts will ensure that Perkins consortia will have an established and unique regional purpose e.g. that what we offer and deliver is CTE desirable and not obtainable elsewhere within anyone or a smaller combination of the 31 school districts and two colleges.

Reallocation Explanation

Post-Secondary Required Activities	\$9,000.00
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	\$9,000.00
Secondary Required Activities	\$2,500.00
Secondary Permissible Activities	\$3,563.80
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,063.80
Total	\$15,063.80

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Southeast Perkins IV Consortium

Background

On July 1, 2008 the twenty-two school districts that make up Goodhue County and Hiawatha Valley (two previous Tech Prep and secondary Perkins consortia) partnered with their area's postsecondary provider, Minnesota State College-Southeast Technical, to form a new consortium entitled Southeast Perkins IV Consortium.

Geography

The twenty-two schools districts that make up the Consortium are located throughout the Southeastern corner counties of Minnesota are geographically bound (with the exception of two school districts) by the Mississippi River on the East and Highway 52 on the west. Because Minnesota State College - Southeast Technical has two campuses, Winona and Red Wing, the geographical fit of these twenty-two school districts and Southeast Technical are ideal. The Southeast Consortium covers 3,564.15 square miles and is rural; made up of mostly small school districts.

Governance Structure

The *Southeast Consortium Leadership Team* members are appointed and include representatives from the following educational/WorkForce Development professional administrative or teaching/instructional disciplines:

- Superintendents (4)
- CTE instructors (selected from the R-POS & POS) (2)
- DEED (1)
- Counselors (1)
- Tech Prep Coordinators - Ad Hoc - (2)
- Perkins Coordinators - Ad Hoc - (4)
- Curriculum Directors (1)
- College President (1)
- College Deans - Ad Hoc - (4)
- Institutional Research Specialists - Ad Hoc - (1)
- School District/College Business/Finance (2)
- Student Intern (1)

- Business/Industry/Labor Representative(s) (2)
- Director, Red Wing Chamber of Commerce (1)

NOTE: Each of the above-identified educational/WorkForce Development areas/disciplines has selected their own member to represent them. In turn, each appointed leadership team member reports back to share information and gather on-going input from his or her constituency

Consortium Goals

The Southeast Consortium has established a leadership structure designed to accomplish the following goals:

- Develop an on-going and long-term vision for CTE growth within the consortium;
- Foster relationships among K-14 Career and Technical Education and area WorkForce Development partners; and
- Promote K-14 shared decision making to enhance student transition into postsecondary education and success.

FY17 GOVERNANCE STRUCTURE CHANGE:

Starting summer 2016, the Perkins Leadership team will be transferred over to Dr. Leslie Bleskachek, Vice-President of Academic Affairs at Minnesota State College-Southeast Technical. This is an positive action that was spearheaded by Carl's Team and was deemed important in an attempt to more closely align Perkins initiatives with the college's master work plan. By embedding the Perkins Leadership team into the work of the college it is believed that we (Carl's Team) will only gain "traction" for our on-going CTE initiatives under the able leadership of Dr. Bleskachek.

OPERATING AND SUSTAINING SOUTHEAST PERKINS IV CONSORTIUM

"If you want to go fast, you go alone,

If you want to go far, you go together!"

Al Gore, 2007 – Speech on Global Warming

The Southeast Perkins IV Consortium brought previously separate CTE secondary, postsecondary and tech prep educational entities into a new structure with a full commitment to a common vision and mission. Such collaborative relationships require comprehensive planning and well-defined communication channels operating on many levels. Authority is defined by the collaborative structure (as to how our consortium will define lines of authority please refer to **objective 1**). Risk is greater because each educational organization contributes its own resources and reputation. Resources, in many cases, will be pooled and all collaborative partners will share in improved student success. Within the Southeast Perkins IV Consortium, we will achieve greater student success by working collaboratively than we would have by continuing to work individually.

The Southeast Perkins IV Leadership team is committed to building its consortium by incorporating components that; based on a review of research literature, influence successful collaboration. The seven (7) collaboration research-based components (please refer to **objective 3**) have become the guiding foundation on which this consortium operates.

The Southeast Perkins IV Consortium Leadership Team make up the consortium governance structure. While the over-all responsibility of the Leadership Team will be to lead the efforts necessary to achieve successful consortium planning for development, operations, and accountability of CTE programs and services in twenty-two school districts and one two-year college, the Consortium Leadership Team also has lead responsibility for oversight in: 1) Developing programs of study(POS) and Rigorous Programs of Study (R-POS); 2) Ensuring coordination and integration of academic and technical coursework; 3) Increasing successful gains in academic and technical competence; 4) Providing activities that coordinate education and workforce development; 5) Providing services for the needs of all CTE special population students; 6) Increasing training opportunities for students seeking preparation non-traditional for their gender; 7) Ensuring accurate accountability in all aspects of programming and finance; and a new emerging need of 8) Adapting programs of study/career pathways to the needs of career-limited adults, and 8) implementation of Technical Skill Assessments (TSAs).

FISCAL AGENCY/FINANCIAL CONSIDERATIONS

Minnesota State College-Southeast Technical will be the postsecondary fiscal agent. The contact will be Mike Kroening and his e-mail address is: mkroening@southeastmn.edu Goodhue County Education District will be the secondary fiscal agent. The contact will be Cheryl Johnson and her e-mail address is: cjohnson@gc-ed.org All financial decisions will be guided and reviewed by the Consortium Leadership Team.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P5 Student Organizations , P8 Teacher Preparation, P10 Student Transition
Strategies	
<p>1. The Southeast Perkins IV Consortium has established a leadership structure that accomplishes the following goals: • Develop on-going and long-term vision for CTE within our consortium; • Foster relationships among Career and Technical Education and WorkForce partners; and • Promote K-14 shared decision making to enhance student success. The lead responsibility for successfully completing the above named goals rests with the Southeast Perkins IV Consortium Leadership Team. 2. In an effort to implement all program service and accountability aspects contained within the Perkins IV legislation, the Southeast Perkins IV Consortium, will develop a FY 2017 Consortium Implementation Work Plan (CIWP) tied together with an Annual Performance Report (APR) Plan. The CIWP will outline in, specific detail, all FY2017 Southeast Perkins IV Consortium local application tasks, timelines, job assignments as well as expected outcomes (by broad goal area) for each member of Carl's Team. 3. The Southeast Perkins IV Consortium will stay committed to following the established MDE and MnSCU seven (7) guiding principles for incorporating all aspects and requirements of Perkins IV. Also, in a determined effort to operate and sustain our consortium, we will continue to foster the seven (7) researched components that have shown to influence successful collaboration. The following seven components make up the platform upon which our Consortium conducts its affairs within all aspects of operation. 4. (1) Consortium Environment: - Our consortium will build on its past history of successful collaboration. - Our consortium will work to increase and promote a state/local climate that is favorable and supportive. (2) Consortium Leadership Team Characteristics: - Our consortium will have mutual respect, understanding, and trust among all partners. - Our consortium will be composed of membership that views collaboration as in their self-interest. - Our consortium will consist of membership that has the ability to compromise. (3) Consortium Process/Structure: - Our consortium partners will have continually assessed and evaluated best practices and past collaborative activities that will be continued and/or carried-over from Perkins III with an emphasis on secondary/postsecondary tech prep activities. - Our consortium partners will have a shared stake in both process and structure. - Our consortium will have provided for multiple layers of decision-making. - Our consortium will have worked to maintain flexibility and adaptability. - Our consortium will have developed clear roles and guidelines for carrying out consortium responsibilities. Consortium Communication: - Our consortium will have established open and frequent communication. - Our consortium will have established informal and formal communication links. Consortium Purpose: - Our consortium (via Perkins Local Plan) will have implemented concrete, attainable goals and objectives. - Our consortium partners will have a shared CTE vision. - Our consortium will have an established identifiable and unique purpose. Consortium Sustainability: - Our Consortium Leadership Team will have selected a skilled convener (An individual who has organizing and interpersonal skills and carries out the role with fairness. As such, our convener is granted "legitimacy" from all collaborative partners). - Our consortium will have an adequate, consistent financial base to support its operations in carrying out the goals as written in the local application. Consortium Celebration: - Our consortium will frequently celebrate relationships, partnerships, uniqueness, new approaches, accountability, and failures. In short, our consortium will demonstrate that it has the capacity to celebrate change! 4. The Southeast</p>	

Perkins IV Consortium will continue it's work along with the national/state marketing campaign to re-image and remake CTE entitled: Reflect, Transform, Lead: A New Vision for Career Technical Education.

Outcomes

1. • The Southeast Perkins IV Consortium Leadership Team members have been appointed from 23 K-14 educational entities including the Southeast WorkForce Center. twenty (20) representatives representing the following educational/WorkForce professional administrative or teaching/instructional areas have been selected to serve on the leadership team for fiscal year 2017: o Superintendents o Principals o CTE instructors (selected from our R-POS and POS) o DEED o Counselors o Tech Prep Coordinators o Perkins Coordinators o Curriculum Directors o College President o College Deans o Institutional Research Specialists o School District/College Business/Finance o Student Intern(s) o Business/Industry/Labor Representative(s) NOTE: Each of the above identified educational/WorkForce areas has selected their own member to represent them. In turn, each appointed leadership team member reports back to share information and gather on-going input from his or her constituency 2. • The Southeast Perkins IV Leadership team will assign 3-5 key CTE professionals, along with their part-time consultant, to research and write the FY17 Consortium Implementation Work Plan (CIWP) outlining all major program service and accountability tasks, timelines and assign primary lead-person responsibilities. • Ensure that the FY17 CIWP aligns with MSC-Southeast Technical and all K-12 Federal and State initiatives (e.g., MnSCU Strategic Plan, College 2015-2020 Strategic Plan, College Academic Plan, College Diversity Plan, AQIP,). 3. Based on review of existing research literature concerning factors which influence the success of collaboration, the Southeast Perkins IV Leadership Team will incorporate the following seven (7) components under which to operate and sustain true collaborations: Environment Consortium Leadership Team Characteristics Consortium Process/Structure Consortium Communication Consortium Purpose Consortium Sustainability Consortium Celebration 4. The National State Directors for CTE and ACTE Vision re-imaging campaign marketing messages will be continued throughout the Consortium via the following: • Consortium Newsletter (electronically) • Consortium presentations to: o Leadership Team Members o Superintendents o Principals o Counselors o DEED Personnel o CTE K-12 Teachers o College Faculty o High School/College Fairs o Adult Service Agencies o ABE 5. • Carl's Team will survey the Consortium Leadership Team members as to their topical areas of interest in an effort to determine where additional information/technical assistance is required in order to sustain and grow CTE under Perkins IV.

Measures

1. • The Southeast Perkins IV Consortium Leadership Team will be successful in planning for development, operations, and accountability of CTE programs and services in twenty-two school districts and one two-year college. • Southeast Perkins IV Consortium high schools and college will have continued CTE programs and activities that have worked well under Perkins III. • The consortium will have adhered to accurate and timely accountability in all aspects of programming and finance. • The Southeast Perkins IV Consortium Leadership Team will have expanded collaborative practices to leverage additional resources to develop programs and services integral for southeast regional economic needs. • All consortium expenditures for programs, services and activities will have been governed by the FY 17 Perkins locally approved plan. (The local Perkins approved plan will be viewed as a living document that all must follow!) • The Southeast Perkins IV Consortium will have abided by the guidelines as spelled out in the 2008-2013 Perkins IV Operational Handbook. 2. • The Southeast Perkins IV Consortium, with approval from the Perkins IV Leadership Team, will have met or exceeded all the Perkins State/Federal program service and accountability requirements. • The Southeast Perkins IV Consortium Leadership Team – in addition to serving in the role of providing guidance, support, feedback, and advocacy to Carl's Team – will have given official approval as tasks, outlined in the FY17 Consortium Implementation Work Plan (CIWP), are completed. • All task related "primary leads" will have received the necessary staff development opportunities, along with appropriate mentoring opportunities, to fulfill their obligations as outlined in the FY 17 CIWP. • All members of Carl's Team, whose salaries are being paid either full-time or part-time using federal Perkins funds, will have all work tasks, job assignments, expected outcomes and timelines (by broad goal area) spelled out in the FY17 Consortium Implementation Work Plan (CIWP). 3. Consortium Environment: - Our consortium will build on its past history of successful collaboration. - Our consortium will work to increase and promote a state/local climate that is favorable and supportive. Consortium Leadership Team Characteristics: - Our consortium will have mutual respect, understanding, and trust among all partners. - Our consortium will be composed of membership that views collaboration as in their self-interest. - Our consortium will consist of membership that has the ability to compromise. Consortium Process/Structure: - Our consortium partners will have continually assessed and evaluated best practices and past collaborative activities that will be continued and/or carried-over from Perkins III with an emphasis on secondary/postsecondary tech prep activities. - Our consortium partners will have a shared stake in both process and structure. - Our consortium will have provided for multiple layers of decision-making. - Our consortium will have worked to maintain flexibility and adaptability. - Our consortium will have developed clear roles and guidelines for carrying out consortium responsibilities. Consortium Communication: - Our consortium will have established open and frequent communication. - Our consortium will have established informal and formal communication links. Consortium Purpose: - Our consortium (via Perkins Local Plan) will have implemented concrete, attainable goals and objectives. - Our consortium partners will have a shared CTE vision. - Our consortium will have an established identifiable and unique purpose. Consortium Sustainability: - Our Consortium Leadership Team will have selected a skilled convener (An individual who has organizing and interpersonal skills and carries out the role with fairness. As such, our convener is granted "legitimacy" from all collaborative partners). - Our consortium will have an adequate, consistent financial base to support its operations in carrying out the goals as written in the local application. Consortium Celebration: - Our consortium will frequently celebrate relationships, partnerships, uniqueness, new approaches, accountability, and failures. In short, our consortium will demonstrate that it has the capacity to celebrate change! 4. The delivered Consortium-wide CTE re-imaging outcomes expected via this marketing campaign will be, but may not be limited to, the following interconnected principles: 1. CTE is critical to ensuring that the United States leads in global competitiveness. 2. CTE actively partners with employers to design and provide high-quality, dynamic programs. 3. CTE prepares students to succeed in further education and careers. 4. CTE is delivered through comprehensive programs of study aligned to Minnesota Career Fields, Clusters & Pathways (The Wheel) 5. CTE is a results-driven system that demonstrates a positive return on investment.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$15,882.00
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	\$15,882.00
Secondary Required Activities	\$9,039.39
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	\$9,039.39
Total	\$24,921.39

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	\$8,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,000.00	\$57,596.73	\$0.00	\$20,788.66	\$0.00	\$0.00	\$85,175.00	\$93,175.00

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	\$15,166.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,166.00	\$39,041.83	\$0.00	\$0.00	\$0.00	\$0.00	\$39,041.83	\$54,207.83

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	\$107,431.01	\$0.00	\$28,708.14	\$0.00	\$0.00	\$136,139.15	\$17,260.93	\$0.00	\$0.00	\$0.00	\$0.00	\$17,260.93	\$153,400.08

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	\$9,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$2,500.00	\$3,563.80	\$0.00	\$0.00	\$0.00	\$6,063.80	\$15,063.80

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	\$15,882.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,882.00	\$9,039.39	\$0.00	\$0.00	\$0.00	\$0.00	\$9,039.39	\$24,921.39

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	\$155,479.01	\$0.00	\$28,708.14	\$0.00	\$0.00	\$184,187.15	\$125,438.88	\$3,563.80	\$20,788.66	\$0.00	\$0.00	\$156,580.95	\$340,768.10

Secondary Budget Details

Description File Name File Size

11/23/2016

WebGrants - MN Colleges and Universities

SOUTHEAST FY17 Secondary Budget Sheet	FY17-Secondary-Budget-Supplemental-Sheet-2 (5).xlsx	69 KB
SOUTHEAST FY17 Secondary Budget Sheet	FY17-Secondary-Budget-Supplemental-Sheet-2 (5).xlsx	69 KB
FY17 Supplemental Secondary Budget - SOUTHEAST	FY17-Secondary-Budget-Supplemental-Sheet.xlsx	69 KB
SOUTHEAST FY17 Secondary Budget Sheet	FY17-Secondary-Budget-Supplemental-Sheet.xlsx	68 KB
Newest revised	REVISED-FY17-Secondary-Budget-Supplemental-Sheet.xlsx	64 KB
UPDATED SECONDARY BUDGET SHEET: July 22,2016	UPDATED-FY17-Secondary-Budget-Supplemental-Sheet-2(5)-2.xlsx	67 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,860.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$840.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$16,800.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$7,200.00
Totals	\$26,700.00

Improvement Plan Action Steps

Related Improvement Plan documents

Upload any additional supporting documents here.	Career Coaching Brochure Sonya.pdf
Upload any additional supporting documents here.	Minnesota State College - Southeast Technical.webarchive
Upload any additional supporting documents here.	C&C-Southeast Perkins.docx
Upload any additional supporting documents here.	Carl's Team AARs.docx
Upload any additional supporting documents here.	Southeast Perkins Leadership Team.docx

Improvement Report

Improvement Report 1	
Indicator Not Met:	2S1 – Technical Skill Attainment
Negotiated Performance:	54.00%
Actual Performance:	50.00%
General strategies planned to improve performance:	
<p>The Southeast Perkins Consortium, in collaboration with Southeast Technical and our 22 school districts, instituted a new initiative entitled: CAREER COACHING. Career Coaches (also referred to as Advisors, Mentors, and Guides) work with our area high school students (9th grade - 12th grade) to:</p> <ul style="list-style-type: none"> • Provide college information to help students understand the world of higher education • Work with students to develop written plans to meet goals and objectives in their chosen career pathway (using the wheel) • Assess students' skill, interests, and values to help determine possible career options • Assist in filling out college applications and financial aid forms • Help students connect with program shadowing opportunities • Help students learn the "soft skills" necessary to succeed in a career field • *NOTE: A brochure explaining the high school CAREER COACHING initiative is included in the Improvement Plan section of this grant <p>The second strategy, in collaboration with Winona State University, to improve Technical Skill Attainment is to expand our H.O.P.E. Academy. The H.O.P.E. Academy is a one-week co-ed summer residential program for male and female high school students.</p> <p>VISION</p> <p>Provide 9th through 12th grade underrepresented and underserved female and male students with opportunities to experience engaging relevant academic coursework along with cognitive strategy and problem-solving skill-building, motivational and informational workshops and forums.</p> <p>At the 2016 Student Affairs/Diversity and Equity Conference, held February 25-26, the H.O.P.E. Academy was featured at one of the presentation. The room was filled with parents and students!</p> <p>KeyTrain</p> <p>KeyTrain is a targeted curriculum written specifically to help students master the applied workplace skills as defined by WorkKeys. As an ACT Level 1 publisher, KeyTrain provides curriculum that is based on the WorkKeys targets for instruction and meets ACT's quality standards. Key Train curriculum is designed to improve academic and technical skills within a contextual format specifically for lower-functioning CTE students. While KeyTrain has always been available for all CTE students, starting with the FY14 school year, KeyTrain will be targeted to all non-traditional students starting at the 9th grade level.</p> <p>KeyTrain - History</p> <p>Beginning within FY 2011, three (3) member districts volunteered to pilot the KeyTrain curriculum. At the conclusion of this initial training, the Southeast Perkins IV Leadership Team decided that KeyTrain curriculum would be purchased and offered to all 22-member districts starting throughout FY 12. Pilot districts provided training to all interested members within the Consortium under a train-the-trainer model.</p> <p>KeyTrain – FY17 & Beyond</p> <p>KeyTrain has become well accepted and is utilized extensively throughout the Consortium. Based on teacher and student input there is anecdotal evidence suggesting that KeyTrain could have an extremely positive impact on nontraditional participation, technical skill attainment along with student completion. As such, working with district counselors and CTE instructors, focused efforts will be made to direct the KeyTrain resources to students starting at the 9th grade level in</p>	

anticipation that this will provide needed remedial assistance as well as academic and vocational standard skill awareness to such students. Records will be kept of the number of students selecting non-balanced gender fields to work within.

Diagnostic Accuplacer

The same procedures as used with KeyTrain will also be followed to target nontraditional (gender) students and to enhance Technical Skill Attainment for students no later than the 10th grade. The benefits of using Diagnostic Accuplacer are many including:

- Support and intervention are provided at the home school by high school instructors;
- Test results are immediate;
- Students have the ability to experience the computer adaptive test;
- High Schools are able to identified weaknesses and target interventions; and
- Students have the ability to strengthen their skills prior to the high-stakes test.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	90.55%
Actual Performance:	86.83%

General strategies planned to improve performance:

Minnesota State College-Southeast Technical, under the leadership of Nate Emerson, VP for Student Affairs is purchasing software along with technical assistance from Hobson, Starfish to increase student retention and placement. This new initiative will be instituted early summer 2016.

The Starfish philosophy is based on the believe that students can, and will, succeed when they are engaged with an informed, connected campus community. This philosophy for student success and retention is grounded in the leading research and balanced by the following principles:

1. Success is a moving target

Because life happens every day, students need different kinds of encouragement at different times. It isn't enough to survey students and base your intervention efforts on their feelings at that moment. It is also presumptuous to redirect a student away from a lifelong dream because of one poor performance at mid-terms.

Students run into trouble for a variety of reasons, including academic challenges, financial concerns, home life struggles, and schedule conflicts – issues that can arise at any time. College professionals can help students overcome these obstacles... if they know about them.

2. Success entails academic achievement

Ultimately, a student's classroom performance will determine if he or she persists to the next academic milestone. Gauging this performance is important. Instructors know when a student is struggling but need an efficient, secure way to register their concern with the right person. Some instructors automatically capture performance data in the LMS, online homework systems, and student response systems.

Even the busiest instructors will contribute to student success efforts if the process is easy, reliable, and effective – and if they have confidence that someone on the other end will pick it up.

3. Success requires engagement

Students are busier than ever, as are the people who want to help them. It has to be easy for everyone to connect and stay engaged.

Students need to know who is available and when. Advisors need to know which students are struggling, and with what issues, so they can prioritize their outreach. And everyone needs a plan to follow, whether specific steps to resolve a concern or to finish a program.

4. Success must be measured

As the saying goes, the whole is greater than the sum of its parts. Seeing the bigger picture involves tying specific activities to outcomes.

This program requires investing money and resources to help students be successful including First Year Experience programs, living learning communities, and tutoring. How does your institutional leadership know what is working? Your institution needs to be able to measure its efforts to optimize further investments.

Minnesota State College-Southeast Technical

Check & Connect Program

Southeast Technical's **Check & Connect** program offers CTE students the opportunity to build a closer relationship with their college. Check & Connect is a proven system to help students have better outcomes in earning higher grades, finishing college on time, increased student placement by finding quality employment after graduation.

By working with a Check & Connect coach, CTE students have access to personalized coaching to help overcome challenges during their college experience. Because this mentoring is so focused it is only offered to a limited number of students on each campus.

How students participate in Check & Connect

- Students may be selected by the college based on identified academic and demographic information, such as first-generation college students
- Instructors may refer students who can benefit from Check & Connect
- Students may self-refer if they want to participate in the program

In Check & Connect, a coach will check in with students regularly to:

- Discuss how life is going at college, work, and home
- Monitor attendance, grades, and progress in school
- Work with instructors, school administrators, and other support staff to help students be successful
- Develop problem solving skills when students are having difficulties
- Assist in finding access to outside services or supports, as needed
- Provide follow-up and support to assist in student placement after graduation

Comments or context for actual performance (optional):
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Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Manufacturing Production Process Development
RPOS submitted with 10 components	Southeast_Lewiston-AlturaHS_Manufacturing Production Process Development _ MN Programs of Study _ ISEEK.pdf

Programs of Study

Programs of Study 1	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business/ ACCT 228
At which High School? College?	Kenyon-Wanamingo/Minnesota State College-Southeast Technical
State-Approved Secondary Assessments	NOCTI Accounting Basic Assessment
State-Approved Postsecondary Assessments	NOCTI Accounting Basic Assessment
In which course (use course code) or at what time in the program?	S:Accounting 4 PS:Advanced Accounting Spreadsheets

Programs of Study 2	
Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Diagnostic Services
In which CTE Program?	Medical Careers - Radiography
At which High School? College?	Zumbrota-Mazeppa High School- Minnesota State College-Southeast Technical
State-Approved Secondary Assessments	Precision Exams/ National Consortium for Health Science Education (NCHSE) Assessment & Certificate Program – National Health Science Assessment
State-Approved Postsecondary Assessments	American Registry of Radiologic Technologists (ARRT)—Radiologic Technologist Examination
In which course (use course code) or at what time in the program?	End of 3rd Trimester - Right after graduation

Programs of Study 3	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	FACS/Early childhood Development & Services
At which High School? College?	Kenyon Wanamingo/Minnesota State College-Southeast Technical
State-Approved Secondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
State-Approved Postsecondary Assessments	NOCTI Early Childhood Care and Education-Advanced, Job Ready Assessment
In which course (use course code) or at what time in the program?	Child 2/ECED2675 Ethics, Issues & Professionalism

Programs of Study 4	
Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Therapeutics Services
In which CTE Program?	Medical Careers - Health and Human Services
At which High School? College?	Zumbrota-Mazeppa High School - Minnesota State College-Southeast Technical
State-Approved Secondary Assessments	
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?	End of 3rd Trimester - Post Secondary after Gradua

Programs of Study 5	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Industrial Tech - CAD
At which High School? College?	Lewiston-Altura / Southeast Technical
State-Approved Secondary Assessments	Project Lead the Way (PLTW) - Computer Integrated Manufacturing (CIM) End of Course Assessment

State-Approved Postsecondary Assessments	NOCTI - Manufacturing Technology
In which course (use course code) or at what time in the program?	Industrial Technology - End of Year
Programs of Study 6	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business - Administrative Support Careers
At which High School? College?	Red Wing- Southeast Technical
State-Approved Secondary Assessments	NOCTI - Administrative Services
State-Approved Postsecondary Assessments	NOCTI - Administrative Services
In which course (use course code) or at what time in the program?	End of School Year - End of Program
Programs of Study 7	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Engineering and Technology
In which CTE Program?	Industrial Technology - Electronics
At which High School? College?	Lewiston-Alutra -- Southeast Technical
State-Approved Secondary Assessments	Project Lead The Way (PLTW) - Principles of Engineering (POE) End of Course Assessment
State-Approved Postsecondary Assessments	NOCTI - Electrical Construction
In which course (use course code) or at what time in the program?	Electronics- Electronic Technology

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:* 33.0%

Coordinator Budget:* \$23,430.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 10.0%

Coordinator Budget:* \$14,500.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Arne Dufseth	Tutor/Tutor Coordinator	N/A	\$41,423.00	JD-Arne.doc
Betsy Woodward	Tutor	N/A	\$7,746.00	JD-Betsy.doc
Diane Drake	Math Tutor	N/A	\$7,049.00	JD-Diane.doc
Lloyd Petri	Consortium Program Coordinator	N/A	\$36,000.00	Perkins Job Tasks-Lloyd Petri.docx
Steve Smyewski	Consortium Coordinator/LRC Manager	N/A	\$91,324.00	JD-Steve.doc
Brian Cashman	Secondary Perkins Coordinator	N/A	\$23,430.00	Secondary-Consortium Job Tasks.docx
Lee Wendell	POS/TSA Coordinator	N/A	\$3,400.00	JD-Lee.doc
Glen Hines	LRC Tutor for CTE Students	N/A	\$8,591.00	JD-Glen Hines.doc
Sue Rabe	LRC Tutor/CTE Students	N/A	\$8,078.00	JD-Sue Rabe.doc
Bev Miller	LRC Tutor/CTE Students	N/A	\$5,252.00	JD-Bev Miller.doc
			\$232,293.00	