



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02381 - FY18 Lakes Country Perkins Consortium Application

Perkins IV Consortium

Grant Title: FY18 Lakes Country Perkins Consortium Application
Grant Number: 02086
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Applicant Organization: Lakes Country Consortium
Grantee Contact: Troy Haugen
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Contract Dates: Contract Sent 12/13/2017 Proposal Date 07/01/2017 Contract Received 06/30/2018 Contract Executed
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Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2017

06/30/2018

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Detroit Lakes Public Schools	01 public school district	22
Frazee-Vergas Public Schools	01 public school district	23
Barnesville Public Schools	01 public school district	146
Hawley Public Schools	01 public school district	150
Moorhead Area Public Schools	01 public school district	152
Ashby Public Schools	01 public school district	261
Herman-Norcross Public Schools	01 public school district	264
Battle Lake Public Schools	01 public school district	542
Fergus Falls Public Schools	01 public school district	544
Pelican Rapids Public Schools	01 public school district	548
Perham-Dent Public Schools	01 public school district	549
Underwood Public Schools	01 public school district	550
New York Mills Public Schools	01 public school district	553
Hancock Public Schools	01 public school district	768
Morris Area Public Schools	01 public school district	2769
Chokio-Alberta Public Schools	01 public school district	771
Wheaton Public Schools	01 public school district	802
Breckenridge Public Schools	01 public school district	846
Rothsay Public Schools	01 public school district	850
Campbell Tintah Public Schools	01 public school district	852
Lakes Country Service Cooperative	83 service cooperative	926
Ulen-Hitterdal Public Schools	01 public school district	914
Dilworth-Glyndon-Felton Public Schools	01 public school district	2164
West Central Area Schools	01 public school district	2342
Clinton-Graceville-Beardsley Public Schools	01 public school district	2888
Lake Park Audubon Public Schools	01 public school district	2889
Minnesota State Community & Technical College		
Fergus Falls Area Special Education Cooperative	52 special education cooperative	935

Summary Narrative Part Two

Comprehensive Professional Development

Q5) 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)]

Professional development experiences at the secondary level are developed and implemented with the consideration of Perkins performance data and areas for improvement based on negotiated performance levels, which include challenging standards delivered with rigorous content. Additionally, they will reflect local and state professional development required content for re-licensure. For postsecondary CTE faculty, professional development experiences are designed in accordance with Minnesota State Policy 3.32 which address expectations for faculty to develop annual professional development plans with specific objectives and specific outcomes. For postsecondary CTE staff, professional development experiences must address challenging standards delivered with rigorous

content. The establishment of a Center for Teaching, Learning and Technology for postsecondary faculty also supports high-quality professional development for faculty and secondary instructors of dual-credit courses.

In an effort to extend the collaboration between secondary and postsecondary, the consortium is researching and implementing both formal and informal opportunities for joint professional development activities between the secondary and postsecondary faculty. This concept has been introduced to both secondary and postsecondary and has been received positively. In the fall of 2017, we will have one joint professional development activity at the beginning of the academic year. In addition, we will begin the planning process for a larger activity to occur in the summer of 2018. We are also exploring a joint secondary/postsecondary experience at the MNACTE Day at the Capitol.

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)]

Consortium members are increasingly finding it difficult to recruit and retain teachers for their CTE programs. Barriers such as licensure at the secondary and some minimum qualifications policy requirements at the postsecondary juxtaposed with competing hiring from the business and industry sector make it difficult, if not impossible at times, to fill some positions. Consortium members, particularly at the secondary level, have continued to use the special permission license system (most often non-licensed community experts) at higher and higher levels, simply out of necessity. With the potential dawn of a tiered licensure system, particularly if the CTE considerations remain in the final bill, there should be easier pathways to licensure for CTE programs.

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.

The LCSC/MState Perkins Consortium shall analyze the data available annually from the state leadership and shall engage in the process as outlined by the state leadership to evaluate student performance and continuously improve programs. In addition to engaging in negotiations for local performance levels with state leadership, the consortium will enhance the locally developed assessment tools and data analysis processes, such as the postsecondary student assessment tool or the secondary state and federal student academic performance requirements and improvement processes.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]

The Lakes Country Consortium followed the following steps in identified our RPOS in Accounting:

Consortium leadership reviewed regional Labor Market Information (LMI) and compared that to what active, approved programs are in our local schools.

Consortium leadership reviewed with all consortium instructors regarding their interest in becoming a RPOS at the fall regional networking meetings.

Subsequent to the information gathering in steps one and two, consortium leadership consulted and presented to accounting faculty in the secondary and postsecondary the concept of the RPOS. Two secondary schools and three college faculty agreed to move forward.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

Goal 1 Narrative

The Lakes Country Perkins Consortium continuously reviews all existing Programs of Study (POS) to better align with local labor market information. For the past three years, all POS are being scrutinized, reviewed, and updated for resubmission to either the consortium or the state. The initial intent was to have everything completed by the end of FY17, but that is proving to become difficult due to a variety of issues at the state and local level. With that said, the consortium will continue to review and revise POS for FY18 and solidify the plan for the consortia. The consortium will also work with individual school districts to connect their course alignment within their departments as well as connect them to college partners. The programs of study to be focused on will be:

- Accounting
- Business Finance
- Design/Pre-Construction
- Early Childhood Development and Services
- Engineering and Technology
- Transportation Operations
- Animal Systems
- Web and Digital Communications

The progress on fully implementing the re-vamped programs of study stalled in FY17 as other urgent priorities surfaced. The consortium intends to get back to basics with full implementation in FY18. The proposed process will fluctuate based on the needs of the instructors and faculty members. However, in general they will follow the following timeline:

1. At the upcoming regional networking meetings, part of the day will focus on bringing all consortium and state-approved POS up-to-date on the CTEcreditmn.com website. At that point, schools that have an interest in moving from consortium-approved to state-approved will be identified. Simultaneously the consortium will continue to work on reviewing and identifying articulation agreements between secondary and postsecondary. Additionally, the MDE program/course approval process will be introduced as the consortium will be up for re-approval in FY18. Secondary and postsecondary consortium members are simultaneously reviewing and updating regional and statewide articulation agreements as it relates to our programs of study.
2. Subsequent to identifying those programs to move to state-approved, the consortium will schedule a work day for alignment from both secondary to postsecondary that will include both secondary and postsecondary faculty members.
3. As the POS's are updated, consortium leadership will review and work with individual districts/programs and ready them for submission for state approval. The goal is to have submission no later than May 1, 2018.

Although the process does not seem ambitious, it is due to the fact it is still a major structural change in our consortium. Many consortia members still are under the antiquated notion of continued status quo. Additionally, the goal is to not complete this "task" in isolation, but to tie it to other needs (articulation, program approval) to accomplish several tasks simultaneously.

Minnesota teacher licensure continues to be a significant barrier for CTE program availability. The secondary consortium coordinator was appointed co-chair of the statutorily-created CTE Licensure Task Force, which convened and created a list of six recommendations to better navigate CTE licensure with sensibility. The work and charge of the task force has continued to be carried on by consortia leadership, who has been able to create continuing positive relationships with key legislative stakeholders as well as decision makers at agency-level. These relationships have allowed leadership to play a significant role in the framing of statewide licensure overhaul, which is currently being considered at the legislature. It is imperative that consortia leadership across the state maintains active involvement in licensure and other statewide legislative initiatives to assure proper consideration of the uniqueness of CTE. Without that advocacy, Lakes Country Perkins Consortium leadership and members are very concerned about the direction that a non-CTE voice would take. It is with that mindset that the intention that the Lakes Country Perkins Consortium will continue to support a strong level of advocacy at the state level on CTE issues.

As stated several times, healthcare opportunities for our secondary students are lacking. The labor market data suggests that healthcare (likely therapeutic services) should easily be one of our POS, if not a Rigorous POS. The barrier that we, as a consortium, are attempting to overcome is significantly based on teacher licensure and availability. There are no districts in our consortium that has the ability to add an FTE with Health Careers, and even if there was, there is nobody out there to teach it (without using special permissions licensing). This gap between current K12 practice and the reality of the job market is incredibly difficult to navigate, but we are taking on the challenge. Some suggestions at the state level that may be helpful for our consortium, specifically:

Alternative licensure options around health careers, specifically when it comes to CNA-certified instructors. Rarely do teachers have the appropriate function code for program approval and also be certified by Minnesota Department of Health to teach the CNA course. This is a significant issue; there has to be an easier, cleaner way to provide instruction without "fudging" the instructor of record on the secondary side. This is also true for a course such as medical terminology, which is an excellent course to introduce students to various healthcare concepts.

In most rural schools, any exposure to health careers coursework will not come from a CTE instructor, but rather a health teacher. Unfortunately, because they are not CTE teachers, it is difficult to create a program of study when the major content is being taught by a non-CTE teacher. Therefore, it isn't, by definition, a CTE program. Again, this becomes a licensure issue. The restrictive definition of CTE vs. non-CTE also impedes work on POS. The definitions of these terms may provide clarity at some levels, but they do not allow for innovation solutions that increase student access and opportunity.

Work needs to happen cross-agency between MDE and the Minnesota State system and MDH. The consortium's experience has been very positive with every agency individually, but the connections between are lacking, particularly between both education agencies and MDH.

Outside resources, such as HealthForce Minnesota (HFM), need to be on the same page with the entire system, not just certain components of the system. Creating good and sustainable programs that can be scalable state-wide need to either address the licensure piece head-on, or be upfront about the limitations of the program regarding licensure. The consortium applauds the work of HFM, but after conversations with leadership, it is clear there is misinformation regarding licensure on K12 side, as well as the processes to obtain licensure and proper credentials on the secondary side. This is not a criticism of the program, just a limitation of current opportunities - which is natural.

Within those POS, the consortium is also doing an inventory on existing early college credit opportunities within the consortium districts. The consortium does offer two online options for early college credit currently, Online College in the High School (OCHS) and M State's eCampus in the High School (eCHS). Both programs have CTE credit opportunities and consortium members take advantage of both programs. The College's Concurrent Enrollment Program offers CTE credit opportunities and consortium members take advantage of that program. Secondary and postsecondary are also exploring a team teaching online concurrent model that could help to address some of the challenges, although change in contract language would be needed at the postsecondary level in order for this new pilot model to be sustainable.

The College uses a comprehensive assessment of student learning process that includes course assessment, comprehensive program review and institutional assessment. In addition, we utilize additional robust measures including, but not limited to placement, programmatic accreditation and industry exams and licensure data to determine student performance on meeting the standards in industry.

Over the course of the past three academic years, and with the upcoming academic year in mind, the consortium will continue to strengthen partnerships with our member Area Learning Centers both to build and bolster existing programming, and also outreach to other programs, both within and outside of the alternative program systems. Activities that are supported include (but not limited to):

- College counselors assisting high school staff on career and college readiness tools.
- College counselors assisting high school students on career and college readiness tools.
- Hosting Program Showcases for high school students to expand awareness of CTE opportunities.
- Hosting Career and College Readiness day at M State - Moorhead campus for academically at-risk students.
- Hosting Connect to a Career day for high school instructors and counselors at M State-Moorhead campus to support trades programs.
- Facilitate discussions around integrating/intermingling secondary alternative programming with adult basic education in a meaningful way.
- Continue to integrate more and more high school experiences into the College, particularly for first generation high school graduates. Examples (for all students audiences) include:
 - Health Science and Health Care Clinical Exposures
 - *A Day in the Life* – Students attend campus and shadow college students for a taste of what it's like in a CTE program.
 - CTE program specific hands-on workshops
 - Camps (STEM, Scrubs, Culinary etc.)
 - Trainings (OSHA, Welding, Coding, Cisco, etc.)
 - Customized field trips for smaller groups of secondary students
 - Career Days - Example - All DL High School students attend a full day career event on the Detroit Lakes campus

It is obvious in reviewing LMI that health occupations are a significant need in our region, however there are very limited opportunities in our secondary schools for health occupations. The consortium leadership is working towards bolstering opportunities, even outside course offerings in the following ways:

- M State is offering a Scrubs Camp being co-sponsored by HealthForce Minnesota in the summer of 2017 on the Fergus Falls campus. In addition, we are co-sponsoring a two-day clinical experience onsite at our Moorhead campus to support the Minnesota State University, Moorhead Scrubs Camp. This will occur in the summer of 2017, and it is our mission to continue to expand these types of experiences in FY18.
- M State, in collaboration with the secondary consortium leadership, offered two separate healthcare expo opportunities for secondary students (one on the Detroit Lakes campus, one on the Fergus Falls campus). This is expected to continue as well.
- The consortium is always exploring more opportunities to expose secondary students to healthcare careers; traditional and non-traditional. In the fall of 2016, Eventide and Moorhead High School successfully conducted a CNA pilot where select students traveled to Eventide for the CNA course during their "zero hour" (typically 7 am – before their school day begins). This pilot continued with a new group of students in the spring 2017. The goal is to expand opportunities with other industry partners and begin offering CNA coursework in nontraditional ways.
- M State hosted a number of Healthcare and Health Science clinical-like experiences where students would attend one of our campuses and spend the day systematically rotating through the various healthcare and health science sessions. Some sessions were actual college courses being conducted where the high school students and college students co-mingled. (Examples include: Dental, Radiological Technology and Biology).
- Representatives from industry, secondary, postsecondary, and partners from the North Dakota CTE leadership are currently in talks about hosting a *Celebrate CNA* summit. This event would bring awareness and excitement to the career of a CNA. Plans are to replicate this summit across the region throughout FY18.

Strategies that help improve academic and technical skills of CTE are many:

M State's Workforce Development Solutions (formerly "Custom Training") partners with regional service cooperatives to provide community training sessions and workshops around a variety of topics that include leadership, communication and workplace concerns.

To ensure professional development needs are being addressed and met M State's Workforce Development Solutions (WDS) works with the consortium's secondary schools in providing welding training to agriculture instructors.

Specific strategies M State employs to address ALL aspects of industry include:

WDS works with local companies to help secure grant funding to improve their worker skills - specific to their business. WDS is currently providing training to Vector Windows in Fergus Falls for Operational Excellence. This includes several topics: Lean/Process Improvement Facilitation, Waste Hunt, Lean Tools, 5S training and implementation, Customer Service, Train-the-Trainer, Leadership Training for Supervisors, PLC, Troubleshooting, Safety for Supervisors and OSHA 10.

Other companies partner with WDS as a "supporter" for grant funding they apply for on their own, including PIPP Grants for Luther Haven Nursing Home in Montevideo and PioneerCare in Fergus Falls.

Collaboration with area associations like Home Builders Association of Fargo-Moorhead and Associated Builders and Contractors of MN/ND is another area where we address needs of regional industry. Classes are created and offered for these associations; who then advertise to their members (and non-members) to provide local training for items surrounding safety and business operations.

WDS partners with the University of Minnesota for the annual FFA Convention to provide welding information and competition. They both work on materials donation for the competition and M State provides the Mobile Welding Lab and welding proctors.

WDS are part of a Fire Training Consortium that offers a four-module leadership training to fire department employees, volunteers and leaders around the state of Minnesota. In the past three fiscal years, WDS has run six cohorts of 16 participants each through this leadership training. The four modules that each participant goes through are: leadership, human resources, marketing and finance.

WDS welding training can result in various industry certifications through the American Welding Society (AWS) as our instructor is certified as an instructor and tester. American Crystal Sugar has been working on training their incumbent workers to improve their skills and promote from within. They have certified various groups from 1G, 2G, 3G, 4G AWS certification.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P8 Teacher Preparation
Strategies	
Support CTE early college opportunities, including Articulation Agreement for College Credit and Implement early college programs and services.	
Outcomes	
An increased amount of early credit opportunities for CTE students.	
Measures	
Student headcount for students with early college credit opportunities will increase by 30.	
Reallocation Explanation	The reallocation basic funds will be used to support CTE dual credit offerings, exposure to CTE offerings, on campus/hands-on experiences for students in high-demand/high-wage CTE programs.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$7,578.66
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,578.66
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,000.00
Total	\$19,578.66

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R6 Assessment , R10 Collaboration, R11 Articulation
Strategies	
After significant professional development and consortium leadership pressure, 12 school programs will be administering Technical Skill Assessments this program year within their programs of study. The dollars will be used to support the TSAs in these programs.	
Outcomes	
The final outcome will be an increase in students that have taken and passed a Technical Skill Assessment, leaving their program of study with a transferable credential.	
Measures	
1. More robust and accurate data on Technical Skill Attainment.	
2. Increase in students that obtain a usable, transferable credential at the end of their program of study.	
Reallocation Explanation	Increase in budget for TSA administration within the secondary consortium.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$3,000.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$3,000.00

Goal 1 Objectives 3	
Required/Permissive Uses of Funds*	R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P8 Teacher Preparation, R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
Strategies	

Develop and document local processes and procedures for implementation at the consortium level assessments in accordance with information and resources made available from the state. Administer Technical Skills Assessment testing for a minimum of one program.

Outcomes

The Lakes Country Consortium manual will foster increased understanding of the necessary components for programs.

Measures

Lakes Country Perkins Consortium manual. An increased understanding of necessary assessment components for programs. Consortium Perkins operation manual document will be posted in the FY 19 application on the College website and 100% of Perkins team members will complete a formal reading and assessment on manual.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$7,500.00
Total	\$7,500.00

Goal 1 Objectives 4

Required/Permissive Uses 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, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations , P8 Teacher Preparation

Strategies

Fund the purchase of equipment, instructional supplies, materials, and professional development opportunities that are components of the POS process or POS implementation.

Outcomes

Better alignment to regional business and industry expectations.

Measures

Better alignment to regional business and industry expectations as evidenced by 100% agreement by local program advisory committee for the equipment purchase.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$31,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$8,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$39,000.00
Total	\$39,000.00

Goal 1 Objectives 5

Required/Permissive Uses 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, R10 Collaboration, R11 Articulation

Strategies

Provide funding for faculty development and update of POS including increasing expectations for academic achievement of secondary CTE students in mathematics and reading.

Outcomes

Better aligned consortium and state approved POS.

Measures

POS reflective of our regional labor market data as evidenced by 100% of consortium programs in compliance with TSA implementation and updated programs of study.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$7,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,500.00
Total	\$9,500.00

Goal 1 Objectives 6

Required/Permissive Uses of Funds* R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P8 Teacher Preparation

Strategies

Support CTE early college awareness and/or credit opportunities, including AACC, early college programs and services, college and career readiness programming, and/or dual credit courses.	
Outcomes	
An increased amount of early credit opportunities and programming for CTE students.	
Measures	
1,000 secondary students provided with early college programming and services.	
350 students with earned credits of college courses required for CTE programs.	
Reallocation Explanation	
Post-Secondary Required Activities	\$37,314.30
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$3,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$40,314.30
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$40,314.30

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec. 134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

The consortium continues to reflect in its partnership activities with All Aspects of the Industry, including work-based experiences, internships, clinical exposures and summer camps. Program advisory committees within the consortium continue to identify high-skill, high-wage, or high-demand occupations within the region using a variety of resources. The consortium will continue to focus its partnership activities on those that result in collaboration that lead to improving CTE programs. The consortium will include program advisory committee involvement in continuous program improvement that have been established consortium-wide, where feasible.

The consortium is making significant improvements in its work with advisory committees during the FY18 year. The updated advisory committee handbook is being used to fully guide this work, which includes providing a new training experience for all faculty on how to more effectively utilize advisory committees. In addition, we will be implementing an evaluative survey with all program advisory committees to determine how well they think we are utilizing their input, expertise and support to continuously improve our programs and services for students and employers.

The consortium will continue to pursue and expand partnerships with other initiatives or providers that support transitions for high school and adult students such as ABE, business, labor/economic development entities, DEED, WorkForce Centers/Rural MN CEP, Healthforce MN, MREA, MASA, MnCEP, Workforce Development Solutions ("Custom Training"), programming conducted under ESSA, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.), and other postsecondary partners. The consortium will expand or strengthen industry sponsorships for high demand career and technical programs and will continue to develop stackable CTE credentials that align with high-skill, high-wage, or high-demand job needs in the region.

In FY18, the consortium will continue to support two local districts in moving towards a Youth Apprenticeship model, which started in FY15. Lake Park Audubon and Detroit Lakes are working with a local industry to facilitate this process as well. Youth Apprenticeship program advisory committees were formed in LPA and DL. Membership in those committees include postsecondary advisory members, therefore there continues to be positive progress towards joint advisory committees. We continue to expand this initiative. The consortium has also been actively involved with obtaining Board of Teaching approval as an alternative teacher preparation program under MS 122A.245. The initial program approval will be obtained to provide the Work-Based Learning licensure endorsement. The consortium has begun to pilot an initial set of professional development intended to provide candidates sufficient evidence to submit for licensure via portfolio. Consortium intends to expand the portfolio initiative in FY18 to include a larger cohort of licensure candidates.

The consortium has been hard at work to increase experiential learning style workshops, clinicals and camps that get students exposed to and excited about the various academic pathways and career fields (with a particular emphasis on healthcare). The consortium collaborates on events and workshops such as Scrubs Camp(s), STEM camp, student (program) shadows, hands-on workshops and more. The consortium is actively engaging in conversations and planning for a Celebrate CNA regional summit (referenced in many Goal areas).

One of the other partnerships we are very excited about involves the establishment of an MDE approved Early/Middle College involved the Red River Area Learning Center and the Moorhead campus. The Early College/Middle College (EC/MC) program is a collaboration between M State and Red River Area Learning Center (RRALC) that allows students to complete college courses while also satisfying high school graduation requirements. Students who are part of the program complete four transition classes to help them learn more about the rigors of college and become successful as they enter the program. The four classes include:

1. College academic prep. – Academic study skills, time management, potential barriers
2. Career exploration – Career/degree options, career resources, life and career balance
3. Campus tour and resources – Student Development Offices, academic support resources, location of college classrooms and support services
4. Registration of class – Career Life Planning (PDEV 1113) is required, other courses that satisfy high school and college degree requirements.

The consortium collaborates with the Red River Area Learning Center (RRALC) to introduce students to college programs and learning outcomes. Regular meetings take place with M State and RRALC staff to advance World's Best Workforce legislation and to administer the EC/MC program.

The success of this partnership has helped to expand the initiative into the Fergus Falls Area Learning Center and the FF campus of M State.

Regional labor market data trends reveal the critical disparity in healthcare workers. The second quarter of 2016 DEED reported 810 vacancies in Economic Development in Region 4 (EDR 4) within healthcare support. It further projects a 16.5% increase in healthcare employment demand between 2014 - 2024. This accounts for nearly 60% of the total projected growth in the Region.

Through the course of FY17, the consortium has been involved in planning around healthcare opportunities in the region, including nontraditional ways to offer CNA coursework with secondary students and in secondary schools. Through a partnership with Eventide Corporation, based in Moorhead, Moorhead High School offered a CNA course for 10 students in the fall of 2016 and spring of 2017. This continued partnership and planning process (which includes representatives from industry, secondary, postsecondary, partners from the North Dakota CTE leadership) continues to expand and find opportunities to offer the coursework and the hope is to eventually expand the program on a regional setting. Consortium leadership was awarded grant funds from the local initiative foundation to scale up these planning efforts and work with Minnesota Department of Health (MDH) to creatively find ways to offer the pathway. This is the group also planning the *Celebrate CNA Summit* (referenced in the Goal 1 Narrative).

The secondary Perkins coordinator also partners with RMCEP (Workforce Center) by advising local staff and holding a seat on its Youth Council. In addition to that work, the secondary Perkins coordinator holds an executive seat on the local Labor Force Development Council as well as chairs the Family Economic Success - Jobs, Careers, & Employability group which is working to connect resources across EDR 4 as it relates to promoting careers for family members. The Postsecondary Coordinator sits on the Executive Council for the Bridges Academy and both secondary and postsecondary coordinators and Perkins team members routinely attend meetings, serve on panels, or provide resources for efforts focused on strengthening education and CTE employment and expansion in the region.

Currently, M State's Workforce Development Solutions (formerly "Custom Training") department has active partnerships with many area organizations that support transitions into the workforce and development of workforce skills. Organizations that M State's WDS works with are:

- o Lakes and Prairies Community Action Partnership
- o Rural Minnesota Concentrated Employment Program (RMCEP)
- o United Way of Cass Clay County
- o United Way of Ottertail/Wadena County
- o Adult Basic Education
- o Perham Area Learning Center
- o Lakes Country Service Cooperative
- o Mahube-Ottwa Community Action Partnership

These partnerships include a variety of programs/skills. For example, they have offered welding training to high school students through the Perham Area Learning Center. With the many manufacturing companies in our area and the high demand for workers with welding skills, this partnership allows for students to enter the workforce to make a decent living wage and help fill the worker shortage gap.

In addition to this, Workforce Development Solutions (WDS) has also offered welding training sessions for their RMCEP group. RMCEP works with a variety of unemployed or underemployed workers, dislocated workers, recent graduates and any adult who is looking to improve their working situation. Due to the fact that WDS created and utilized a mobile welding training station, they have been able to serve many communities in rural Minnesota. Welding has been offered in Detroit Lakes, Moorhead, Bemidji and Little Falls. This type of training will continue in FY18.

Currently, WDS is collaborating with RMCEP on their secondary Youthbuild program. This program is offering training in the trades to high school students. These trainings include plumbing, construction management, HVAC training and electrical training as it relates to new construction.

One of WDS's partnerships has brought a number of these area organizations together in order to ensure that the offerings are cost-effective and sustainable by recruiting potential students through their many different service areas and connections. One such partnership was to offer welding training, with an Occupational Readiness component. Upcoming, we are offering two additional trainings that have need in our area: 1) Certified Production Technician (CPT) training along with the Occupational Readiness component and 2) Certified Nursing Assistant (CNA) training. The benefits of collaborating with these organizations are many. Each organization can not only contribute potential students, but can contribute case management and guidance services, job seeking skills help, a connection to local resources and services (childcare, transportation, etc.) to help reduce barriers to education. The organizations involved in this collaboration include M State, Lakes and Prairies CAP, RMCEP and United Way.

Regional Collaborations that help to improve CTE are:

Chamber of Commerce, Business Associations, Lunch 'n Learns, Safety Days

- Continuous exposure out in our communities and their meetings that drive the local economy

- Conversations about what is needed to survive and what it is needed to improve.

WDS writes grants for additional trainings and improvements with support from area organizations like West Central Initiative and Lake Country Service Cooperative.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissible Uses of Funds*	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
Strategies	
Continue to strengthen program advisory committees including expanding program advisory committees to include both secondary and postsecondary membership.	
Outcomes	
Joint advisory and strengthened program advisory committees.	
Measures	
Joint advisory and strengthened program advisory committees. Postsecondary advisory committee surveys will show 90% or higher satisfaction with CTE interns and graduates.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$4,000.00

Goal 2 Objectives 2	
Required/Permissible Uses of Funds*	R1 Academic Integration , R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
Strategies	
Expand Youth Apprenticeship and work-based learning experiences.	
Outcomes	
Increase number of students that participate in work-based learning experiences.	
Measures	
Increased of 10% in number of students that participate in work-based learning experiences.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00

Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,500.00
Total	\$9,500.00

Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
Expansion of partnerships with local business and industry to provide concurrent CTE programming.	
Outcomes	
Increase the number of students being exposed to real world experiences and career (particularly health care).	
Measures	
Increased by 25 the number of students being exposed to real world experiences and careers (particularly health care).	
Complete a baseline report using evaluation data from students who attend and participate in these experiences to develop performance targets for future events.	

Reallocation Explanation*	
Post-Secondary Required Activities	\$22,000.00
Post-Secondary Permissible Activities	\$19,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$41,000.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,000.00
Total	\$53,000.00

Goal 2 Objectives 4	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, Reallocation
Strategies	
The consortium is planning to bring back the Connect to a Career two-day event for teachers, counselors, and administrators. This event will be held on the Moorehad campus of M State in June of 2018. The purpose of this program is to expand the thinking of secondary school staff on CTE programs at the postsecondary, increase awareness of the transfer pathways, and expand knowledge of the services offered by the college for student success.	
Outcomes	
To increase awareness in the following areas:	
<ul style="list-style-type: none"> • M State programs (13 programs will be represented from all 4 M State campuses) • Technical careers and pathways • Liberal Arts and Sciences transfer pathways • Services offered for student success 	
Measures	
Measured Outcomes:	
<ul style="list-style-type: none"> • Post-event survey from participants (through Qualtrics) • Post-event survey from instructors (Qualtrics) • Selected shared reflection papers by instructor of record at PS 	

Reallocation Explanation*	Revitalize/renew/reintroduce the Connect to a Career event at M State through increased program participation, increased assessment and implementation of new consortium process for programming support/approval.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$3,693.18
Post-Secondary Total	\$3,693.18
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$1,400.08
Secondary Total	\$1,400.08
Total	\$5,093.26

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec. 134 (b) (3) (8A & B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

GOAL 3 Narrative

Our regions cultural diversity is growing, however, the greatest disparity is within socio-economic status. Many educators have been trained regarding poverty using the thinking of Ruby Payne, which has unfortunately created a value system that people live in poverty as a result of their own individual actions. This has continued to perpetuate significant disparity and contributed to the achievement gap. Through partnerships and relationships with the Otter Tail Family Services Collaborative, the consortium will have access to a high quality professional development experience led by Dr. Donna Beegle around changing the mindset of people who live in the crisis of poverty.

The consortium will continue to identify and adopt strategies and outcomes to overcome barriers for special populations to increase rates of access and success in CTE programs. Secondary and postsecondary collaborative events and activities will provide special populations with access and preparation services for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency, including such activities as assessment and advising activities and events, career days, career outreach events, orientation events, program showcases, pre-enrollment counseling and intervention services. As outlined in the Statement of Assurances & Certifications, the consortium complies with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, socioeconomic status, sexual orientation, national origin, sex and handicap. In all consortium programming, partners discuss and identify strategies to eliminate all forms of discrimination for special populations. The consortium's plan connects to local, regional, and statewide initiatives that support special population awareness of STEM, Nontraditional, Youth Workforce Council and Cultural Collaborative. Secondary CTE programs hold state program approval that addresses the number and sequencing of courses, rigorous curriculum content, and appropriate standards. Postsecondary CTE programs are approved by the Academic Affairs and Standards Council, the College, and Minnesota State. CTE programs must follow the same assessment of student learning processes as non-CTE programs, including annual assessment and a three year comprehensive program review assessment process. These approval processes ensure that CTE students have access to the courses required in their curriculum, and that the students must meet the academic standards of the College and also the unique program requirements.

The EC/MC program is open to all students at the RRALC. Students are recommended to participate in the program based on their academic record, interest in participating in the program, and career and college readiness. Students are not discriminated against based on their race, gender, sexual orientation, ethnicity, religious affiliation, or socioeconomic background.

- College academic prep. – Academic study skills, time management, potential barriers
- Career exploration – Career/degree options, career resources, life and career balance
- Campus tour and resources – Student Development Offices, academic support resources, location of college classrooms and support services
- Registration of class – Career Life Planning (PDEV 1113) is required, other courses that satisfy high school and college degree requirements.

M State subscribes to the Career Coach website that provides current career and employment data. The data is accessible to anyone and is updated in real time.

M State offers a Career Life Planning class that enables students to explore career options and life circumstances that affect a person's career. The course description is as follows:

This course is designed to assist students in developing career exploration skills and strategies through self-exploration, cultural perceptions, and career and major identification. Students will identify major/career possibilities.

As part of the Concurrent Enrollment Program, Career Life Planning and Job Search Skills classes are also taught at area high schools. The faculty mentor for this dual credit course calls students in the class as part of a mock interview assignment - and asks a variety of job/career related questions. The real-world activity will help all students learn how to think on their feet and answer questions that relate to an actual interview.

Additionally, M State's Workforce Development Solutions (WDS) provides New American Workforce Readiness Training – a free 40-hour course that teaches resume building, math skills, language skills, technical skills, critical thinking, time management, safety and general industry skills for a variety of entry-level positions. They have worked in conjunction with Moorhead Adult Basic Education to ensure that participants had English skills at an Advanced ELL level in order to register for the New American Workforce Readiness Training. If their skills were not adequate, Moorhead ABE worked with them to get them up to prepared, so they could take a future workforce readiness course. They also participate in the New American Job Fair.

WDS also provides diversity training to a number of area businesses, including Healthcare Environmental Services, Inc. (HESI), Bobcat, KLN Family Brands and Creative Care for Reaching Independence (CCRI).

In our region, high-skill, high-wage, high-demand positions include those surrounding manufacturing, machining and welding. M State's WDS strategizes to provide these skills to incumbent and potential employees in the area and have included the creation of mobile training stations. Initially, they created a mobile welding training trailer that has 12 workstations. This trailer can be brought right to the business to train a cohort of their employees right at their own job site. Most recently, M State was awarded a TAACCCT grant that has allowed us to expand on our mobile training. WDS has now created three additional training stations that include CDL training, Safety training and Precision Manufacturing (mechanical/technical) training. This strategy has proven to be successful in that it has allowed many area companies to improve the skills of their existing workforce and promote from within. Their investment in their employees helps to provide job satisfaction and increases retention.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissible Uses of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
Invest in access, advising, career and placement resources and services for both secondary and postsecondary (across the entire consortium).	
Outcomes	
Connect all students with college and career preparation services, resources, counseling and advisement. Foster pathways for smoother transitions for each and every student's secondary to college to career journey.	
Measures	
Career planning and placement services will increase student usage and participation in career related events by 250 students.	
Reallocation Explanation	
Post-Secondary Required Activities	\$330,440.07
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$26,268.33
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$356,708.40
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,500.00
Total	\$359,208.40

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services, P8 Teacher Preparation, P10 Student Transition
Strategies	
Provide professional development opportunities around awareness and understanding regarding inequities in education.	
Outcomes	
Regional secondary teachers, counselors, administrators, postsecondary faculty, counselors and support staff (including all consortium members) will have a greater awareness and heightened understanding of the grave inequities that exist in all levels of education.	
Measures	
A minimum of 50 regional secondary teachers, counselors, administrators, postsecondary faculty, counselors and support staff (including all consortium members) will have a greater awareness and heightened understanding of the grave inequities that exist in all levels of education through Perkins team supported professional development opportunities.	
Reallocation Explanation	
Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$3,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$14,000.00

Goal 4 Narrative

Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]//
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

The consortium will maintain a leadership role with eCampus in the High School, Online College in the High School and the Career Exploration Initiative to provide students and partner high schools with postsecondary program awareness and postsecondary course offerings. eCampus in the High School and Online College in the High School are accomplished through the distance learning modality which offers flexibility in scheduling (asynchronous) and formats (online courses, hybrid service delivery). The Career Exploration Initiative is a newer initiative designed to provide students with hands-on curricular activities utilizing equipment commonly used in CTE/STEM. In addition, the consortium supports the expansion of alternative scheduling through our eCampus course offerings to deliver programs to meet the needs of the adult learner (for example: 8-week course options and hybrid course options). The consortium will improve its Credit for Prior Learning process to better meet the needs of adult learners and military veterans. This includes providing enrollment, retention, and completion support services for military veterans, first generation, underemployed, and unemployed adults. The consortium will provide career days, camps, business and industry tours, workshops, clinicals and other on-site experiences to assist student transitions to postsecondary CTE programs. The consortium will maintain and enhance the Articulation Agreements for College Credit based on usage and alignment with Programs of Study, as possible. The consortium will maintain and enhance the Articulation Agreement for College Credit process and documentation for member high schools and students. The consortium will continue to develop, enhance, and expand Continuum of Service Provisions. This will be accomplished with consideration of POS and early college credit opportunities, services, events and activities.

The consortium participates in the Early College/Middle College (EC/MC) program. The EC/MC program was created to allow Area Learning Center students the option to complete college courses while they complete their high school graduation requirements. To date, the program has allowed several students to graduate from high school and then matriculate to college.

Inter-consortia collaborations:

M State partners with NJPA and Central Lakes College on the *Technology Mobile* program. *Technology Mobile* delivers exciting technologies to students in grades K-12 to get them exposed to and excited about academic programs and careers in various clusters. The Tech Mobile program serves students within Region 5.

The consortium partners with Pine to Prairie for the legislatively funded mobile manufacturing lab project. This project delivers high-end industry based equipment to schools based on current labor market needs in our respective regions.

The consortium also partners with the Northwest Service Cooperative and Minnesota State University Moorhead on the legislatively funded *18 Online* program. *18 Online* supports concurrent enrollment instructors in earning their needed graduate credits, required by the Higher Learning Commission, in order to be qualified to teach concurrent enrollment courses.

Both secondary and postsecondary partner with Rural MN CEP in Region 4 and Region 5 through the Career Advisor program.

Career Services:

M State's Career Services Director (position created and filled in FY16) has been committed to providing a continuum of Service Provisions for enabling student transitions. Here is a summary of those efforts:

FY17 Activities

- **RESOURCE** - Implemented new career management software in August from College Central Network (branded to students as CAREERnet). To date 680 employers have set up accounts and have posted 1,390 jobs/internships to recruit directly to M State students and alumni. To date, 631 students and 39 alumni have created accounts. In addition to an M State specific job board, the

software also provides access to a national job board and a national internship board. This resource also includes helpful articles, videos, podcasts and resources. Students can post resumes and opt-in to be searched by approved employers.

- **LEARN** - Created opportunities to partner with faculty to provide in-person workshops related to resume development and interview skills for 19 majors and 4 general education courses. Also created opportunities for online students in 3 majors to complete an online version of the resume writing workshop and a LinkedIn workshop via D2L, which included critique from Career Services Director.
- **PRACTICE** - Arranged opportunities for students to have face-to-face resume critiques and mock interview practice with volunteers from businesses and non-profit organizations. Resume Review Blitz events for 10 majors and 3 gen education classes and mock interview practice events for 9 majors.
- **CONNECT**: Planned 5 networking events to connect students to employers (Electrical Line Workers; Nursing –Fergus Falls & Moorhead campuses; dental assisting/hygiene; criminal justice). Held 4 part-time job fairs (one on each campus) and one spring job and internship fair on Moorhead campus and collaborated with Wadena RMCEP for a community/campus fair. Twelve employers also set up recruitment tables on campus.
- **COACHING** – Appointments and walk-in services were provided to students on all campuses with Career Services Director and Intern (Fall, MHD campus)
- **OUTREACH** – Provided assistance to on-campus recruiting events and local high school events. Member of Fargo-Moorhead Human Resources Association and West Central Minnesota Human Resources Association to increase employer contact.

Services were offered to all students (minorities, low income, first generations, military, LGBTQ) with no particular groups targeted. Programming was delivered through majors/classes that represented a variety of learners.

FY18 Plan of Work

- Continue to expand partnerships with faculty to increase majors/students served through "learn," "practice" and "connect" opportunities/events as outlined above.
- Create a strategy for serving ELL students to develop resumes and to be prepared for applying for employment while they are attending school.
- Pilot an "Internship Ready" initiative with Business Management Marketing and Sales students in preparation for spring/summer internship searches.
- Increase employer and student/alumni accounts on CAREERnet.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
Invest in career resources and services for both secondary and postsecondary (across the entire consortium).	
Outcomes	
Connect all students with career preparation services, resources, counseling and advisement. Foster pathways for smoother transitions for each and every student's secondary to college to career journey.	
Measures	
250 additional students will receive access to career preparation services, resources, counseling and advisement. Students will be afforded the necessary support and resources for a successful transition from secondary to college to career.	
Reallocation Explanation	
Post-Secondary Required Activities	\$11,304.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$397.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$11,701.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,500.00
Total	\$14,201.00
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
Support dual credit opportunities across the consortium both in the high school and online, including Articulation Agreements.	
Outcomes	
Increased participation in dual credit course offerings and more students participating in and utilizing Articulation Agreements.	
Measures	
4% overall headcount growth in dual credit college enrollment and student use of Articulation Agreements for College Credit.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$3,000.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

The consortium continues to engage in self-assessment and self-monitoring of all systems and operations, including fiscal and administrative, as well as all state-required data analysis reports, end of year reports, and improvement reports and plans.

That being said, the consortium's current model of a "needs assessment" is not adequately formalized nor well documented. The consortium will engage in a thorough vetting process to formalize a better defined, clearly articulated "needs assessment." This includes not only a process but formalizing the documentation.

Various communication, data collection and analysis, and collaborative development and sustaining strategies is used including group meetings, individual meetings, personalized follow up and written communications to ensure shared responsibility among all partners for collaboration and accountability for success. Parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (as applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted through the consortium, and such individuals and entities are effectively informed about, and assisted in understanding the requirements of the consortium's approved Perkins plan - including career and technical programs of study. This is accomplished through the use of several strategies including, but not limited to, meetings, sharing web-based documents, surveys, presentations, multiple venues for collecting input and documents that carry out consortium strategies. The consortium uses data provided by the State for evaluation of student success and continuous program improvement in accordance with meeting the State and local adjusted levels of performance. The consortium will continue to collaborate on all aspects of the plan's development and implementation - including budget and narrative.

Over the course of FY18, consortium leadership will engage in further collaborative work with the consortium membership in empowering the instructors and programs to continue to define the direction of the consortium. There are significant pieces in place for this currently, but are not formalized in policy nor practice. Consortium members are very involved in setting the direction of the plan and the activities that the consortium dollars' support. Consortium leadership continues with intentions to host several webinars and online discussions around the activities of the consortium in the past few years. The online format of the discussions was chosen to avoid further travel (we are covering 9 counties in our consortium - 26 secondary schools and 3 college campuses) and costs that are associated with travel. In the past three years, we have offered close to several online meetings that cover a variety of topics both with content and discussion. If there is information presented, we have continued to present and record the meetings and offer them to members via an online google site platform for the consortia (which is a work in progress and not necessarily adequate for review by MDE/Minnesota State yet.) In essence, there has been significant attempts made to increase the power of the consortia membership, but again and again the message sent to us as leadership is, "just get the work done, support us with what you can, and keep pushing forward." With that directive, we feel our consortium has done very well particularly when it comes to joint planning and respecting the value each system brings to education as a whole. We also aim to produce work and programming to benefit students over documenting processes. Perhaps it is our bias that education has become too focused at times on process and less focused on providing direct and personalized services to the public, and we need to be mindful of that bias so as not to ignore the power of telling the story. Consortia leadership will continue to work to foster more collaborative decision making by formally engaging all members in creating a flow-chart for decision making and program development based on the needs of the consortium and region as a whole. This process should not be dictated solely by consortium leadership. Over the course of the upcoming networking meetings, we will work to develop and implement a process to formalize a plan that is unique to the consortium. The plan will emphasize the consortium's large geographic territory and multiple campuses in communities with varying needs, populations, and industries. This would strengthen our consortium and may also be helpful to other consortia, particularly in cases where postsecondary institutions are in the beginning stages of merging or combining.

The secondary and postsecondary consortium members continue to conduct day-long grant writing sessions, budget meetings and event planning sessions. At these gatherings members share and celebrate student achievements, identify areas of need and brainstorm on ways in which to strengthen region in the areas of career and technical education and career and technical employment. We need to do a better job of documenting these processes and results through the use of formal agendas, meeting minutes and annual success reports.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses 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, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship
Strategies	
Consortium leadership and members will continue to educate policymakers and at the agency level for regional, statewide and federal career and technical education sustainability. The consortium will maintain an innovative and practical focus and it relates to career and technical education and participate actively in system wide efforts to expand the use of social media to promote CTE.	
Outcomes	
Consortium leadership and members will engage, at all levels, to raise awareness and support for career and technical education.	
Measures	
The consortium will complete a minimum of 10 interactions to continue to educate policymakers at the agency level for regional, statewide and federal career and technical education sustainability. The consortium will maintain an innovative and practical focus and it relates to career and technical education.	

Reallocation Explanation	
Post-Secondary Required Activities	\$20,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,000.00
Total	\$29,000.00

Goal 5 Objectives 2	
Required/Permissive Uses 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, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition

Strategies
Establish a formal process for a consortium Needs Assessment.

Outcomes
A formal process will be developed and implemented.

Measures
A baseline document will be created from the needs assessment process. Since we do not have a formal process now, we do not have baseline data and need this measure first to develop future targets/measures.

Reallocation Explanation	
Post-Secondary Required Activities	\$3,076.25
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,076.25
Secondary Required Activities	\$2,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,500.00
Total	\$6,576.25

Goal 5 Objectives 3	
Required/Permissive Uses 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, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship

Strategies
Hosting consortium meetings, events, trainings and professional development.

Outcomes
Secondary and postsecondary consortium members will continue to engage in meetings, trainings, events and professional development.

Measures
Secondary and postsecondary consortium members will stay innovative, connected, current, engaged and enthusiastic regarding all consortium progress, activities, and growth and will demonstrate active engagement through documented participation in a minimum of 15 relevant events, secondary - 15 and postsecondary 15 (30 total).

Reallocation Explanation	Continue to provide PD opportunities for consortium membership. A TIG welding training and potentially training in ProStart and Teacher Cadet are being considered.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$56,529.31
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$10,636.27
Secondary Reallocation Basic	\$4,510.53
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$71,676.11
Total	\$71,676.11

Goal 5 Objectives 4	
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Required/Permissive Uses of Funds*	Secondary Admin Cost
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Strategies
Lakes Country Service Cooperative (LCSC) will remain the fiscal host for the secondary consortium.

Outcomes

Financial accountability and stability.	
Measures	
The consortium will remain financially sustained with the support from LCSC.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$9,745.56
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,745.56
Total	\$9,745.56

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

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$37,314.30	\$0.00	\$0.00	\$3,000.00	\$7,578.66	\$0.00	\$47,892.96	\$53,000.00	\$0.00	\$0.00	\$15,000.00	\$3,000.00	\$0.00	\$71,000.00	\$118,892.96

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$22,000.00	\$19,000.00	\$0.00	\$0.00	\$0.00	\$3,693.18	\$44,693.18	\$21,500.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$1,400.08	\$26,900.08	\$71,593.26

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$340,440.07	\$0.00	\$0.00	\$26,268.33	\$0.00	\$0.00	\$366,708.40	\$5,500.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$6,500.00	\$373,208.40

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$11,304.00	\$0.00	\$0.00	\$397.00	\$0.00	\$0.00	\$11,701.00	\$4,500.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$5,500.00	\$17,201.00

Budget Goal 5

Row	Post-	Post-	Post-	Post-	Post-	Post-	Post-	Secondary	Secondary	Secondary	Secondary	Secondary	Secondary	Secondary	Row
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	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Required Activities	Permissible Activities	Admin Cost	Reserve	Reallocation Basic	Reallocation Reserve	Total	Total
Goal 5 Total	\$23,076.25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,076.25	\$67,029.31	\$0.00	\$9,745.56	\$12,636.27	\$4,510.53	\$0.00	\$93,921.67	\$116,997.92

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$434,134.62	\$19,000.00	\$0.00	\$29,665.33	\$7,578.66	\$3,693.18	\$494,071.79	\$151,529.31	\$0.00	\$9,745.56	\$33,636.27	\$7,510.53	\$1,400.08	\$203,821.75	\$697,893.54

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Secondary Supplemental Budget	LCSC Secondary Supplemental Budget FY18.xlsx	53 KB
Secondary Supplemental Budget	LCSC Secondary Supplemental Budget FY18.xlsx	53 KB
Secondary Supplemental Budget	LCSC Secondary Supplemental Budget FY18.xlsx	53 KB

Secondary Budget Reallocation

Description	File Name	File Size
reallocation supplemental budget	LCSC REALLOCATION Secondary Supplemental Budget.xlsx	53 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,500.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
Totals	\$4,500.00

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:* 77.0%

Coordinator Budget:* \$84,011.65

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 15.0%

Coordinator Budget:* \$0.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Troy Haugen	Secondary Perkins Coordinator	362570	\$64,718.65	wg_Career_and_Technical_Education_Coordinator.pdf
Paula Johnson	Secondary Nonlicensed Instructional Staff		\$16,681.60	wg_Administrative_Assistant.pdf
June Clark	Health Careers Admission Specialist		\$48,707.37	wg_FY18_Perkins_Summary_Postsecondary_Updated_May17.pdf
Marc Madigan Replacement	Enrollment Manager		\$30,670.44	wg_FY18_PerkinsSummaryPostsecondary.pdf
Alyssa Campion	Enrollment Manager		\$22,320.35	wg_FY18_PerkinsSummaryPostsecondary.pdf
Shannon Britten	Enrollment Manager		\$27,022.89	wg_FY18_PerkinsSummaryPostsecondary.pdf
Carisa Engstrom	Enrollment Manager		\$31,059.84	wg_FY18_PerkinsSummaryPostsecondary.pdf
Mark Nelson	Academic Advisor/Career		\$35,209.67	wg_FY18_PerkinsSummaryPostsecondary.pdf
Amanda Breslin	Academic Advisor/Career		\$27,162.69	wg_FY18_PerkinsSummaryPostsecondary.pdf
Suzie Rethemeier	Academic Advisor/Career		\$28,341.40	wg_FY18_PerkinsSummaryPostsecondary.pdf
Dale Westley replacement	Enrollment Manager		\$38,542.96	wg_FY18_PerkinsSummaryPostsecondary.pdf
Tom Dubbels	Counselor		\$28,717.16	wg_FY18_PerkinsSummaryPostsecondary.pdf
Steve Lindgren	Counselor		\$10,110.05	wg_FY18_PerkinsSummaryPostsecondary.pdf
Maronda Robertson	Counselor		\$9,151.12	wg_FY18_PerkinsSummaryPostsecondary.pdf
Susan Zurn	Career Services/Placement Director		\$79,849.66	wg_FY18_PerkinsSummaryPostsecondary.pdf
Jennifer Bieniek	Academic Advisor/Career		\$6,504.49	wg_FY18_PerkinsSummaryPostsecondary.pdf
Kristina Seifert	Disability Services Coordinator/Academic Advisor		\$31,667.00	wg_FY18_PerkinsSummaryPostsecondary.pdf
Jess Sem	Enrollment Manager		\$7,688.00	wg_FY18_PerkinsSummaryPostsecondary.pdf
			\$544,125.34	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
<ol style="list-style-type: none"> In the Fall of 2017, all consortia members will be provided with continued professional development on Technical Skill Assessments, their function, the opportunities students can obtain from successful attainment, and the importance in continuous program improvement. Consortia members will also be required to identify and implement a TSA to obtain Perkins funds in FY18 and subsequent years. Consortia leadership will offer professional development around the data analysis and program continuous improvement process subsequent to the data collection from the TSA. Professional development will be provided to MARSS submission staff in each district to assure proper reporting of Technical Skill Assessments in the P-File submission. 	
Resources Needed	Time, financial resources for TSA implementation (budgeted for in FY18 budget).
Timeline	Step 1 - Fall 2017 Step 2 - ongoing Step 3 - Spring 2018 Step 4 - Spring/Early Summer 2018
Person(s) Responsible	Secondary Consortia Leadership (Haugen)
How will progress be documented?	Written and verbal communication with consortia secondary teachers will document the process. The consortia's response will continue to be documented through Perkins requests, correspondence, and ultimately with the success (or lack thereof) of progress towards this indicator.
Sub-populations or groups where gap exists:	The gap continues to exist consortia-wide.
Describe any contextual factors that might contribute to this gap:	This is a continual problem that has been attempted to be remedied by a softer, collegial hand. Unfortunately after four years of that, it is time to attach TSA's as a stipulation of the use of Perkins funds.

Further Information	
Stakeholders include all consortia teachers, regardless of if they participate in a state approved program of study or not. This is not about checking the box on Technical Skill Assessments, but rather opportunities for students as well as embarking on a continuous improvement pathway.	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	
<p>The primary strategies to improve this performance measure include the following:</p> <p>Improve student persistence, retention, completion, career placement and transfer rates.</p> <p>Identify programmatic strategies to improve retention using data from the comprehensive program review process.</p> <p>Continue to implement the redesign of developmental education.</p> <p>Continue to implement an academic bridge program to help students in testing into college level courses.</p> <p>Provide an educational pathway for students who are unable to commit to a two-year program.</p> <p>Engage faculty in our registration processes during the fall duty day. This is an effort to support faculty in the growth of programmatic enrollment.</p> <p>Support faculty in increasing program retention.</p> <p>Reduce barriers to student enrollment.</p> <p>Complete monthly professional development opportunities focused on enhancing teaching, improving student learning and effectively using instructional technology</p> <p>Focus on customer service to improve persistence and retention and referrals based enrollment.</p> <p>Continue to support English and math faculty as they work to make improvements in course placement, course competencies and incorporating bold ideas from literature into the design on new student pathways.</p> <p>Continue to use an integrated plan to support this at-risk population. Research indicates that this not just a curriculum issue for our math and English faculty, but it needs to be a college-wide effort to support underprepared students that have limited resources to overcome obstacles.</p> <p>Analyze existing data regarding the efficacy of the college tutoring program and make revisions to improve student retention.</p> <p>Continue to identify academic programs with poor retention statistics and develop retention and completion plans for those programs in the lowest quartile.</p> <p>Each of the four campuses will continue to develop and implement a SEM (strategic enrollment management). Persistence, retention and transfer all fall under the SEM plan.</p> <p>Establish a retention data committee to identify and ameliorate patterns of attrition.</p> <p>Allow students who complete these shorter programs to continue their educational career in longer programs that are able to use the credits that the student previously earned.</p> <p>Continue to utilize the Early Alert system, catching students in potential risk of failing/dropping before it's too late.</p> <p>Continue to host regular meetings with faculty and staff to analyze and address areas for improvement as well as celebrate where improvements have been achieved.</p> <p>Utilize IR to dig deeper into the Perkins data to see if other factors are related to this measure not being achieved, such as dips in enrollment or program closures.</p> <p>Implement an assessment information system to advance the use of assessment data in decision making.</p> <p>Utilize the Strategic Planning/Charting the Future Council to actively participate in Charting the Future initiatives.</p> <p>Support the Academic Plans and Strategic Enrollment Management initiatives.</p>	
Resources Needed	Time, meetings, IR data analysts, Travel costs for meetings to strategize and implement retention/completion initiatives.
Timeline	Ongoing through FY18
Person(s) Responsible	Student Services Division (Enrollment Management, Student Development Services Directors, Academic Advisors, Admissions, Career Services Director, program faculty, support staff and senior leadership.
How will progress be documented?	Data to support an increase in retention, completion and (when appropriate) transfer.
Sub-populations or groups where gap exists:	Continue to support special populations college-wide leveraging the integration and utilization of the office of Diversity and Inclusion.
Describe any contextual factors that might contribute to this gap:	
Further Information	

Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
<p>Continue to survey special populations to assess the effectiveness of events, workshops, programs and services for special populations.</p> <p>Continue to upgrade, develop and publish information to be circulated and posted on the College website related to tutoring options.</p> <p>Continue to expand access to Smartthinking, early alert, and onsite accessibility.</p> <p>Evaluate the feasibility of non-traditional models such as part-time tracks or compressed delivery.</p> <p>Expand early/middle college program and career pathway opportunities for students.</p> <p>Offer flexible training program options that meet the needs of business and industry.</p> <p>Continue to implement a robust and seamless process to use multiple measures for course placement</p> <p>Create specific orientation program for specialized student populations.</p> <p>Continue to develop and implement an enrollment management plan to increase the college's minority, under-represented, and non-traditional student populations.</p> <p>Develop strategies to ensure the success of underserved populations.</p> <p>Support and promote the office of Diversity and Inclusion.</p> <p>Continue to implement the diversity plan.</p> <p>Build four new partnerships with diverse communities.</p> <p>Provide all employees with cultural awareness and diversity program training.</p> <p>Support and promote the office of Career Services.</p> <p>Continue to support and promote college services, resources, tools and events aimed at ensuring student college and career attainment and success.</p>	
Resources Needed	Time, travel dollars, professional development events, meeting time and strategies to incorporate M State's inclusion and support initiatives.
Timeline	Ongoing through FY18.
Person(s) Responsible	Student Services Division (Enrollment Management, Student Development Services Directors, Academic Advisors, Admissions, Career Services Director, program faculty, support staff and senior leadership.
How will progress be documented?	Data to support an increase in nontraditional participation, retention and completion.
Sub-populations or groups where gap exists:	Most of the gap exists with gender nontraditional, most specifically with nontraditional male.
Describe any contextual factors that might contribute to this gap:	
Further Information	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report**Improvement Report 1**

Indicator Not Met: *	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	60.69
Actual Performance: *	55.05

General strategies planned to improve performance:

During the fall regional networking meetings, secondary consortium leadership will provide professional development around data analysis, particularly around the reading/language arts content area. Consortia leadership will also engage in conversation with LCSC's reading specialists about providing strategies for reading improvement through CTE content.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met: *	1S2 – Academic Attainment in Math
Negotiated Performance: *	46.98
Actual Performance: *	45.65

General strategies planned to improve performance:

During the fall regional networking meetings, secondary consortium leadership will provide professional development around data analysis, particularly around the mathematics content area. Consortia leadership will also engage in conversation with LCSC's mathematics specialists about providing strategies for reading improvement through CTE content.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met: *	2S1 – Technical Skill Attainment
Negotiated Performance: *	54.30
Actual Performance: *	0

General strategies planned to improve performance:

After several years of struggle, the consortium continues to struggle to make headway in Technical Skill Attainment. After four years of gentle nudging and professional development around the important of Technical Skill Attainment, it is time to start forcing the hand of teachers that desire to utilize Perkins funds for their programs. In FY18, a stipulation of the ability to use Perkins funds will be the implementation of a program Technical Skill Assessment and subsequent proper reporting of the scores with the district's P-File submission.

Comments or context for actual performance (optional):

The secondary coordinator assures state leadership that at least five schools/programs completed Technical Skill Assessments in FY16, but were not reported with the district's P-File submission. Consortia leadership understands the limitations of the current reporting mechanism and takes responsibility for the improper submission, but implores state leadership to work diligently to better align natural reporting mechanisms in future reporting years.

Improvement Report 4

Indicator Not Met: *	3P1 – Student retention or transfer
Negotiated Performance: *	31.25
Actual Performance: *	25.78

General strategies planned to improve performance:

The primary strategies to improve this performance measure include the following:

Meet the goals and strategies to improve student retention from the College's one year operational plan, which identifies student retention and success as a top institutional priority.

Identify programmatic strategies to improve retention using data from the comprehensive program review process.

Continue to implement the redesign of developmental education.

Continue to implement an academic bridge program to help students in testing into college level courses.

Complete monthly professional development opportunities focused on enhancing teaching, improving student learning and effectively using instructional technology.

Utilize the Strategic Planning/Charting the Future Council to actively participate in Charting the Future initiatives.

Utilize IR to dig deeper into the Perkins data to see if other factors are related to this measure not being achieved, such as dips in enrollment or program closures.

Support the Academic Plans and Strategic Enrollment Management initiatives.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met: *	4P1 – Student placement
Negotiated Performance: *	84.8
Actual Performance: *	77.59

General strategies planned to improve performance:

Continue to increase targeted career placement services, workshops, events, and tracking to increase placement rates. Increase targeted efforts for programs that show the most discrepancy and potential for improvement using data. Specific data and action steps are included in written improvement plan. Continue to implement a comprehensive placement information system for student resume creation and storage, job posting, career development resources/tools/videos, portfolio development, etc. Continue to expand on campus career fairs and organized interactions with employers and students, to facilitate the networking/career exploring/career planning process.

Comments or context for actual performance (optional):

Beginning in FY 15 to present day, we have increased the number of career placement workshops, events, and services on all four campuses. The commitment to hiring a full time career services/placement director (in FY16) and to implementing GPS Life Plan and CAREERnet has resulted in more emphasis on career preparation and placement services for students. Partnerships between the Career Services Director and faculty have increased also. We are projecting a continued increase in placement services data as a result of these strategic efforts. In addition, we have invested in a comprehensive career services information system that offers services and tools for students, faculty, and employers. Previously, our job posting system was an internally developed site, and it lacked the features a comprehensive site can offer our students, employers, and faculty.

Improvement Report 6	
Indicator Not Met: *	5P1 – Nontraditional participation
Negotiated Performance: *	17.5
Actual Performance: *	15.21
General strategies planned to improve performance:	
Inform faculty and staff that this is an issue, and we need to develop new strategies to improve. Utilize system office and ideas from other consortia to identify effective strategies for implementing locally.	
Other strategies include:	
Continue to institutionalize the academic bridge experience.	
Implement a robust and seamless process to use multiple measures for course placement.	
Provide all employees with cultural awareness and diversity program training.	
Continue to implement the diversity plan.	
Restructure the scholarship program.	
Offer flexible training program options that meet the needs of business and industry.	
Support the Academic Plans and Strategic Enrollment Management initiatives.	
Utilize the Strategic Planning/Charting the Future Council to actively participate in Charting the Future initiatives.	
Build four new partnerships with diverse communities.	
Attract, develop and retain diverse and talented employees to carry out the M State Mission and Vision.	
Comments or context for actual performance (optional):	
We see many opportunities to increase our intentionality related to this performance indicator. There may be factors related to the student's own experiences, thoughts, and interests that remain outside our control.	

Improvement Report 7	
Indicator Not Met: *	5P2 – Nontraditional completion
Negotiated Performance: *	12.2
Actual Performance: *	11.13
General strategies planned to improve performance:	
Our main strategy for this is to analyze the data more closely to see where we have the greatest opportunity for improvement and then to work collaboratively with program faculty and advisors to develop ways to increase this indicator. Collecting feedback from members of the Perkins team who work most closely with the impacted programs may also provide insights into opportunities for new approaches or improvement efforts.	
Other strategies include:	
Implement the Ruffalo Noel Levitz College Student Indicator as part of the first-term check-in advising initiative during the first four weeks of Fall 2017.	
Continue to institutionalize the academic bridge experience.	
Implement a robust and seamless process to use multiple measures for course placement.	
Complete monthly professional development opportunities focused on enhancing teaching, improving student learning and effectively using instructional technology.	
Provide all employees with cultural awareness and diversity program training.	
Continue to implement the diversity plan.	
Support the Academic Plans and Strategic Enrollment Management initiatives.	
Utilize program review and core ability assessment data as a framework for academic program improvement.	
Utilize the Strategic Planning/Charting the Future Council to actively participate in Charting the Future initiatives.	
Comments or context for actual performance (optional):	

Improvement Report 8	
Indicator Not Met: *	6S2 – Nontraditional completion
Negotiated Performance: *	34.81
Actual Performance: *	33.12
General strategies planned to improve performance:	
For several years the secondary programs of the consortium struggled with this core indicator, but was able to focus on the opportunities and strategies within the control of the consortia, and had success for several years. In the fall, consortia leadership will engage in professional development with program instructors simultaneous to the focus on reading/language arts & mathematics content as well as on nontraditional student strategies.	
Comments or context for actual performance (optional):	
With the size of schools in the Lakes Country Perkins Consortim, the consortium will always be on the verge of not meeting these expectations. Small schools generally equate to small programs, which equate to one-off courses and not sequences of courses that lead to the ability of programs to create completors, let alone nontraditional completors.	

Statement of Assurances & Certifications

Description	File Name	File Size
Breckenridge SOA Form	Breckenridge SOA (Lakes Country).pdf	47 KB
SOA's	LC Perkins FY18 SOA.pdf	4.4 MB
Statement of Assurances Postsecondary	Perkins Statement of Assurances FY 2018.pdf	2.2 MB

Attachments

Description	File Name	File Size
Assessment of student learning handbook_M State.	Assessment_Handbook_2016-17_Edition_FINAL_8.11.16.pdf	3.0 MB
Assessment of student learning handbook_M State.	Assessment_Handbook_2016-17_Edition_FINAL_8.11.16.pdf	3.0 MB
Assessment of student learning handbook_M State.	Assessment_Handbook_2016-17_Edition_FINAL_8.11.16.pdf	3.0 MB
This PDF details the Career Services Dept. Vision, Mission, Goals and Strategies. You can also learn more about their initiatives and deliveries. Lastly, there is information about the tool, "CareerNet."	Career Services.pdf	2.0 MB
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Area "health science" high school students visited M State's Moorhead campus for a day of hands-on clinical rotations in the health sciences/health care programs. Programs involved: Dental Surgical Technology Cardiovascular Technology Health Information Technology	Clinical day 2017.pdf	246 KB
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Survey given to students who attended the Architectural Technology workshop.	Drafting Architecture Workshop Survey.pdf	50 KB
Example of a student survey we do for all events, workshops and clinicals.	Drafting Architecture Workshop Survey.pdf	50 KB
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Early Middle College admissions form	EarlyMiddle College Admissions Forms.pdf	927 KB
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Clinicals event_faculty survey.	FPS Clinical Experience-Faculty Survey.pdf	57 KB
Clinicals event_faculty survey.	FPS Clinical Experience-Faculty Survey.pdf	57 KB
Clinicals event_faculty survey.	FPS Clinical Experience-Faculty Survey.pdf	57 KB
FY16 Concurrent Enrollment success report.	FY16CESuccessReport_.pdf	409 KB
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Area high school students spent the day on M State's Detroit Lakes campus shadowing college students in nursing, biology and anatomy/physiology lab courses. We also had an industry representative visit and speak about the various careers in longterm care (wages, tuition forgiveness, demand, etc.)	Health Science Student Shadows.pdf	311 KB
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Area high school students from Regions 4 and 5 were building engines in the Marine Technology workshop! Five engines in total were built and all were up and running at the end of the workshop.	IMG_5346.JPG	2.1 MB
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Area high school students working on blueprints in the Architectural Technology workshop. Students got to draw and print their own structural plans.	IMG_5725.JPG	1.4 MB
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Invitation to 3 of M State's CTE hands-on workshops - held in Detroit Lakes.	Invitation to Bridges Workshops.pdf	238 KB
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M State's college catalog.	M State Catalog.pdf	12.0 MB
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M State's college catalog.	M State Catalog.pdf	12.0 MB
M State summer camps, 2017	M State summer camps are back_V3.pdf	316 KB
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Descriptions of CTE workshops, events, services, trainings, camps and clinicals that M State has to offer. All activities are completely customizable for each partner.	Our K12 Collaboration Options Are Endless.pdf	284 KB
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Postsecondary Perkins Supported Position Descriptions	Perkins supported positions.zip	274 KB
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Perkins Team meeting minutes April_2017	PERKINS TEAM MEETING.docx	13 KB
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