



# MINNESOTA STATE

Career and Technical Education

## Grant Details

### 02058 - FY18 PERKINS APPLICATION

#### 02380 - FY18 Mid-Minnesota Perkins Partnership

#### Perkins IV Consortium

**Grant Title:** FY18 Mid-Minnesota Perkins Partnership  
**Grant Number:** 02100  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Mid-Minnesota Consortium  
**Grantee Contact:** Jodi Jordon  
**Award Year:** 2017  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:** Contract Sent 12/13/2017 Proposal Date 07/01/2017 Contract Received 06/30/2018 Contract Executed  
**Project Dates:** 07/01/2017 Project Start 06/30/2018 Project End  
**Grant Administrator:** Debra Wilcox-Hsu  
**Contract Number:** 02100  
**Award Year:** 2017

**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)
Ridgewater College		
Atwater-Cosmos-Grove City (ACGC)	01 public school district	2396
Belgrade-Brooken-Eirosa (BBE)	01 public school district	2364
Bird Island-Olivia-Lake Lillian (BOLD)	01 public school district	2534
Buffalo-Lake Hector-Stewart (BLHS)	01 public school district	2159
Dassel-Cokato (DC)	01 public school district	466
Eden Valley-Watkins (EVW)	01 public school district	463
Glencoe-Silver Lake (GSL)	01 public school district	2859
Gibbon-Fairfax-Winthrop (GFW)	01 public school district	2365
Hutchinson (H)	01 public school district	423
Kerkhoven-Murdock-Sunburg (KMS)	01 public school district	775
Lester Prairie (LP)	01 public school district	424
Litchfield (L)	01 public school district	465
Maynard-Clara City-Raymond (MACCRAY)	01 public school district	2180
Willmar (W)	01 public school district	347
New London-Spicer (NLS)	01 public school district	345
Sibley-East (SE)	01 public school district	2310
DREAM Academy	07 charter school	4217

### 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)]**

College faculty professional development is guided by a three-year plan with annual reports of activities accomplished. Areas of professional development include: content knowledge and skill in the discipline/program, teaching methods and instructional strategies, related work experience, and study appropriate to the higher education environment. Perkins funds are budgeted for secondary and post-secondary instructors, administrators, counselors to attend the CTE Works conference, TIES conference, FFA and BPA conferences. Consortium invites guest speakers to consortium meetings (DEED, Central MN Jobs & Training, MDE program specialists, Adult Basic Education programs) School districts request funding in their local plans for specialized training - Briggs & Stratton Small Gas Engine, for example.

#### 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)]**

The college follows standard Minnesota State hiring practices to search for and hire CTE faculty that meet credentialing requirements. This includes advertising in trade journals, Minnesota State opportunities, online services, regional newspapers, MN Job Services, and other sources frequented by industry employed candidates.

Perkins coordinator informs school district program instructors when vacancies occur at the college. Perkins coordinator works with MDE program specialists at the request of school districts specifically for difficult, small applicant pool positions. Perkins coordinator also works with school districts to apply for variances in recruiting community experts to fill positions.

**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.**

Assessment of student learning outcomes at course, program and institutional level is an ongoing effort guided by the college's learning effectiveness plan. The assessment data informs decisions leading to improvement of curricula, assessment measures, and overall student performance.

At the secondary level, Perkins data is evaluated 1S1 and 1S2 specifically with under-performing school districts encouraged to include strategies for imbedding more contextual components to the CTE curriculum. High school students are assessed following the regional career exploration events. In addition, several schools provide ACCUPLACER testing for tenth and eleventh graders in preparation for college. Those who do not meet the cut score are counseled to take more math and reading courses in the senior year. School districts include measures in their local plan to measure performance and success of Perkins funded initiatives.

**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)]**

Initially, consortium schools were surveyed and rated programs they would recommend for program of study (program with sequences of course that could be assessed). Agriculture programs received the highest rating. Although the consortium did not use the formal self-evaluation, the decision was based on the following criteria:

- 1) 16 out of 17 consortium schools offer a sequence of courses in Agriculture programs.
- 2) Ridgewater College Agriculture program is one of two, two-year Agriculture programs in Minnesota
- 3) Agriculture advisory boards, school district and college level, are active at not only locally but regionally, state-wide and nationally.
- 4) Careers in agriculture continue to be high-skill, high-pay and high-demand. Recruiting/marketing efforts at Ridgewater College and at the high schools have focused on students who may not have grown up on a farm specifically for agribusiness.

Since Manufacturing was the second highest rated program area, the consortium will be developing a rigorous program of study in manufacturing. Business and industry in the Hutchinson area have collaborated with the school district and the college to help develop the workforce currently needed and for the future. The partnership continues to be strong and Perkins initiatives will only support and enhance the local efforts.

**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.)]

The consortium will implement strategies and activities to strengthen and more fully implement existing programs of study (POS), and pursue additional POS that align with demonstrated regional needs and resources. Mid-Minnesota Perkins consortium will review all programs of study in FY 18 and determine the programs of study to develop. Although the consortium has many career pathways in development mode, currently 7 POS including one rigorous POS in Animal Systems are earmarked for technical skills testing. Programs of study are reviewed and evaluated every other year at the articulation meetings. In FY18, child development, graphic arts, engineering and computers/IT will be reviewed and updated.

High school and college instructors attend the articulation/POS meetings to compare curriculum, better align high school curriculum to college courses/industry needs, explore early college credit through articulation and concurrent opportunities and discuss technical skill assessment

options. In FY18, the consortium will add a program of study in agribusiness and computer systems. The program of study for Animal Systems rigorous program of study will continue to be developed and expanded to include other school districts. The Manufacturing Production Process (POS) will be further developed as a rigorous program of study between Ridgewater College and Hutchinson High School. The elements for developing a rigorous program of study for this career pathway have been in process for several years with direction and leadership from local manufacturing businesses, 3M, for example. The three high school instructors involved in the initiatives will have variances to access Perkins funds to supplement equipment costs in the new technology center. (see attachment - Hutchinson High School TigerPath - *Skilled Workforce Development Initiative*). Furthermore, utilizing funds through the MNAMP grant, Ridgewater College, along with school districts, has been able to develop early college credits and a better aligned curriculum -Tiger Pathways at Hutchinson High School, for example, in the manufacturing career pathway. The Manufacturing Classes (Safety Awareness & Quality Practices - 4 credits) offered through and developed in collaboration with Glacial Adult Basic Education and Central MN Jobs & Training will provide academic readiness for adult learners. Funds are available for school districts to enhance course offering specifically advanced courses that provide a career pathway and possibly early college credits (equipment, software, staff development, and career exploration). The consortium will continue to focus on innovative strategies for continuous CTE program improvement at secondary and postsecondary levels. The consortium budget has included funds to continue working with the other southern Minnesota consortia to improve the regional articulation process providing more overlap with other regions specifically with the Great River and Runestone partnerships and the CTEcreditMN website.

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

**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	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, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
<b>Strategies</b>	
<ol style="list-style-type: none"> <li>1. Consortium partners will strengthen CTE programs at secondary and postsecondary levels, with emphasis on existing POS and Rigorous POS, and college credit opportunities for high school students and adult learners. Annual activities will include reviewing all programs of study and the POS level (Tier 1, 2 or 3) in each career field. Secondary and postsecondary access Perkins funds to develop and/or upgrade identified programs of study that need improvement to meet the industry standards – new equipment, staff training, upgrade software, curriculum revisions. Ridgewater College and Hutchinson High School along with local businesses will develop a rigorous program of study, Manufacturing Production Process career pathway. At the post-secondary, funds will be available to expand the Manufacturing Production Process POS with addition of Automation/Robotics equipment.</li> <li>2. College and high school instructors will evaluate articulation agreements and explore potential opportunities to increase effectiveness of POS through the local and/or regional articulation process. Consortium schools will access online articulation certificate ordering/managing system. The regional articulation process will be revamped to provide more opportunities for high school instructors to attend meetings by hosting regional meetings via WebEx or ITV. Consortium will continue to broker with other school districts specifically in cosmetology and agriculture courses. Concurrent technical courses are evaluated and updated. Ridgewater online courses will continue to be available to consortium schools to provide access to classes not available at the high schools. Perkins funds available to school district to add new courses, upgrade courses, staff development to meet articulation and concurrent guidelines.</li> <li>3. CTE students will be assessed in technical skill attainment through state approved TSA. Consortium will review/evaluate assessments for best assessment for the course. The consortium will need to find another POS in the Arts, Communication and Information Technology as the current is no longer taught by CTE licensed instructors.</li> <li>4. Perkins funds will be available to enhance teaching and learning through sustained professional development activities ( CTE Works, Regional FACS meeting, advisory board meetings, articulation/progam of study workshops, TIES workshop, SWWC technical workshops)</li> <li>5. Improve retention, academic and skills attainment, and completion rates of CTE learners through targeted retention/academic support. Student groups determined to be at the highest risk will be targeted for support services. (post-secondary)</li> </ol>	
<b>Outcomes</b>	
<ol style="list-style-type: none"> <li>1. Current program of study career pathways will be reviewed and mini grant available for advanced course offerings. •POS efforts will be coordinated and aligned with industry needs in the following POS career pathways: •Plant Systems •Animal Systems Rigorous POS •Manufacturing Production Process ( New rigorous program of study) •Accounting •Therapeutic Services •Early Childhood Dev •Web &amp; Digital Communications. With upgraded equipment, software, high school courses will attract more CTE students (the percentage of participants in CTE courses will increase by 1%) Furthermore, CTE concentrators will increase by 1% Agriculture and Manufacturing career cluster FY 16 data, Agriculture 28%, Manufacturing 40%.</li> <li>2. The number of articulation agreements ordered and the number of certificates downloaded will increase for FY 18. The number of articulated credits presented at Ridgewater College and through brokering will be documented and baseline developed of articulated college credits presented at Ridgewater College including baseline for credits from brokering with non-consortium school districts including Wright Technical Center, Bloomington High School, NE Education Cooperative &amp; SW Education Coop. Develop local agreement with Hutchinson High School in the welding program; students from Hutchinson High School present the certificate at Ridgewater College for college credit.</li> <li>3. Perkins indicators for technical skill attainment will be maintained.</li> <li>4. Instructors will participate in sustained professional development.</li> <li>5. Students receiving targeted support services have increased retention.</li> </ol>	
<b>Measures</b>	
<ol style="list-style-type: none"> <li>1) 100% of current programs of study will be updated as measured by approval from consortium coordinator. Program of study in Manufacturing Production Processes will be completed as measured by a posting and approval on the MN POS website. At the secondary level, total non-duplicative CTE participation will increased by 1% over FY 16 data 59% -3,891 CTE participants/6,619 total students in consortium schools 9th -12th grades. FY14, FY15 &amp; FY 16 (3,221, 3,360 &amp; 3,891) Perkins data</li> </ol>	

reference. The percentages of student concentrators in Agriculture and Manufacturing career clusters with programs of study will increase by 1% over FY 16 Perkins data in Agriculture (FY 16 - 28%), Manufacturing (FY 16- 40%)

2) Increase in the number of articulation agreements ordered (FY 17- 208) and increase in the number of articulated credits certificates downloaded by students (FY 17-26) by 10 for FY 18. Develop baseline of articulated college credits presented at Ridgewater College including baseline for credits from brokering with non-consortium school districts including Wright Technical Center, Bloomington High School, NE Education Cooperative & SW Education Coop. Local agreement for welding courses with Hutchinson High School will be posted on the CTEcreditMN website. Develop baseline of Hutchinson High school students presenting local welding agreements at Ridgewater College.

3) Perkins data for technical skill attainment 2S1 will be maintained at FY 16 level- 87.42%

4) Number of College and high school instructors who attend consortium sponsored professional development (CTE Works conference- FY 17-5), Regional FACS workshop (FY 17-8) will increase by 1 per activity. Number of high school instructors who attend college advisory board meetings will increase by 2 in FY 18 (FY17-5). The number of secondary and postsecondary instructors who attend articulation/POS and a better understanding of articulation and programs of study- Attendance records/survey. 44% of college and high school instructors invited attend the meetings. (FY 17 - 22 instructors out of 51 invites or 43%)

5)

Perkins coordinators reviewed position descriptions and gathered data regarding use of Perkins funds for post-secondary academic support services. Since data has not been collected consistently it is difficult to determine actual time dedicated to non-CTE verses CTE students. In many instances, special population learners were included in the Perkins funded cohort group. The PAR reports for academic support staff from FY 17 indicate that 6 % of student contact was dedicated to non-CTE students. From the data collected and querying out the special population students who were listed as Liberal Arts, it appears that the academic support staff time is closer to 16%-20% for non-CTE student contact/services. The Perkins funded portion of the academic support staff funding is approximately 80%-84% depending on the individual staff which correlates closely to the allocation of academic support staff time to CTE students. In FY 18, academic support staff will log student contact separating out the special population students for non-CTE programs and complete a monthly summary. (see attachment for grid). The CTE students who receive academic support will be a baseline for tracking retention of those students until completion, transferring or dropping out. The baseline and tracking will also include students in the agriculture, electrician & occupational skills computer labs who receive academic support services. In FY 18, Perkins coordinators along with Ridgewater College administration will be reviewing Perkins funded positions and possibly restructuring to develop a position to monitor and guide retention initiatives for CTE students at the college.

Reallocation Explanation	
Post-Secondary Required Activities	\$56,352.18
Post-Secondary Permissible Activities	\$26,306.45
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$28,488.86
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$111,147.49
Secondary Required Activities	\$40,000.00
Secondary Permissible Activities	\$49,047.36
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$89,047.36
<b>Total</b>	<b>\$200,194.85</b>

**Goal 1 Objectives 2**

Required/Permissive Uses of Funds*	Reallocation
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Strategies

At the secondary level, reallocated funds will be used at Willmar Schools to enhance and upgrade courses for the rigorous program of study in Manufacturing Production Processes: plasma torch, drone, cool coating in robotics. Funds will also be used for new course Acting III, online acting software. At post-secondary, reallocated funds will be used to upgrade machining technician program as part of the rigorous program of study in Manufacturing Production Processes. This will include an industry grade drill sharpener.

Outcomes

TSA scores in PLTW engineering courses will increase. TSA scores in Acting III will provide a baseline for future comparisons

Measures

90% of PLTW students pass the end of course in Principles of Engineering assessment

Develop baseline for acting III course

Reallocation Explanation	
To continue to provide high level technical equipment used in the industry.	
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	\$3,916.94
Post-Secondary Reallocation Reserve	\$2,682.36
Post-Secondary Total	\$6,599.30
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$6,512.14
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,512.14

Total	\$13,111.44
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**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 Mid-Minnesota Perkins Consortium partnership will provide a variety of activities and events for students to explore careers that will lead to high-skill, high-wage and high-demand careers. This includes sponsoring regional career events in collaboration with employer, community and educational partners. The consortium will also provide staff development opportunities, Summer Institute and Counselor Encounter, for high school instructors/counselors to learn more about regional workforce needs and trends. In addition, consortium strategies and activities will be strengthened by advisory board participation between secondary and postsecondary institutions where applicable. Local school districts will receive assistance in developing advisory boards. Consortium members continue to meet regularly with a larger group of business/industry leaders, high school administrators, workforce staff and community leaders to strategize for the workforce needs in the SW MN regions. Hutchinson Schools will continue to work with Ridgewater College to develop a rigorous program of study in the Manufacturing Production Process POS. School districts continue to develop and offer work-based learning, internships, and field trip opportunities from local businesses/industries. MidMinnesota consortium will collaborate with Minnesota West consortium to host a regional FACS conference. Ridgewater College in collaboration with Glacial Adult Basic Education and Central MN Jobs & Training will provide more opportunities for adult learners to explore careers/ college readiness using a career ladder model for entrances and exit point and focusing on the Bridges to Prosperity initiatives: Retail Genius certificate, WIOA adult programming, practical nursing degree, and manufacturing pre-college courses through the MnAMP grant.

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

**Goal 2 Objectives**

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissible Uses of Funds*</b>	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P11 Entrepreneurship
<b>Strategies</b>	
1.Consortium will coordinate career/education exploration events that expose students to career opportunities through a variety of options including: • College Career Exploration Events • Career Fairs • Field Trips • Business Tours • Skills events/competitions • Work experience activities • Student clubs . Perkins funds are available for school districts for local career fairs, business tours, field trips, skills events related competitions, work experience activities, student clubs (\$12,000)	
2. Ridgewater will host a Summer Institute for high school counselors, instructors and administrators to meet with post secondary colleagues and WorkForce partners (CMJTS) to more effectively serve current regional workforce occupational trends, and transitions for high school and adult students. * Funding included in Goal #4-2 (b).	
3. School districts and college will continue to collaborate on advisory boards. Perkins funds available for advisory board meetings - college and high school CTE advisory boards will meet jointly as appropriate. School districts continue to improve local advisory boards. School districts access funds for postage, printing, meals, mileage for advisory meetings. (Funds included in Goal #4 - 2 ( c).	
<b>Outcomes</b>	
1. College, high school, and business/industry partners will provide students with increased knowledge of career options and educational pathways.	
2.High school participants in the Summer Institute will indicate that the event has increased their knowledge of the education to careers connection.	
3. High school instructors become members of the college advisory boards to further develop relationships with local and regional business and industry.	
<b>Measures</b>	
1. Maintain or increase student survey responses for the Regional Career Exploration events in following areas: <i>My event experience was positive (FY 17 - 94%)I gained more direction about a future career by attending this event, ( FY 17-81%)This event will help me choose high school courses to prepare for my future (FY17- 84%)I am more likely to pursue postsecondary education because of my experience at this event(FY17- 70%)</i> (see attachment - Student Career Fair Survey)	
2. Survey of participants indicating that the event has increased understanding of the education to work connection (see attachment for event survey FY 17) Rating on a scale from 1-5, FY 18 -90% of participants will rate at a 4 or 5 for the following questions ( FY 17 -97%)  After attending the event, I have a better understanding of careers in (career field) 1-5, After attending the event, I have new ideas for incorporating career exploration into curriculum and activities 1-5, After attending the event, I am better able to help students with career planning 1-5.	
3. Advsoy board meeting notes and attendance records. FY 18 - high school membership on college advisory boards increases by 2. FY 17 - 5 high school instructors attended	
<b>Reallocation Explanation*</b>	
<b>Post-Secondary Required Activities</b>	\$11,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00

Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$11,000.00
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$6,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,000.00
Total	\$23,000.00

<b>Goal 2 Objectives 2</b>	
Required/Permissive Uses of Funds*	Reallocation
Strategies	
Additional salary allocation for coordinator to plan and developed regional career exploration event.	
Outcomes	
Regional event occurs on April 20th	
Measures	
See measures in Goal #2 for regional career exploration event.	
Reallocation Explanation*	Need for additional salary for coordinator to plan and develop regional career event
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	\$0.00
Secondary Reallocation Reserve	\$961.89
Secondary Total	\$961.89
Total	\$961.89

### Goal 3 Narrative

#### Narrative for Goal 3: Improve Service to Special Populations

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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]

1) MidMN Perkins Partnership will continue with initiatives that encourage nontraditional by gender program participation and completion at both secondary and postsecondary levels. Perkins partners review Perkins data specifically for underperforming indicators and school districts are required to earmark funds in their plan that would address underperforming areas such as nontraditional by gender participation and completion. Perkins data for the S61 and S62 have improved significantly over the past four years. Perkins funds are available for school districts to include initiatives that promote nontrad by gender activities (female speakers, attending skills events, staff development for instructors). At the post-secondary, our efforts to increase nontraditional participation and completion have focused on four primary areas: Image, Awareness, Knowledge, and wrap around support services. These foci are all interrelated, but each has characteristics that influence the decision making process and success measures of students. Our choice of these foci has been influenced based on review of other successful practices at Ridgewater. For the past year, we have been concentrating additional effort on healthcare and manufacturing areas that we believe will have the highest potential for enrollment and completion. (more explanation in the Improvement Report for 5P2). The female Ridgewater College instructors in nontraditional by gender fields ( Machining, Non-destructive Testing, Drafting and Agriculture) do presentations at the regional career fairs as well as the Manufacturing and Ag Expos. The female instructors encourage female high school students to explore nontraditional careers. The female college instructors also provide support services for female students in their programs.

2) Ridgewater College Office of Multicultural Affairs works with the Perkins coordinators to promote CTE programs through the high schools through various events, specifically activities with focus on Somali and Latino students. JumpStart is a club for area Somali and Latino high school students to come on campus and prepare for college & explore CTE programs. The TRIO grant at Ridgewater also funds and has developed initiatives to promote college readiness for special population students. Special population students (ESL and students with disabilities) access Academic Support Services at Ridgewater College. Ridgewater College, Glacial Lakes Adult Basic Education Services, Central MN Jobs & Training Inc, collaborated in FY 17 to provide an event, Career Reset, for adult learners specifically targeting adults who could benefit from services through adult basic education or the workforce center and focusing on the Bridges to Prosperity initiatives and certifications. (attached are the flyers in English, Somali, and Spanish) For FY 18, the event will be rolled into an existing Ridgewater College recruitment event which currently targets high school students and their parents. Perkins coordinator will assist in expanding the event to include adults and Perkins funds will be available to help with event expenses.

3) As in #2, Ridgewater College Office of Multicultural Affairs provides the JumpStart program to assist area Somali and Latino high school students to come on campus to prepare and plan for college. The TRIO grant also provides assistance in overcoming barriers specifically financial and guidance. Special population students (ESL and students with disabilities) access Academic Support Services at Ridgewater College. Ridgewater College Occupational Skills program staff along with the Ridgewater College Disability Service staff work to recruit students with disabilities through the high schools and provide on-going retention support services upon enrollment. Approximately 23% of all students served (CTE & non-CTE

students) in the Academic Support Center are either ESL or students referred through disability services. At-risk students along with their instructors and counselors from area learning centers (ALC) are invited to all consortium sponsored events. Perkins funds are available for ALC to purchase MCIS & IDEAS.

4) All high schools include nondiscrimination policies either in the student registration guide or student handbook or both. The policies are also listed in district school board policy manuals. At the post-secondary level, the nondiscrimination policy can be found at:

[http://ridgewater.edu/more-rc/Documents/Chapter\\_1\\_College\\_Organization/Equal%20Opportunity%20and%20Nondiscrimination%20in%20Employment%20and%20Education%20-%202014.09.22.pdf](http://ridgewater.edu/more-rc/Documents/Chapter_1_College_Organization/Equal%20Opportunity%20and%20Nondiscrimination%20in%20Employment%20and%20Education%20-%202014.09.22.pdf)

which refers to the Minnesota State Policy: <http://www.mnscu.edu/board/policy/1b01.html>.

College staff receiving training on the nondiscrimination policy during orientation and periodically at staff workshops.

5) At Ridgewater College, special population students can receive career services either through the career services office or in individual programs. Most technical programs require internships and/or courses on resume writing assistance, job seeking skills, and interviewing skills. The Occupation Skills program is designed specifically for on-the-job training for persons with disabilities. At the high schools, special population learners have access to Perkins funded MCIS (Personal Learning Plan), access to the local and regional career exploration events, field trips, business tours, classroom speakers, students clubs, and work-based learning opportunities.

6) At Ridgewater College students receive accommodations depending on the disability but the academic expectations are not differentiated for any special population student (ESL, nontraditional by gender, or students with disabilities). The Occupational Skills program, however, is designed specifically for students with disabilities. At the high school level, ESL students are 5% (202/3,891) of total consortium CTE participants and students with disabilities make up 14% (547/3,891) of total consortium CTE participants; special population students as part of the class participate in all technical skill assessments and consortium sponsored initiatives.

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

**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R6 Assessment , R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
1.Increase enrollment and success of nontraditional and special population learners at the college through interventions and support services provided by counselors, advisors, retention specialists, tutors and academic support.	
2. Continue to encourage high schools to develop courses and events that will attract nontraditional by gender students, special population students (ESL and students with disabilities) to participate in CTE courses.	
3) Provide staff development opportunities for academic support staff, counselors (high school & college) to better strategies for special population academic success.	
Outcomes	
1.a. Participation, retention and completion rates of special population students will show improvement.	
1.b. Students with documented disabilities will achieve similar retention and completion rates as other populations.	
1.c. Increase recruitment and retention of students in programs nontraditional for their gender. (see Improvement Plan for P62)	
2.a. More special population learners will enroll in CTE courses at the high school.	
2.b. Nontraditional by gender in a program students will increase in both participate and in completion at the secondary level.	
Measures	
1.a.b. FY 18, academic support staff will log student contact separating out the special population students for non-CTE programs and complete a monthly summary. (see attachment for grid). The CTE students who receive academic support will be a baseline for tracking retention of those students through completion, transferring or dropping out. The baseline and tracking will also include students in the agriculture, electrician & occupational skills computer labs who receive academic support services. Students receiving disability services will be cross-walked with the academic support services data to develop baseline specific to students with disabilities.	
1.c. At the post-secondary level, Perkins data will be used to indicate increase nontraditional by gender in a program participation and completion. (see Improvement Plan for 6P2)	
2. a. Perkins data for participants cohort group ESL will increase from FY 16 data ( 5% - 202/3,891) to 6% in FY 18 (based on FY 17 data). Students with disabilities cohort group will increase from FY 16 data ( 14% - 547/3,891) to 15% in FY 18 (based on FY 17 data).	
2.b. Perkins 6S1 & 6S2 data will increase for FY 18 to 6S1- 40% and 6S2- 32%. (FY 16 data - 37.39% & 30.04%)	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$56,300.00
<b>Post-Secondary Permissible Activities</b>	\$15,500.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$71,800.00
<b>Secondary Required Activities</b>	\$2,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00

Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$73,800.00
<b>Goal 3 Objectives 2</b>	
Required/Permissive Uses of Funds*	R1 Academic Integration , R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats
Strategies	
Ridgewater College will pilot an initiative to assist not only students with disabilities but also students who have difficulty with verbal comprehension specifically students who consider english as a second language. The consortium will purchase site license for text-to-speech software (Kurzweil 3000 or Read Write Gold)	
Outcomes	
Students with disabilities and ESL students grades will improve	
Measures	
Faculty surveys/grades	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$4,500.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,500.00
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	\$4,500.00

**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]

1)To accommodate students need for flexibility in scheduling and different formats, Ridgewater College offers online, blended and traditional classroom options for students (see Ridgewater Interest Card attachment). The Nondestructive Testing program offers a self-paced model for students and the Welding program on the Hutchinson campus offers evening courses.

2) Early college credit for consortium students is offered through regional/local articulation agreements (48 agreements). Concurrent enrollment is available in six of our school districts (KMS, Willmar, MACCRAY, Sibley East, ACGC and NLS. Other consortium schools offer PSEO at the high school for dual credit - Dassel- Cokato -Child Development, CNA, Willmar - CNA. In FY 17 the consortium members decided to combine the articulation meetings with program of study meetings. As a result, more high school instructors were able to attend and collaborate with the college faculty to develop early college credit offerings for consortium students.

3)The consortium will provide assessment, exploration of careers, secondary and postsecondary education options to ensure smooth transition and linkage to appropriate college career options. School districts can access ACCUPLACER testing at the school district for 10th and 11th graders who are interested in a CTE program as a indicator of math and english skills. Perkins funds are used to purchase MCIS/IDEAS for all school districts, every 10th grader in the consortium is invited to attended the regional career exploration event on both college campuses. Consortium high school counselors & career instructors meet annually with postsecondary advisors and admissions staff (Counselor Encounter) for continuous improvement of services for student transition. School district students outside of the consortium are invited to participate in the regional career exploration event and to articulation meetings. (Paynesville, Benson, Renville, Kimball)

4) Transition of adult learners to new or enhanced career pathways will continue to occur through partnership activities with Central Minnesota Jobs & Training Services and Glacial Lakes Adult Basic Ed as appropriate. The Bridges to Prosperity (adult basic ed) initiatives will be incorporated into an oncampus recruitment event. Support services through the academic support center will support student success for adult learners including veterans, underemployed and unemployed.

5) Mid-Minnesota brokers with other consortium for articulation: Cosmetology brokering with Bloomington High School, Wright Technical Center, NE Ed Cooperative, SW Ed Cooperative, career exploration event with Anoke STEP program; Child Development is also articulated with Wright Technical Center. Articulation as a member of the Southern Minnesota Articulation group provides brokering with the bottom half of Minnesota with college and high school instructors from nine consortia attending articulation meetings. School districts outside of the Southern Region that are close geographically are also invited, Paynesville & Kimball. SW consortium and Mid-MN collaborate to provide the regional FACS meeting for the high school instructors, and on regional initiatives to promote workforce development (Workforce Summit event) The regional Career Exploration events have presenters from ATCC- Interior Design, Fashion Management; SCTTC- Land Surveying/Civil Engineering, Plumbing; MN West-Radiologic technician, Biofuel, Fluid Power. Students from KMS and NLS Schools attend the ATCC Small Gas Engine training.

6) Central Minnesota Jobs & Training, Inc. has an office on the Ridgewater -Hutchinson campus to provide services for prospective and current students both employed and unemployed. Glacial Lake Adult Basic Education has classrooms on both Ridgewater campuses and refer students to



the Academic Support Center for additional retention services. Veteran's services are provided on both campuses as well and refer students to the Academic Support Center for services.

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

**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P8 Teacher Preparation, P10 Student Transition
Strategies	
<p>1. Provide students, and those who influence their education/career decisions, with career assessment resources such as MCIS, Kuder, Ideas (\$22,000 MCIS/IDEAS) to compare the sequence of high school and college courses and activities within the Program of Study plans.</p> <p>2.a. Reserve Funds - Perkins Fund for Counselor Encounter event (\$400)</p> <p>2. b. Reserve Funds - provide activities that address the rural needs of consortium coordinating a two regional career exploration events (\$10,000) See Goal 21. 2.a.</p> <p>2.c. Reserve Funds -Regional Articulation &amp; Program of study meetings will strengthen high school to college articulation options–Funds available for sub, mileage - \$1,000</p> <p>2.d Reserve Funds -High school instructors attend college advisory board meetings sub pay and mileage \$597.30.</p> <p>2.e.Reserve Funds-High school instructors attend staff development meetings to build technical skills in using Smart Boards and other classroom technology. The consortium will provide technical workshops that build from year to year, Technology I, II, and III, TIES conference. Perkins funds for sub pay and mileage. Funds available for the CTE Works Conference (\$2,000)</p> <p>2.f. Reserve Funds - Bussing and sub pay for students to attend regional AG and Manufacturing Expos</p> <p>2.g. Reserve Funds - Consortium funds will provide travel/sub pay for regional FACS workshop.</p> <p>3. Coordinate continuum of service provision/brokering with other consortia.</p>	
Outcomes	
<p>1) Students use the MCIS to develop career plans</p> <p>2.a.Counselors have more knowledge on high school to college transitions and the education to work connection.</p> <p>2.b.Consortium 10th graders indicate that the event had a positive impact on their future plans: college, military</p> <p>2.c. All partners continue to participate in consortium and district Perkins meetings. The number of secondary and postsecondary instructors who attend articulation/POS meetings will increase and participants will indicate gaining a better understanding of articulation and programs of study.</p> <p>2.d. School districts will continue to meet with industry and educational partners joint advisory board meetings.</p> <p>2.e Instructor will gain an Increased proficiency in the use of instructional technology collection/measures</p> <p>2.f. Students matriculate to Ag and Manufacturing programs at Ridgewater College</p> <p>2.g. FACS instructors gain a better understanding of rigor/content in FACS curriculum, MDE initiatives and professional development opportunities.</p> <p>3. Instructors from other consortia attend articulation meetings.</p>	
Measures	
<p>1) Develop baseline of the number of students who use the MCIS /IDEAS - number of log-ins and portfolios/personal learning plans developed</p> <p>2.a. 50% of Counselors surveyed will rate 4 &amp; 5 (1-5 scale) that by attending the Counselor Encounter they are more knowledge on high school to college transitions and the education to work connection.</p> <p>2.b. Survey of consortium 10th graders who attend the regional career exploration events -see Goal 2 - Measure #1 :Maintain or increase student survey responses for the Regional Career Exploration events in following areas: <i>My event experience was positive (FY 17 - 94%)I gained more direction about a future career by attending this event, ( FY 17-81%)This event will help me choose high school courses to prepare for my future (FY17- 84%)I am more likely to pursue postsecondary education because of my experience at this event (FY17- 70%)</i> (see attachment - Student Career Fair Survey</p> <p>2.c. All partners continue to participate in consortium and district Perkins meetings - Goal of 80% attendance at Perkins Partners meetings. The number of secondary and postsecondary instructors who attend articulation/POS and a better understanding of articulation and programs of study- Attendance records/survey. 44% of college and high school instructors invited attend the meetings. (FY 17 - 22 instructors out of 51 invites or 43%)</p> <p>2.d. School districts will continue to meet with industry and educational partners joint advisory board meetings. Advsiory board meeting notes and attendance records. FY 18 - high school membership on college advisory boards increases by 2. FY 17 - 5 high school instructors attended</p> <p>2.e Instructor will gain an Increased proficiency in the use of instructional technology collection/measures. Survey following workshop/training. GSL surveyed following attendance at TIES conference - develop baseline.</p> <p>2.f. Students matriculate to Ag and Manufacturing programs at Ridgewater College- develop baseline of the students who attended in FY 17 who matriculate to Ridgewater College 2017-18.</p> <p>2.g. FACS instructors gain a better understanding of rigor/content in FACS curriculum, MDE initiatives and professional development opportunities- develop baseline of surveyed instructors for FY 18</p> <p>3. The percentage of Instructors from other consortia who attend from those who are invited will be maintained at FY 17 level - 75%- 4 invited/3 attended. Attendance records.</p>	

Reallocation Explanation	
Post-Secondary Required Activities	\$100.00
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	\$100.00
Secondary Required Activities	\$22,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$23,888.48
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$45,888.48
Total	\$45,988.48

<b>Goal 4 Objectives 2</b>	
Required/Permissive Uses of Funds*	R9 Special Populations, R10 Collaboration, P10 Student Transition, Reallocation
Strategies	
Salary for coordinator to plan and develop regional career exploration event.	
Outcomes	
Regional Career exploration event occurs	
Measures	
See student survey results in Goal #2 -	
Reallocation Explanation	Additional Salary for coordinator to plan and develop regional career exploration event
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	\$961.89
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$961.89
Total	\$961.89

**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]

Consortium partners have an annual meeting in the fall following the Perkins state mandatory meeting and the CTE Works conference. At the meeting, the Perkins coordinator reports back to the partners on policy, political, state-wide initiatives. Consortium members who also attended the CTE Works conference share their information. At the annual meeting, members discuss the consortium structure and procedures. A leadership group (5 school district rep) approve the meeting agenda and make suggestions for topics to cover. The leadership group also makes decisions regarding issues outside of the consortium plan (application). Consortium partners also decided what consortium funded event activities should be included in the annual plan (regional career fairs, Summer Institute, Counselor Encounter, Ag Expo, Manufacturing Expo, FACS regional meeting and other consortium sponsored staff development activities). The partners also suggest speakers for the annual meeting: DEED, Central MN Jobs & Training, MDE specialists, school district administrator with a new initiative, etc. School districts prepare a local plan for the upcoming fiscal year with equipment/software needs, staff development requests, advisory board requests, career exploration plans, and include initiatives to address under-performing Perkins indicators. The local plan is a preliminary plan to guide decision-making & planning at the local school district (see attachment - Local Plan). School districts are required to complete a Funds Request form when requesting a specific purchase (see attachment - Funds Request form). The Perkins partners meet again in the spring via WebEx. This meeting focus is again approval of consortium sponsored events to be included in the Perkins application and any other year-end business that needs to be addresses. The Perkins coordinator has frequent contact with the partners and assist in helping school district administrators/CTE instructors to build their CTE programs within the Perkins guidelines. The secondary Perkins coordinator visits school periodically to review equipment inventories and assist with any issue: understanding variances, CTE levy questions, Perkins 101 for new administrators, instructors, and counselors, developing a program of study, adding new courses or a new program, assisting with eliminating program and making arrangements for other school districts to absorb equipment.

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

**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissible Uses of Funds*</b>	R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, Post-secondary Admin Cost, Secondary Admin Cost
<b>Strategies</b>	
Maintain 80% of consortium partners ( 12 out of 17) attend two meeting during the fiscal year and 80% will develop a local plan. Perkins coordinator visits all school districts prior to monitoring visit to review and update equipment inventories. Secondary Perkins coordinator assists new post-secondary Perkins coordinator in understanding Perkins guidelines, process for both state and local consortium guidelines and procedures.	
<b>Outcomes</b>	
1) There will be an increase in the number of school district partners who attend the Perkins partners meetings. 2) 80% will develop a local plan. New post-secondary coordinator enrolls in the mentor program.	
<b>Measures</b>	
1) 80% of all school district partners will attend Perkins partners meetings. FY 17 -78% for the Fall meeting. 50% attendance at the Spring WebEx meeting 2) 80% of school districts (13 out of 17) will submit a local plan by the deadline. FY 17 - 50%. Measurement will be number of plans submitted.	
<b>Reallocation Explanation</b>	
Post-Secondary Required Activities	\$48,200.00
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Admin Cost	\$8,500.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$58,700.00
Secondary Required Activities	\$7,900.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$5,116.52
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$13,016.52
<b>Total</b>	<b>\$71,716.52</b>

**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	\$56,352.18	\$26,306.45	\$0.00	\$28,488.86	\$3,916.94	\$2,682.36	\$117,746.79	\$40,000.00	\$49,047.36	\$0.00	\$0.00	\$6,512.14	\$0.00	\$95,559.50	\$213,306.29

**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	\$11,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,000.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$961.89	\$12,961.89	\$23,961.89

**Budget Goal 3**

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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	\$56,300.00	\$15,500.00	\$0.00	\$4,500.00	\$0.00	\$0.00	\$76,300.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$78,300.00

**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	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00	\$22,000.00	\$0.00	\$0.00	\$24,850.37	\$0.00	\$0.00	\$46,850.37	\$46,950.37

**Budget Goal 5**

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 5 Total	\$48,200.00	\$2,000.00	\$8,500.00	\$0.00	\$0.00	\$0.00	\$58,700.00	\$7,900.00	\$0.00	\$5,116.52	\$0.00	\$0.00	\$0.00	\$13,016.52	\$71,716.52

**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	\$171,952.18	\$43,806.45	\$8,500.00	\$32,988.86	\$3,916.94	\$2,682.36	\$263,846.79	\$77,900.00	\$55,047.36	\$5,116.52	\$24,850.37	\$6,512.14	\$961.89	\$170,388.28	\$434,235.07

**Secondary Supplemental Budget Sheet**

Description	File Name	File Size
Mid-Minnesota Perkins Partnership Secondary Budget	FY 18 Mid-MN Perkins Secondary Budget.xlsx	53 KB

**Secondary Budget Reallocation**

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Description	File Name	File Size
Mid-Minnesota Perkins Partnership Reallocated Funds Secondary Budget	REALLOCATED FUNDS - MID-MN PERKINS Budget Summary spreadsheet (17-18).xlsx	53 KB

**Perkins Grant Collaboration with WorkForce Centers**

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$6,500.00

**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:\*** 100.0%

**Coordinator Budget:\*** \$68,000.00

**Post-Secondary**

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

**Coordinator Budget:\*** \$10,000.00

**Perkins Dollars**

**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Jodi Jordon	Perkins Coordinator		\$68,000.00	wg_Jodi Jordon PD 2017.docx
Janet Meier	Coordinator		\$4,500.00	wg_Janet Meier PD_2014-15.docx
Mary Swart	Coordination, data, and academic support		\$41,800.00	wg_Position Description FY2017 - Mary Swart.docx
Audrey Van Beck	Academic Support Services		\$39,000.00	wg_Position Description FY2017 - Audrey VanBeck.docx
Erik Homme	Academic Support Services		\$32,400.00	wg_Position Description FY2017 - Erik Homme.docx
Bev Pearson	Academic Support Services		\$19,000.00	wg_Position Description FY2017 - Bev Pearson.docx
Judy Tebben	Dean of Technical Education- Perkins Coordinator		\$10,000.00	wg_Position Description- RC Dean.pdf
			\$214,700.00	

**Improvement Plan Action Steps**

Improvement Plan Action Steps 1	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P2 – Nontraditional completion
Action Steps to improve the performance	
<p>Our efforts to increase nontraditional participation and completion have focused on four primary areas: Image, Awareness, Knowledge, and wrap around support services. These foci are all interrelated, but each has characteristics that influence the decision making process and success measures of students. Our choice of these foci has been influenced based on review of other successful practices at Ridgewater. For the past year, we have been concentrating additional effort on healthcare and manufacturing areas that we believe will have the highest potential for enrollment and completion. Moving forward we will continue to address the use of data to support</p> <p><b>Image</b> for us means creating an accurate positive impression of a career field. It includes everything that people see, think and feel when encountering our program. Within our control, creating a positive image includes everything from on-campus visits, browsing our website, and industry experiences we share that form a potential student's image of the career field. For example, the image of manufacturing among many is the dirty manufacturing shops of 30 years ago, not the clean advanced manufacturing industries that are and will have the greatest employment needs in the future. At Ridgewater, our efforts includes: (1) re-organized and improved the appearance of our labs; (2) increased visibility of high-tech equipment; (3) increased diversity of our faculty and staff as role models for students; (4) improved visibility of up-to-date career information we share with potential students.</p> <p><b>Awareness</b> means giving potential students opportunities to see the possibilities of careers not otherwise considered. For our consortium, this includes additional intentional activities to increase the awareness of high-demand, high-wage careers that are not always considered because of perceived nontraditional biases. It also means taking full advantage of the resources available through regional and national resources including the Minnesota State Centers of Excellence and the Dream-It Do-It campaign. It also means working with our WorkForce Center and Adult Basic Education partners to encourage potential students to consider all of their career options. Bottom line, awareness is the first step in exploring a career. The more opportunities we provide to nontraditional students to be aware of the career opportunities that are available to them, the greater the chances they will consider it.</p> <p><b>Knowledge</b> is where the data can make a difference. Once students are aware of and have a positive image of a career area they need solid information on which to make a decision. Within our program materials (print and website) we are making more use of DEED employment and graduate information resources. Within the consortium, we are making certain that our secondary and post-secondary partners are familiar with and using the data tools, and that our students are provided accurate information on the career pathways, wage data, and employment projections.</p> <p><b>Wrap around support services</b> have been very successful with two Department of Labor grants related to Computer/Information Technology and Manufacturing. We intend to explore further use of these strategies with our academic support center staff on targeted programs and populations that should help increase 5P2 data.</p>	
<b>Resources Needed</b>	Staff time to collaborate with other agencies/depts within Ridgewater College Academic Support Staff, marketing staff, Ridgewater faculty, RC Perkins coordinators, staff from Glacial Lakes Adult Basic ed, Central MN Jobs & Training.
<b>Timeline</b>	Fall 2017 through May 2018
<b>Person(s) Responsible</b>	Dean of Technical Education - Post-secondary Perkins coordinator.
<b>How will progress be documented?</b>	Quarterly meetings of progress/updating of data
<b>Sub-populations or groups where gap exists:</b>	Females in nontraditional by gender programs.
<b>Describe any contextual factors that might contribute to this gap:</b>	Support services may not be focused on the gender issue as much as on other special population issues (diversity, disability)
Further Information	

Ridgewater College Perkins Coordinator, secondary Perkins coordinator, faculty in under-performing programs, Ridgewater institutional researcher, Workforce Center staff, Adult Basic Ed staff.  
 Ridgewater College institutional research will provide data to fully examine gaps, trends in non-completers by program areas- each of steps of the strategies will be based on program specific data for non-completers.

**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: *	60.88%
Actual Performance: *	57.79%
General strategies planned to improve performance:	
Under-performing school districts are required to include strategies in their local plan for improved academic attainment in Reading/Language Arts. School districts to review curriculum to include more reading/language rigor in CTE course curriculum.	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met:*	2P1 – Credential, certificate, or degree
Negotiated Performance: *	62.40%
Actual Performance: *	58.75%
General strategies planned to improve performance:	
Analysis of student completion data is ongoing to identify areas most needing of improvement as well as those with the strongest data so we can identify and replicate best practices. Use of program cluster educational advisors providing wrap-around services has been piloted in IT and manufacturing. We will be conducting more in-depth analysis of data to implement strategies that will involve program instructors, program advisors, academic support center staff to improve 2P1 results.	
Comments or context for actual performance (optional):	

Improvement Report 3	
Indicator Not Met:*	2S1 – Technical Skill Attainment
Negotiated Performance: *	92.56%
Actual Performance: *	87.42%
General strategies planned to improve performance:	
The actual consortium data included a school (Litch) not TSA assessed in FY 16 while BOLD and Hutchinson who were TSA assessed, were not included in the data base. Sibley-East students in the Nursing Assistant 14051 course took the Minnesota Dept of Health - NAR registry exam. The Perkins data only shows one student who passed as a concentrator. Coordinator will work with school district data entry staff for accuracy in entering data. Coordinator will work with MDE to assure appropriate school district has manually entered TSA data.	
Comments or context for actual performance (optional):	

Improvement Report 4	
Indicator Not Met:*	3S1 – School completion
Negotiated Performance: *	99.0%
Actual Performance: *	97.31%
General strategies planned to improve performance:	
Based on longitudinal data, this is the first year that school districts have under-performed in this area. DREAM Academy, a charter school, had low completion rates. Coordinator will work with the Perkins contacts at DREAM Academy to exam root causes.	
Comments or context for actual performance (optional):	

Improvement Report 5	
Indicator Not Met:*	5P2 – Nontraditional completion
Negotiated Performance: *	9.28%
Actual Performance: *	7.73%
General strategies planned to improve performance:	
Continue to examine and develop strategies to address nontraditional by gender completion at the post-secondary level. Non-traditional by gender 5P2 has been underperforming for several years. Refer to improvement Plan for details on strategies. May need to request technical assistance in evaluating causes from state specialists	
Comments or context for actual performance (optional):	

**Statement of Assurances & Certifications**

Description	File Name	File Size
FY18 Mid-Minnesota Perkins Partnership A & C	FY18 Mid-Minnesota Perkins Partnership A & C.pdf	963 KB

**Attachments**

<b>Description</b>	<b>File Name</b>	<b>File Size</b>
Summer Institute Participant Survey Compilation June 2017	2017 RC Summer Institute evaluations.xlsx	15 KB
Career Reset Flyer- English	AdultCareerReset2017 #2.pdf	305 KB
Career Reset Flyer- English	AdultCareerReset2017 #2.pdf	305 KB
Career Reset Flyer - Somali	AdultCareerReset2017Somali.pdf	294 KB
Career Reset Flyer - Somali	AdultCareerReset2017Somali.pdf	294 KB
Career Reset flyer Spanish	AdultCareerReset2017Spanish.pdf	260 KB
Career Reset flyer Spanish	AdultCareerReset2017Spanish.pdf	260 KB
FY18 Perkins Funds Request form	FY 18 Perkins Funds Request Form.docx	25 KB
FY18 Perkins Funds Request form	FY 18 Perkins Funds Request Form.docx	25 KB
Mid-Minnesota FY 18 TSA assessments	FY18POS.TSA.planningguideMidMinnesota_6-5-17.docx	25 KB
Hutchinson High School Tiger Path Initiatives	Hutch High School Tiger Path Initiatives.pdf	875 KB
Ridgewater College Interest Card indicating online, blended, traditional course offering. Distributed at all Ridgewater events and/or outreach activities.	RC_InterestCard16_17FINALpage1.pdf	65 KB
Ridgewater College Interest Card indicating online, blended, traditional course offering. Distributed at all Ridgewater events and/or outreach activities.	RC_InterestCard16_17FINALpage1.pdf	65 KB
Sample Local School Plan document	Sample FY 18 Local School Plan.doc	86 KB
Sample Local School Plan document	Sample FY 18 Local School Plan.doc	86 KB
Tutoring Academic Support Services Contact Grid	TUTORING ACADEMIC SUPPORT SERVICES.docx	13 KB



