



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02396 - FY18 Riverland Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY18 Riverland Consortium Perkins Application
Grant Number: 02094
Grant Status: Underway
Comments:
Applicant Organization: Riverland Consortium
Grantee Contact: Jean Kyle
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: 02094
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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)
Austin High School	01 public school district	492
Albert Lea High School	01 public school district	241
Glenville-Emmons High School	01 public school district	2886
Grand Meadow High School	01 public school district	495
LeRoy-Ostrander High School	01 public school district	499
Lyle High School	01 public school district	497
Owatonna High School	01 public school district	761
Southland High School	01 public school district	500
Riverland Community College		

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)]

Our consortium had a variety of very helpful professional development opportunities for the Operations Team this year. We are structured so that each member from the Operations Team will bring back this information to each secondary school in the consortium. We felt the professional development this year was very informative and successful and are excited moving forward with this type of experience next year. Much of this professional development was dedicated to educating 5 new Operations Team Members on Perkins, but it was great to have the involvement and participation from every school in our consortium at these sessions.

Our first session focused on budget, processes, articulation agreements including the mncredit site, and just helping the new operations team understand their responsibilities. We also have a new postsecondary coordinator and it was a year of integration of the new person into the Consortium Operations Team.

We had Kari Ann Edigerr from MDE come down in March to give our operations team a crash course on data. She showed us where to find data and educated our members on such things as the P-File and other measures from the State. Kari-Ann emphasized the importance of accurate data reporting and the connection to the new program approval system at the secondary level.

Ginny Karbowski was our next professional development facilitator in April. We spent a full day with both college and secondary representatives analyzing Programs of Studies with our operations team and college administrators and faculty members. She facilitated our process to review our current approved POS and revise our choices by re-selecting the Programs of Study we should be focusing on based on our Labor Market Information (LMI) and the makeup of our college, schools, community, and careers available in the area and region. We also had the three area Chamber of Commerce Executive Directors as a panel report on what employers' needs are in the area and discuss how we can work together to meet these needs. Our region looks one way when the Mayo Clinic enterprise is in the data and quite another way when the Mayo Clinic data is not included. As a consortium we need to look at both data sets, and we need to focus our work in the coming year to revise and rebuild our POS based on changes in the region.

Besides these professional development sessions for the consortium, we provided many opportunities for instructors to get professional development to assure best practices in the classroom and to learn new methods in their respective disciplines.

Postsecondary is engaging in a very deliberate and planned effort to integrate the new Advisory Committee Handbook and other employer engagement tools into the Consortium, and will do a series of planned professional development on this topic for FY18. The PD planned will be integrated into regular CTE program meetings and the postsecondary coordinator will work with the CTE Dean to implement this planned activity. The postsecondary coordinator attend most program advisory committee meetings in Spring of 2017 and will continue to attend these in the coming year.

We plan to continue these types of professional development activities in the coming year, focusing more on developing those programs of study and developing our RPOS this coming year.

We budgeted approximately \$18,000 towards professional development for 2017-18 at the secondary level.

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)]

CTE teachers are difficult to find at the secondary level in this area, so we have to be fairly aggressive in recruiting new teachers. A lot of it is done by word of mouth through professional organizations and student organization contacts. Teachers have definitely talked to professionals in business and industry, but it takes the right person to not only have the knowledge but the ability to teach.

Human Resources departments follow all rules and regulations for employment. When there is an opening, the networking between administrators is also helpful.

The college follows the Minnesota State College & Universities credentialing processes for all employment hiring. Efforts are made to recruit and retain CTE teachers and faculty. Position postings are made widely known through a variety of channels and are usually advertised regionally, statewide and/or beyond. Whenever possible, postings for CTE positions are posted in relevant publications. In some circumstances, current CTE faculty may recruit from business and industry partners. CTE Positions postings include preferred qualifications to demonstrate previous successful experience in the CTE field advertised.

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.

Post Secondary: Employment Placement Data, Professional License Certifications, and a variety of reports at the program level that are available to the college through EPM 11 system. Postsecondary instructors use program level assessments to evaluate student performance.

Secondary: Graduation Rate, Grading Systems, Projects, Student Organizations Success

At secondary student success goes far beyond a Technical Skills Assessment or a Grade. There are successes and failures for students every day in projects and classes, and sometimes the greatest success is the connection between the teacher and the student which is always tough to measure.

We started a new TSA this year with our 21st Century Skills Assessment and will use the data from this test to measure how prepared our students are for the real world. We are hoping to use this TSA in our consortium on a much larger scale next year if it is the right one for our classes.

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)]

After meeting the April Consortium meeting with Ginny Karbowski and presentation of the results to the consortium Executive Board, we decided to move ahead with the focus on finding our RPOS this coming year. We plan to make this one of our major consortium objectives for the coming year.

The Riverland Operations Team, Riverland Faculty and Administration, met for a full day to work on Programs of Study design and implementation for pathways that include high wage, high skill and high demand occupations that align with regional need data. Included in the work was detailed examination of Labor Market Information (LMI) from the region, a panel discussion with all 3 area Chamber of Commerce Ex. Directors. The group mapped what CTE programs are in each of the 8 secondary districts, and what programs are in a district that is applying to join the consortium. With that foundation Ginny Karbowski from the system office led work to assist as we revisited, developed and plan implementation of the following 8 Programs of Study: Accounting, Construction, Facility and Mobile Equipment Maintenance, Food Products and Processing Systems, Early Childhood Development and Services, Marketing Management, Printing Technology, and Production. **Our next steps are to further**

enhance each POS and spend 2017-18 identifying at least one to be our Rigorous Program of Study based on labor market data in our area and business and industry input.

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 Riverland Operations Team, Riverland Faculty and Administration, met for a full day to work on Programs of Study design and implementation for pathways that include high wage, high skill and high demand occupations that align with regional need data. Included in the work was detailed examination of Labor Market Information (LMI) from the region, a panel discussion with all 3 area Chamber of Commerce Ex. Directors. The group mapped what CTE programs are in each of the 8 secondary districts, and what programs are in a district that is applying to join the consortium. With that foundation Ginny Karbowski from the system office led work to assist as we revisited, developed and plan implementation of the following 8 Programs of Study: Accounting, Construction, Facility and Mobile Equipment Maintenance, Food Products and Processing Systems, Early Childhood Development and Services, Marketing Management, Printing Technology, and Production. Our next steps are to further enhance each POS and spend 2017-18 identifying at least one to be our Rigorous Program of Study based on labor market data in our area and business and industry input. Attention will be paid to increasing opportunities for early college credit, by expanding the early middle college model that the Riverland already has established with the Owatonna district, and additional CE/PSEO partners to offer CTE courses through these secondary programs.

We will also be using these POS to identify, create and implement more articulation and concurrent enrollment opportunities. Professional development will be planned for both secondary and postsecondary teachers, faculty and staff. Engaging, encouraging and informing staff will be a priority.

Our Perkins consortium is very supportive of Student Organizations, which we believe adds to students' education outside of the classroom. We support FFA at every school, as well as DECA, Skills USA, and Robotics at some of the schools. Post-secondary is adding PAS/FFA Chapters for fall 2017.

We have reevaluated TSA's for secondary schools the last couple of years and have settled on the Precision Exam's 20th Century Learning that students took for the first time in 2016-17. We are planning to continue with this exam on a larger scale in the future to see if our students are ready for the workforce coming out of high school. Teachers will be able to use data to reflect on curriculum and adjust as needed at each school.

Strategies:

- 1) Continue and expand Professional Development for secondary and postsecondary instructors, and counselors around the POS/CE process, Articulation process, Career Development process and Experiential Learning.
- 2) Educate secondary staff on the Precision Exams TSA that will be implemented in many of the schools and postsecondary will work with faculty of implementing appropriate POS/TSA choices.
- 3) Continue consortium membership **ctcreditmn** and increase the number of articulated courses and support teacher and faculty meetings to develop agreements.
- 4) Build capacity for concurrent enrollment CTE courses throughout the consortium and identify secondary educators that meet credentialing requirements for Concurrent Enrollment.
- 5) Identify the RPOS the consortium will implement using the rating form.
- 6) Prioritize approval of equipment requests, curricular resources and technology to support student learning that align with approved POS/RPOS.
- 7) Review and refine postsecondary TSA and exposure of students to all aspects of the industry.
- 8) We will develop and engaged advising model at postsecondary that assists students with college entry, program selection and admittance, retention and program continuation, and attention will be placed on wrap around services for special populations and students who are non-traditional for the career area.
- 9) Develop a relationship with ABE/adult education programs to link students to programs where there are high wage, high skill, high demand careers available.
- 10) Postsecondary will continue to link with Workforce centers on meeting student needs for Adult Career Pathways.
- 11) PSEO Pilot: Cosmetology for fall 2016, will have 11 & 12 grade students come to the College 4 days a week from 1:30 - 3:00 p.m. The students who start as 11th grade students will have an opportunity to complete 1/4 of the program by graduation and will have a significant cost savings and an early start. Industry support has provided the students with the kits (over \$1,000 cost) which has reduced a barrier for students to do this option. Class has 16 enrolled and has a mix of larger district students and small rural district students. There is interest in trying to have additional CTE programs try this model. The districts are working to meet secondary standards by examining which Chemistry standards are offered in the cosmetology program, and then developing a course to cover and meet the remaining standards for those students, which is a unique solution to a barrier (students need to take Chemistry or physics, and these are offered while students are at the CTE program at the college) for students to participate.
- 12) PSEO Certified Nursing Assistant (CNA) courses will run at Albert Lea and LeRoy-Ostrander, the L-O group will have students from 4 small districts participate, and will offer a way for us to increase interest in health occupations to males, as we are working to increase the number of non-traditional students in our CTE programs at the college.

Outcomes:

- 1) POS/RPOS will be aligned with Regional Labor Market Information with each school participating in at least one program of study and there will be more clear alignment with postsecondary POS, and brokering of services with other consortia will be available.
- 2) Most teachers, faculty, advising staff and counselors will be familiar with CTEcreditMN.org and how to use this to benefit students.
- 3) Increased the articulated credit options for students, along with more concurrent enrollment choices to increase the availability between 25-50%.

- 4) Most secondary schools that can implement a POS will use a Precision Exam or another TSA that works best for them.
- 5) Postsecondary program data will show that students are making progress in POS/TSA.
- 6) We will have data from workforce centers on ABE/adult students that enroll and progress in a POS.
- 7) We will have data on how the PSEO students do in completing a CTE program which they start while they are dual enrolled in secondary/postsecondary.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R5 Professional Development
Strategies	
Professional Development for Albert Lea counseling staff for 4-year course planner in Naviance	
Outcomes	
Counselors will be trained to help students create a 4-year plan in Naviance	
Measures	
Use of the 4-year planner in Naviance at Albert Lea High School	
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	\$2,495.50
Post-Secondary Reallocation Reserve	\$1,689.75
Post-Secondary Total	\$4,185.25
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	\$4,185.25

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition, P11 Entrepreneurship
Strategies	
<p>The Riverland Operations Team, Riverland Faculty and Administration, met for a full day to work on Programs of Study design and implementation for pathways that include high wage, high skill and high demand occupations that align with regional need data. Included in the work was detailed examination of Labor Market Information (LMI) from the region, a panel discussion with all 3 area Chamber of Commerce Ex. Directors. The group mapped what CTE programs are in each of the 8 secondary districts, and what programs are in a district that is applying to join the consortium. With that foundation Ginny Karbowski from the system office led work to assist as we revisited, developed and plan implementation of the following 8 Programs of Study: Accounting, Construction, Facility and Mobile Equipment Maintenance, Food Products and Processing Systems, Early Childhood Development and Services, Marketing Management, Printing Technology, and Production. Our next steps are to further enhance each POS and spend 2017-18 identifying at least one to be our Rigorous Program of Study based on labor market data in our area and business and industry input. Attention will be paid to increasing opportunities for early college credit, by expanding the early middle college model that the Riverland already has established with the Owatonna district.</p> <p>We will also be using these POS to identify, educate and implement more articulation and concurrent enrollment opportunities. Professional development will be planned for both secondary and postsecondary teachers, faculty and staff. Educating staff will be a priority.</p>	
Strategies:	
<ul style="list-style-type: none"> 1) Continue and expand Professional Development for secondary and postsecondary instructors, and counselors around the POS process, Articulation process, Career Development process and Experiential Learning. 2) Educate secondary staff on the Precision Exams TSA that will be implemented in many of the schools. 3) Continue consortium membership ctecreditmn and increase the number of articulated courses and support teacher and faculty meetings to develop agreements. 4) Build capacity for concurrent enrollment CTE courses throughout the consortium and identify secondary educators that meet credentialing requirements for Concurrent Enrollment. 5) Identify the RPOS the consortium will implement using the rating form. 6) Prioritize approval of equipment requests, curricular resources and technology to support student learning that align with approved POS/RPOS. 7) Review and refine postsecondary TSA and exposure of students to all aspects of the industry. 8) Develop and engaged advising model at postsecondary that assists students with program selection and continuation. 9) Develop a relationship with ABE/adult education programs to link students to programs where there are high wage, high skill, high demand careers available. 10) Postsecondary will continue to link with Workforce centers on meeting student needs for Adult Career Pathways. 	
Outcomes	
Outcomes:	
<ul style="list-style-type: none"> 1) POS/RPOS will be aligned with Regional Labor Market Information with each school participating in at least one program of study and there will be more clear alignment with postsecondary POS, and brokering of services with other consortia will be available. 2) Teachers, faculty, advising staff and counselors will be familiar with CTECreditMN.org 	

- 3) Increased the articulated credit options for students, along with more concurrent enrollment choices to increase the availability between 25-50%.
- 4) Secondary schools that can implement a POS will use a Precision Exam or another TSA that works best for them.
- 5) Postsecondary program data will show that students are making progress in POS/TSA.
- 6) We will have data from workforce centers on ABE/adult students that enroll and progress in a POS.

Measures**Measures**

- 1) 80% of secondary schools will participate in at least one program of study.
- 2) Over 50% of the teachers, faculty, advising staff and counselors will attend progression development for CTCCreditMN.org.
- 3) More than 50% of secondary schools will offer articulation credit.
- 4) Over half of secondary schools that can implement a POS will use a Precision Exam or another TSA that works best for them.
- 5) 100% of CTE instructors who test, analyze TSA data to create data driven improvement for teaching and learning
- 6) We will use data from workforce centers on ABE/adult students that enroll and progress in a POS.

Reallocation Explanation	Secondary plans to use the funds for training to help its teachers and counselors help students work on their 4-year plan, which will tie in nicely with our Programs of Study. We are continuing to work with Ginny Karbowski to reevaluating our Programs of Study, based on our needs assessment we did last year. The outcomes and measures remain the same for strategy one.
Post-Secondary Required Activities	\$29,000.00
Post-Secondary Permissible Activities	\$20,000.00
Post-Secondary Admin Cost	\$1,428.76
Post-Secondary Reserve	\$15,302.13
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$65,730.89
Secondary Required Activities	\$62,440.27
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$11,080.85
Secondary Reallocation Basic	\$5,042.65
Secondary Reallocation Reserve	\$448.92
Secondary Total	\$79,012.69
Total	\$144,743.58

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)]

By increasing the number of students participating in a mentorship, internship, apprenticeship, and other forms of experiential learning the students will have a better connection to not only the workforce but to their community and opportunities available for higher education. Education secondary staff around each of these areas will provide information around how to integrate them within their current curriculum. The initial contact with all three of the major city Chamber Executives provides the consortium another avenue to engage, inform and educate stakeholders, the community, and parents about CTE careers, opportunities and pathways to high wage, high skill, high demand careers.

Strategies:

- 1) Build our program advisory committees and councils into a meaningful and productive resource (combine advisory committee/councils between secondary and postsecondary) and program advisory committees will meet at least bi-annually and will keep accurate meeting minutes. Targeted professional development at postsecondary to use the new Advisory Committee Handbook tool to engage business and industry in the active improvement of CTE programs. Advisory Committee members serve on the consortium executive board and efforts are underway to include employer insights about regional into high wage, high skill, high demand occupations.
- 2) Work with and communicate with Chambers of commerce and industry to develop channels to inform, familiarize and engage students and stakeholders (especially parents) about CTE careers and experiential learning in CTE.
- 3) Examine and as a consortium decide the appropriate level of support for the current regional Career Fairs that are offered and work to enhance the post Career Fair activities.
- 4) Assist teachers/faculty through multiple means of delivery on how to incorporate experiential learning activities within their current curriculum.
- 5) Post secondary will develop a professional development plan for implementing the new advisory committee handbook tool and will do a targeted effort to build regional employer engagement using the handbook and other resources.

Outcomes:

- 1) Chambers, workforce center, industry, and schools and the college will have up to date information about CTE careers that they can provide to their community and stakeholders, especially parents.
- 2) Increase all types of experiential learning opportunities for secondary and postsecondary students.
- 3) Increased community engagement for post secondary programs, especially with the industries and employers in the sectors that represent our revised programs of study.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	P1 Advisory Committees, R5 Professional Development
Strategies	
By increasing the number of students participating in a mentorship, internship, apprenticeship, and other forms of experiential learning the students will have a better connection to not only the workforce but to their community and opportunities available for higher education. Education secondary staff around each of these areas will provide information around how to integrate them within their current curriculum. The initial contact with all three of the major city Chamber Executives provides the consortium another avenue to education the communities and parents about CTE careers.	
Strategies:	
1) Build our program advisory committees and councils into a meaningful and productive resource (combine advisory committee/councils between secondary and postsecondary) and program advisory committees will meet at least bi-annually and will keep accurate meeting minutes.	
2) Work with and communicate with Chambers of commerce and industry to develop channels to inform, familiarize and engage students and stakeholders (especially parents) about CTE careers and experiential learning in CTE.	
3) Examine and as a consortium decide the appropriate level of support for the current regional Career Fairs that are offered and work to enhance the post Career Fair activities.	
4) Assist teachers/faculty through multiple means of delivery on how to incorporate experiential learning activities within their current curriculum.	
5) Post secondary will develop a professional development plan for implementing the new advisory committee handbook tool and will do a targeted effort to build regional employer engagement using the handbook and other resources.	
Outcomes	
Outcomes:	
1) Chambers, workforce center, industry, and schools and the college will have up to date information about CTE careers that they can provide to their community and stakeholders, especially parents.	
2) Increase all types of experiential learning opportunities for secondary and postsecondary students.	
3) Increased community engagement for post secondary programs, especially with the industries and employers in the sectors that represent our revised programs of study.	
4) More students will have experiential learning opportunities in our consortium.	
5) Programs that participate will be surveyed regarding the change in advisory committee process and employer engagement.	
Measures	
Measures:	
1) Data and information from chambers and workforce centers will be analyzed and shared with the college and each school in the consortium via E-mail or meeting with chamber reps.	
2) We will increase the number of students with experiential learning experiences from last year with our annual surveys.	
3) Increased community engagement for post secondary programs, especially with the industries and employers in the sectors that represent our revised programs of study.	
4) Continued surveys in our consortium to see how many students are getting experiential learning opportunities.	
5) At least 75% of Post-Secondary CTE programs will take part in a self-assessment program survey of their advisory committee process.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$1,428.76
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,428.76
Secondary Required Activities	\$2,500.00
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	\$2,500.00
Total	\$9,928.76

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: The Riverland Consortium has an absolute commitment to improving the service to Special Populations. The Consortium will collaborate with District Special Education Services, TRIO Programs, State and local Veteran's Services Resource Coordinators, Riverland Community college's Chief Diversity Officer, Disability Services, Regional Workforce Centers, the Riverland College Success Center, Community based organizations and other stakeholders to ensure that the resources and supports necessary to ensure Special Populations receive access to CTE programs that lead to careers in high wage, high skill and high demand career areas.

The consortium is engaged in partnering with a variety of agencies to make sure that students from Special Populations have consistent and needed support services to facilitate transitions from secondary to postsecondary systems and that all Career Exploration events, such as Career Days, Career Fairs and have a focus that is inclusive of all students.

Riverland College has a formal non-discrimination policy regarding admissions and employment at the college. It is published and found at this link: <http://www.riverland.edu/admissions/nondiscrimination-policy/>

This document is also attached to the application. All secondary schools in the consortium all follow non-discrimination policies and follow MN and Federal Laws regarding non-discrimination.

Strategies:

- 1)The consortium will continue to update and provide information to College/School Counselors, College and secondary administrators, teachers/faculty and staff on non-traditional careers and options for Special Populations. There will be an emphasis on making cultureally diverse materials available, as well as making sure information is available in a variety of formats. Professional Development around this areas will occur through either WebEx or face-to-face events or blended events.
- 2) Work to create a follow up system (not just post cards, etc.) after career fairs especially with non-traditional students when interest is shown in a non-traditional career.
- 3) Continue the "Be Your Best" program at Riverland which targets underserved populations and academically disadvantaged students to participate in a college prep program during the summer.
- 4) Coordinate with Special Education Staff experiential learning opportunities.
- 5) Coordinate with workforce centers and ABE programs to assist students with pathways to CTE training and employment.
- 6) Riverland is implementing an engaged advising model to support CTE students to succeed in post secondary.
- 7) Continue to use programs such as TRIO and Cycles for Success to help service underserved populations

Outcomes:

- 1) Make an effort to have every student that attends a career fair be required to fill out an exit card before leaving which will provide information on 1st, 2nd and 3rd Career Field Choices. With 8th grade events offer a pre/post career survey for students with follow-up on responses. Make sure the CTE faculty are supported in the follow-up from career fairs through a strenghtend relationship with the College office of Admissions.
- 2) School Administrators/ Counselors/Deans are invited to and participate in a variety informational session around non-traditional careers, poverty, and cultural diversity.
- 3) All Special Education Students will have at least one experiential learning activity throughout their high school career.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
Goal 3 Narrative: The Riverland Consortium has an absolute commitment to improving the service to Special Populations. The Consortium will collaborate with District Special Education Services, TRIO Programs, State and local Veteran's Services Resource Coordinators, Riverland Community college's Chief Diversity Officer, Disability Services, Regional Workforce Centers, the Riverland College Success Center, Community based organizations and other stakeholders to ensure that the resources and supports necessary to ensure Special Populations receive access to CTE programs that lead to careers in high wage, high skill and high demand career areas.	
The consortium is engaged in partnering with a variety of agencies to make sure that students from Special Populations have consistent and needed support services to facilitate transitions from secondary to postsecondary systems and that all Career Exploration events, such as Career Days, Career Fairs and have a focus that is inclusive of all students.	
Strategies:	
1)The consortium will continue to update and provide information to College/School Counselors, College and secondary administrators, teachers/faculty and staff on non-traditional careers and options for Special Populations. There will be an emphasis on making cultureally diverse materials available, as well as making sure information is available in a variety of formats. Professional Development around this areas will occur through either webex or face to face events.	
2) Create a follow up system (not just post cards, etc.) after career fairs especially with non-traditional students when interest is shown in a non-traditional career	
3) Continue the "Be Your Best" program at Riverland which targets underserved populations and academically disadvantaged students to participate in a college prep program during the summer.	
4) Coordinate with Special Education Staff experiential learning opportunities.	
5) Coordinate with workforce centers and ABE programs to assist students with pathways to CTE training and employment.	
6) Riverland is implementing an engaged advising model to support CTE students to succeed in post secondary.	
7) Continue to use programs such as TRIO and Cycles for Success to help service underserved populations	
Outcomes	
Outcomes:	
1) Make an effort to have every student that attends a career fair be required to fill out an exit card before leaving which will provide information on 1st, 2nd and 3rd Career Field Choices. Or offer a pre/post career survey for students with follow-up on responses. Invite CTE teachers within that discipline will occur within the first month after the fair.	
2) Counselors/Deans will be expected to participate in an informational session around non-traditional careers, poverty, and cultural diversity.	
3) 75% of Special Education Students will have at least one experiential learning activity throu their high school career.	
Measures	

Measures	
1) 75% of students that attend career fair students will fill out post career fair survey for follow up	
2) 75% of counselors will participate in an informational session around non-traditional careers, poverty, and cultural diversity	
3) 75% of Special Education Students will have at least one experiential learning activity throughout their high school career, which will be collected via survey data from consortium members.	
Reallocation Explanation	
Post-Secondary Required Activities	\$3,000.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$1,428.76
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,428.76
Secondary Required Activities	\$2,300.00
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	\$2,300.00
Total	\$7,728.76

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]/li-
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]

Narrative:

The Riverland Consortium intends to increase rigor and relevance within the career and technical programs of study that have been recently revised and will be further developed this year. We will continue to establish partnerships with neighboring consortia, business, and industry, community and other governmental agencies and organizations to support this endeavor. Our POS will offer students (starting in secondary) various career pathways by making courses in career pathways available and these pathways are based on our research into regional LMI that focused on the high demand, high skill and high wage occupations. We are building a regional system that offers multiple opportunities for students and adults to access rigorous and relevant coursework that leads to CTE careers in high demand areas that pay a living wage.

Our Advisory Committees have input into review and revision of curricular materials, and efforts to expand the advisory committee process and employer engagement with CTE programs is a major emphasis of this plan. We have a pilot PSEO program for FY 18 that will have consortium secondary students attend the college 4 days a week to start a program, that will lead (if started in 11th grade) to having one fourth of program components met by the time the student graduates. To support transitions, the college has eliminated the \$20.00 admission fee and have implemented full year scheduling of courses. In addition, for students whose financial aid is not yet available, there is a process for a student to access up to \$800.00 book store credit. This will enable students to have materials when courses start, and thus support the students' ability to successfully engage in the course from the start.

Riverland is engaged in work with regional ABE/Workforce Centers to develop adult career pathways for students, including military veterans, underemployed adults, and unemployed adults.

Strategies:

- 1) An enhanced effort to secure more articulation and concurrent enrollment throughout the Riverland Consortium will be implemented.
- 2) Start a campaign to educate parents about CTE careers and employment outlook, utilizing multiple means of delivery. (newspaper, school papers, radio, social media etc.)
- 3) Consortium will actively engage in efforts to provide for more tours to business and industry and to CTE facilities and programs.
- 4) Assist with funding and program implementation of Work-based Learning Programs in the consortium.
- 5) Utilize software to assist in course and career planning at the middle and high school levels (MCIS, Naviance, IDEAS, ACT prep)
- 6) Riverland is instituting a robust engaged advising model and also offering an On Course Student Success Course to high school students
- 7) Riverland has discontinued the admissions fee and has implemented year long scheduling and a book store credit policy to assist students in accessing materials when classes start.
- 8) through engaged advising at the college make students (especially returning adult students) aware of Minnesota Transfer curriculum, and also of various programs, such as our business department's Flex Pace option: <https://www.d2l.com/resources/webinars/riverland-flexpace-a-mastery-based-business-certificate-pilot-program/>

Outcomes:

- 1) Each Riverland Consortium secondary school will have at least two forms of postsecondary credit bearing options (articulated and/or concurrent).
- 2) Successful marketing of CTE careers will offer students more access to training for careers in high wage, high demand, high skill occupations and will lead to an improved employment outlook for students who commence a career pathway in secondary and continue through postsecondary to employment.
- 3) Increased apprenticeship opportunities in the region and community

- 4) Support flexible plans for students to ladder 2+2+2 education sequences (with multiple on/off ramps or stop out places) that lead to successful outcomes and employment for students.
- 5) More students will have multiple options to transition from secondary to postsecondary to careers in a more seamless fashion.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
<p>Strategies:</p> <ol style="list-style-type: none"> 1) An enhanced effort to secure more articulation and concurrent enrollment throughout the Riverland Consortium will be implemented. 2) Start a campaign to educate parents about CTE careers and employment outlook, utilizing multiple means of delivery. (newspaper, school papers, radio, social media etc.) 3) Consortium will actively engage in efforts to provide for more tours to business and industry and to CTE facilities and programs. 4) Assist with funding and program implementation of Work-based Learning Programs in the consortium. 5) Utilize software to assist in course and career planning at the middle and high school levels (MCIS, Naviance, IDEAS, ACT prep) 6) Riverland is instituting a robust engaged advising model and also offering an On Course Student Success Course to high school students 7) Riverland has discontinued the admissions fee and has implemented year long scheduling and a book store credit policy to assist students in accessing materials when classes start. 8) through engaged advising at the college make students (especially returning adult students) aware of Minnesota Transfer curriculum, and also of various programs, such as our business department's Flex Pace option: https://www.d2l.com/resources/webinars/riverland-flexpace-a-mastery-based-business-certificate-pilot-program/ 	
Outcomes	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1) Each Riverland Consortium secondary school will have at least two forms of postsecondary credit bearing options (articulated and/or concurrent). 2) Successful marketing of CTE careers will offer students more access to training for careers in high wage, high demand, high skill occupations and will lead to an improved employment outlook for students who commence a career pathway in secondary and continue through postsecondary to employment. 3) Increased apprenticeship opportunities in the region and community 4) Support flexible plans for students to ladder 2+2+2 education sequences (with multiple on/off ramps or stop out places) that lead to successful outcomes and employment for students. 5) More students will have multiple options to transition from secondary to postsecondary to careers in a more seamless fashion. 	
Measures	
<p>Measures</p> <ol style="list-style-type: none"> 1) Each Riverland Consortium secondary school will have at least two forms of postsecondary credit bearing options (articulated and/or concurrent). 2) Successful marketing of CTE careers will offer students more access to training for careers in high wage, high demand, high skill occupations and will lead to an improved employment outlook for students who commence a career pathway in secondary and continue through postsecondary to employment. 3) The consortium will offer increased experiential learning opportunities in the region and community 4) Increase plans for students' education sequences 5) We will increase options for students to transition from secondary to postsecondary to careers in a more seamless fashion. 	
Reallocation Explanation	Postsecondary plans to use funds to enhance strategy (1) from our approved plan to make An enhanced effort to secure more articulation and concurrent enrollment throughout the Riverland Consortium will be implemented. We are working regionally for an Early Middle College model for CTE courses. The outcomes and measures remain the same for strategy one,
Post-Secondary Required Activities	\$26,000.00
Post-Secondary Permissible Activities	\$20,000.00
Post-Secondary Admin Cost	\$1,428.76
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$2,495.50
Post-Secondary Reallocation Reserve	\$1,689.75
Post-Secondary Total	\$51,614.01
Secondary Required Activities	\$16,000.00
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	\$16,000.00
Total	\$67,614.01

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]

Narrative:

The Riverland Perkins Consortium has a history of collaboration and cooperation to benefit participating members and most districts and the college collaborate in other endeavors as well as Perkins. The 2017 (FY18) consortium includes the college and 8 member school districts. One of our current decisions is the request from the Kingsland District to join our consortium, as they are already our partner for Concurrent Enrollment and PSEO, and they partner with many of our member districts for specialized services and initiatives. The consortium voted in April to agree to move forward with the Kingsland request and the consortium coordinators will work with the district as they transition into this consortium. This district has an approved Agriculture program and fits with the Riverland consortium POS/TSA plans.

The governance documents for the Consortium will need revision with the addition of another member district and the Executive Board will need revisions due to retirements and changes in personnel at various districts. The Operations team will continue to work with the Executive Board to implement the Perkins plan for the consortium, and communication between the board and the operations team will continue to strengthen. Plans are to make stronger connections to the three regional Chambers of Commerce and business and industry partners, as the consortium explores instituting a "Bridges" style career fair, based on the Central Lakes College model. Also planned is more inclusion and input from Adult Basic Education programs (ABE), Regional Workforce Centers, DEED and other relevant agencies, and as yet how to include these into the executive board process is not decided.

The Operations Team will continue to meet quarterly and more often in necessary. The Executive Board which meets quarterly, provides the oversight and big picture guidance and the Operations Team carries out the implementation duties under the plan as it is approved. The executive board has a taskforce working to revise the operations manual and will vote on the changes recommended at their fall meeting.

The consortium is working toward a vision for CTE in our region that includes fully developed Programs of Study in regional areas of need, increased concurrent enrollment/PSEO options, more blended and/or online courses, joint program advisory boards, partnerships that foster sharing of CTE resources across secondary and postsecondary institutions.

The consortium will increase efforts to make use of Perkins data to make decisions that lead to more effectiveness for members and efficiency of operations. The data will be used to target areas that are in the need of improvement. Data will be disaggregated by subgroups to assist in meeting performance indicators. The Secondary Perkins Coordinator will remind districts to report TSA data as required.

Data will be used for CTE Program improvement, for future decision making, and for Perkins reporting and evaluation and continuous improvement efforts.

The secondary and postsecondary coordinators wrote this year's plan jointly and had multiple ways and opportunities for input from the Operations Team, Executive Board and College Administration. This year we had input as we wrote and a final review of the plan by those members to assure that the plan represents the collaboration within the consortium.

Strategies:

- 1) The Executive Board will seek applications to fill open positions on the Riverland Consortium Executive Board. The process will be to make sure that all stakeholder groups listed in the governance document are represented, and this will provide for better collaboration with all stakeholders in the community/region.
- 2) Revisit governance document for the consortium and revise as needed to reflect changes and continue to develop the shared vision and responsibility amongst all partners.
- 3) continue working with the Kingsland District in order for the smooth integration of that district as a member in FY19, if their application is approved to join Riverland consortium..
- 4) Continue to broker services with neighboring consortia and work to do more regionally, rather than just in the consortium.e a full member of the consortium

Outcomes:

- 1) A fully-staffed Consortium Executive Board that fully represents the region, business and industry and partner agencies.
- 2) Revised governance document that addresses current issues within the consortium and provides for more opportunities for regional collaboration and initiatives that benefit CTE students, and stakeholders.
- 3) Transition plan for adding Kingsland to the consortium is ready for implementation when and if system approval is given.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissible Uses of Funds*	R5 Professional Development , R10 Collaboration
Strategies	
Strategies:	
1) Fill the necessary open spots on the Riverland Consortium Executive Board to collaborate with all stakeholders in the community	
2) Revisit governance document for the consortium and revise as needed to reflect changes continue to develop the shared responsibility among all partners	
3) Start working with Kingsland in order for them to become a full member of the consortium	
Outcomes	
Outcomes:	
1) A fully-staffed executive board	
2) Revised governance document provides smoother consortium operation	
3) Successful transition plan for adding Kingsland to the consortium	
Measures	
Measures	
1) A functioning executive board that follows our Riverland Operating Policies	
2) Consortium operations meet or exceed governance document guidelines and are compliant with expectations as outlined in the governance document	
3) Approval for Kingsland District to joining the consortium	
Reallocation Explanation	
Post-Secondary Required Activities	\$30,000.00
Post-Secondary Permissible Activities	\$732.35
Post-Secondary Admin Cost	\$1,428.76
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$32,161.11
Secondary Required Activities	\$18,400.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$5,269.35
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$23,669.35
Total	\$55,830.46

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?* No 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	\$29,000.00	\$20,000.00	\$1,428.76	\$15,302.13	\$2,495.50	\$1,689.75	\$69,916.14	\$62,440.27	\$0.00	\$0.00	\$11,080.85	\$5,042.65	\$448.92	\$79,012.69	\$148,928.83

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	\$5,000.00	\$1,000.00	\$1,428.76	\$0.00	\$0.00	\$0.00	\$7,428.76	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$9,928.76

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	\$3,000.00	\$1,000.00	\$1,428.76	\$0.00	\$0.00	\$0.00	\$5,428.76	\$2,300.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,300.00	\$7,728.76

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	\$26,000.00	\$20,000.00	\$1,428.76	\$0.00	\$2,495.50	\$1,689.75	\$51,614.01	\$16,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,000.00	\$67,614.01

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	\$30,000.00	\$732.35	\$1,428.76	\$0.00	\$0.00	\$0.00	\$32,161.11	\$18,400.00	\$0.00	\$5,269.35	\$0.00	\$0.00	\$0.00	\$23,669.35	\$55,830.46

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	\$93,000.00	\$42,732.35	\$7,143.80	\$15,302.13	\$4,991.00	\$3,379.50	\$166,548.78	\$101,640.27	\$0.00	\$5,269.35	\$11,080.85	\$5,042.65	\$448.92	\$123,482.04	\$290,030.82

Secondary Supplemental Budget Sheet

Description	File Name	File Size
2017-18 Riverland Secondary Perkins Budget	PERKINS 2017-18 Riverland.xlsx	74 KB

Secondary Budget Reallocation

Description	File Name	File Size
Riverland Perkins Reallocation	Perkins Reallocation Budget.xlsx	76 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$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	\$3,000.00
Totals	\$4,000.00

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:* 7.0%

Coordinator Budget:* \$6,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 45.0%

Coordinator Budget:* \$25,204.89

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
new hire	Enrollment Advisor		\$23,137.98	wg_Enrollment Advisor CTE.17.pdf
Jean Kyle	Director of College Partnerships and Transitions		\$25,204.89	wg_Postion Description JK.pdf
new hire	Director of Advising Services		\$43,617.01	wg_Director of Advising Services Pos. Descp.pdf
Troy Watkins	Perkins Secondary Fiscal Coordinator	383980	\$6,000.00	wg_2017 Perkins Job Description.docx
			\$97,959.88	

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	
<p>Our consortium did not report TSA's in 2015. We felt in previous years we did not have the correct TSA's for our classes. We have been looking to find the correct TSA to use in our consortium and spent last year investigating various TSA's and decided to go with the Precision Exams 21st Century Success Skills. We decided on this exam and to give it to mostly senior classes in our consortium to see if our students are leaving our high schools with the knowledge and skills that each student should possess to successfully transition from secondary education into the workforce and post-secondary education. We choose this test because we felt these 21st Century Skills can be applied to any industry or subject matter that should be covered in these classes.</p> <p>Our operations team will measure the progress and report the information to the executive committee for the consortium. Troy Watkins, secondary coordinator, will be in charge of ordering TSA's and making sure they are given in the consortium before the school year ends. The data will be used by teachers to determine gaps in curriculum to make sure students are leaving high school with these 21st Century Skills.</p>	
Resources Needed	We budgeted resources for the \$7 it costs for each test.
Timeline	Tests are to be given towards the end of the school year, so most of the subject matter has been covered. Ordered in April 2017 Given in May 2017 at each school
Person(s) Responsible	Troy Watkins responsible for ordering TSA's Teachers trained to take tests by Precision Exams
How will progress be documented?	Progress will be reported in P-Report and measured each year by the consortium's operations team and executive committee to determine if our students our leaving high school with the necessary 21st Century Skills. Teachers will use data to fill in gaps in curriculum if necessary.
Sub-populations or groups where gap exists:	TSA's not given in this consortium last year
Describe any contextual factors that might contribute to this gap:	TSA's not given in this consortium last year
Further Information	
<p>Operations Team-Our operations team consists of representatives from each secondary school in our consortium and the post-secondary coordinator. The operations team will review data and make sure the appropriate TSA's are taken in the appropriate classes at each school. We have discussed using this TSA on a much larger scales at our high schools in coming years, but we are testing in out in many senior classes this year to see how it goes. The operations team will review this data and make sure the teachers are using it to improve their instruction.</p> <p>Executive Committee-The executive committee, made up of administrators, teachers, and business professionals will provide leadership and insight into the 21st secondary skills needed in business and industry. They will also review the data and look at the big picture of where will need to improve in the future.</p> <p>Teachers-The teachers giving the exams will review data and determine how they can improve instruction and fill in gaps they might be missing in their classrooms.</p> <p>Students-Ultimately, the students are the ones that are taking the exams and achieving to the level of expectation of the consortium. Hopefully, the data we receive from the test scores will give us insight on how we can make them better prepared for the future.</p> <p>Administrators-Should be updated each year on how students are doing on the TSA's and how we can make sure our students ready for post-secondary education or the workforce.</p>	

Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
Postsecondary coordinator will continue to work with College IR to review program enrollment data, and to communicate with CTE Dean, Director of Admissions and Enrollment regarding this performance indicator.	
<ol style="list-style-type: none"> The College is adopting a new advising system that will make use of an intrusive, or engaged, style of advising students. College advisors will be trained to understand the importance of giving career advice to students about non-traditional career opportunities to all students. All students will take the student success course, "On Course" and in combination with the "wrap around services" in the engaged advising model it is planned that students who might leave a non-traditional career pathway will have support services necessary to continue. Program faculty will be made aware of systemic reasons non-traditional students leave programs, and targeted professional development will be done to assist faculty in the area that they identify as an area where we need to focus efforts to support non-traditional student success. Professional development will be offered to enrollment advisors, academic advisors, counselors to address what our data tells us about non-traditional students by CIP code and by program code, and we will focus on where our largest gaps are regarding which groups we are not retaining. 	
Resources Needed	Perkins grant funds for engaged advising model. Professional development materials and staff time to participate, and we have committed a large portion of the budget to supporting the engaged advising model.
Timeline	July 2017, we will on-board the new hires (Director of Advising, Enrollment Advisor) for implementation of the plan to increase our performance on this indicator. August: Engaged Advising model starts for Fall term 2017. Additional professional Development will be delivered over FY18 for faculty and staff, starting in August 2017
Person(s) Responsible	CTE Dean, PS coordinator, Student Services Dean, Director of Advising, Director of Admissions, Enrollment Advisor, Program leaders and faculty
How will progress be documented?	PAR reports from Perkins grant funded personnel will reflect the actions outlined in this plan and will document progress steps. Program admissions, participation and completion data will be reviewed and analyzed for trends that show what is working, and if we are not making progress we will examine why and implement additional research based strategies that have been shown to work on the factors we are addressing.
Sub-populations or groups where gap exists:	Our largest gap is for males 15/328 (EPM11) in non-traditional programs and our preliminary data shows that this gap is persisting.
Describe any contextual factors that might contribute to this gap:	We have not had success in getting males to enroll in non-traditional programs. We have full employment in the region, and some of the nontraditional (for males) careers are not high wage (i.e. human services such as child care) We have full employment in this region of the state. We have many part time students and they tend to enroll in traditional careers.
Further Information	
We will work with our secondary partners and regional career fairs, our secondary school counselors and teachers to highlight the high wage, high skill occupations that are non-traditional.	
We will work with our Minnesota Workforce Centers, ABE programs, Adult Education programs, regional business and industry partners, advisory committee members, faculty and counselors to make sure we are giving a consistent message on this, and working with these partners to increase non-traditional enrollment in programs.	
Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
Postsecondary coordinator will continue to work with College IR to review program enrollment data, and to communicate with CTE Dean, Director of Admissions and Enrollment regarding this performance indicator.	
<ol style="list-style-type: none"> The College is adopting a new advising system that will make use of an intrusive, or engaged, style of advising students, and special focus will be given to CTE programs, and non traditional students as a sub population of all students. Program faculty /advisors will have professional development to intervene with the appropriate action/method to help keep non-traditional students in a career program. All students will take the student success course, "On Course" and in combination with the "wrap around services" in the engaged advising model it is planned that students who might leave a non-traditional career pathway will have support services necessary to continue. Program faculty will be made aware of systemic reasons non-traditional students leave programs, and targeted professional development will be done to assist faculty in the area that they identify as an area where we need to focus efforts to support non-traditional student success. The gender gap is much less for males in this measure, although the gap is still not where we want it to be, and efforts are underway to close this gap in completion for both. Examine data from busines "Flex Pace" (pdf attached to this application) program and see if there are ways to incorporate this concept into more programs. 	
Resources Needed	We have placed a substantial amount of the Perkins grant toward developing and implementing the engaged advising model. We will do extensive staff development to implement this model and in addition we will do professional development for other staff, including program faculty, department leaders, enrollment advisors, counselors, Success Center Staff around addressing aspects that this indicator shows a performance gap.
Timeline	July 2017, we will on-board the new hires (Director of Advising, Enrollment Advisor) for implementation of the plan to increase our performance on this indicator. August: Engaged Advising model starts for fall term 2017. Additional professional Development will be delivered over FY18 for faculty and staff, starting in August 2017 FY 18 data on participation and student demographics will be reviewed through the year.
Person(s) Responsible	CTE Dean, PS Perkins Coordinator, Student Services Dean, Success Center Director, Director of Advising, Director of Admissions.
How will progress be documented?	PAR reports from Perkins grant funded personnel will reflect the actions outlined in this plan and will document progress steps. Data from EPM 11, and how many non traditional students complete programs. Program admissions, participation and completion data will be reviewed and analyzed for trends that show what is working, and if we are not making progress we will examine why and implement additional research based strategies that have been shown to work on the factors we are addressing.
Sub-populations or groups where gap exists:	We will continue to look at factors that are creating the gap for both Males and females in nontraditional fields. While we have more females starting in nontraditional programs, we have a considerable gap in completion for both genders.
Describe any contextual factors that might contribute to this gap:	We have full employment in this region, we have more part time students who seem to want to be in more traditional programs, and we do not have enough flex options for those who want to go part time or self paced in nontraditional occupations.
Further Information	
We will work with our secondary partners and regional career fairs, our secondary school counselors and teachers to highlight the high wage, high skill occupations that are non-traditional.	
We will work with various community and college support structures to encourage non traditional students to complete programs they are enrolled in by looking at data that shows students at risk of leaving programs.	
We will work with our Minnesota Workforce Centers, ABE programs, Adult Education programs, regional business and industry partners, advisory committee members, faculty and counselors to make sure we are giving a consistent message on this, and working with these partners to increase non-traditional enrollment in programs.	
Improvement Plan Action Steps 4	

Indicator Number (i.e. 1S1 or 2P1)*	6S1 – Nontraditional participation
Action Steps to improve the performance	
<p>Non-traditional participation is always something we are working on at our high schools. Teachers are certainly encouraging students to take CTE courses that do not traditionally take CTE courses and find that these non-traditional students often find success. Half the battle sometimes is to get students exposed to the careers and classes that we offer at our schools.</p> <p>One way we tried to expose these students is by hosting the Career and College Fair in Owatonna on April 5. 800 eighth grade students attended this college fair, that included our consortium schools and students from our neighboring consortiums. We partnered with Riveland to obtain over 60 exhibitors at this career fair, including approximately 40 businesses from the area. Students were given a chance to actually try things out and given the chance to do hands on activities that lend themselves to CTE. This exhibit was organized in a pattern just like the career wheel and students were all given a copy of this to see what careers might match their interests.</p> <p>Another thing that is starting in some of consortium schools is a focus on a 4-year plan. We are meeting with students in 9th grade to make a plan to determine what classes they will take throughout their high school career. Using the career wheel and MCIS assessments, students determine what their interests are for the future and then plan out their classes until graduation. We are hoping by having conversations with teachers and counselors early, we will get students into the "right" classes for the individuals and not just the classes their friends are taking. Some of our schools are also going the route of Project Lead the Way and almost "rebranding" the traditional CTE courses with this curriculum. Austin has had success attracting non-traditional students because of this change.</p> <p>It also is important to have guest speakers/industry tours to see non-traditional workers in these career fields. Teachers will continue to look for these opportunities for students.</p> <p>Students organizations are another way to get non-traditional students involved in CTE courses. Robotics programs at the middle school level and lower are becoming more popular for both boys and girls, so we are hoping that these students will continue on in high school by taking some of the PLTW or Engineering courses that are offered.</p> <p>The Operations Team, which consists of a member from each secondary school in the consortium, will continue to reach out to their schools to promote our classes for non-traditional students. The secondary coordinator and post-secondary coordinator will include this topic in each meeting for the Operations Team.</p> <p>With our career fairs, we feel it is important to have data coming out of the career fair and to follow up with the students. We will have students complete a postcard survey that will be passed on to the appropriate schools that will show the interest of students in each career field. This could also be used to help students write their 4-year plan. We will also monitor the data from our non-traditional population to see how we are progressing after classes begin.</p>	
Resources Needed	Career Fair Planning Industry Tours/Guest Speakers
Timeline	Operations Team Monthly Meetings Spring Career Fair (April) Information back to teachers (May) Tours/Speakers, monthly
Person(s) Responsible	Operations Team Secondary/Post-Secondary Coordinators
How will progress be documented?	Progress will be documented by looking at data of non-traditional students in CTE courses.
Sub-populations or groups where gap exists:	Females in CTE courses
Describe any contextual factors that might contribute to this gap:	Traditional courses at our schools for boys and girls--trying to break those stereotypes
Further Information	
<p>Operations Team-Our operations team consists of representatives from each secondary school in our consortium and the post-secondary coordinator. The operations team will review data and make sure that teachers are promoting CTE courses to non-traditional students.</p> <p>Executive Committee-The executive committee, made up of administrators, teachers, and business professionals will provide leadership and insight into jobs and skills needed in the workforce and provide examples and maybe even role models or mentors that teachers can use in the classroom. They will also review the data and look at the big picture of where we will need to improve in the future.</p> <p>Teachers-The teachers need to promote their classes to non-traditional students and look for opportunities for guest speakers and industry tours that would help students realize opportunities available.</p> <p>Administrators-Should be updated each year on how we are progressing each year and help with ideas to promote CTE courses to non-traditional students.</p>	

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:*	1P1 – Technical Skill attainment
Negotiated Performance: *	86.21
Actual Performance: *	78.74
General strategies planned to improve performance:	
<p>The College will continue to collect and analyze college assessment data for CTE Programs. The CTE Dean, IR, Director of Admissions and enrollment, postsecondary coordinator will work with programs to assess what strategies are needed to improve TSA data for programs.</p> <p>One strategy is the potential of the development of program data snapshots to provide the CTE Program Directors/ instructors with information on enrollment history, enrollment change, sections offered, grade distribution, graduation rates, demographics, completion rates, and related employment rates. This would give program directors/ CTE faculty and support staff the ability to analyze at the program level and make adjustments to increase performance on various aspects that make up this indicator.</p> <p>This year Administration has reviewed results with faculty and are implementing strategies to increase performance in the registered nursing program, we are also looking at the improvement in pass rates for the LPN program to tease out what were the factors that led to an increase. Further changes are being implemented in the health occupations curriculum and programs that will lead to improved pass rates for students.</p>	
Comments or context for actual performance (optional):	
<p>According to the MnSCU Accountability site for year 2014, the licensure exam pass rates are indicated below:</p> <p>Riverland Nursing - LPN: Candidates = 33, Passing = 32, Pass Rate = 97.0% Riverland exceeded system colleges by 12%</p> <p>MnSCU Total Nursing - LPN: Candidates = 1,422, Passing = 1,209, Pass Rate = 85.0%</p> <p>Riverland Nursing RN-AS: Candidates = 59, Passing = 39, Pass Rate = 66.1% Riverland was below state system by approximately 16%</p>	

MnSCU Total Nursing RN-AS: Candidates = 1,717, Passing = 1,408, Pass Rate = 82.0%

Riverland Radiography: Candidates = 15, Passing = 14, Pass Rate = 93.3%

MnSCU Total Radiography: Candidates = 113, Passing = 108, Pass Rate = 95.6%

Data obtained from the TSAs will influence CTE Program improvement going forward, while the consortium is transitioning in POS/TSA selections this is a longer range issue and will be built over time as the POS become more settled.

Improvement Report 2

Indicator Not Met: * 1S1 – Academic Attainment in Reading/ Language Arts

Negotiated Performance: * 55.64%

Actual Performance: * 54.09%

General strategies planned to improve performance:

There are several reading interventions at the secondary level in our consortium. We are within 1.55% to our target range in this category and we did meet this target in 2015.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met: * 1S2 – Academic Attainment in Math

Negotiated Performance: * 39.75%

Actual Performance: * 39.29%

General strategies planned to improve performance:

We just missed this target in 2016 by .46% and did hit the target in 2015. We have several math interventions in our buildings and continue to focus on various math functions used in CTE courses to help our students understanding of how math is used outside a traditional classroom setting.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met: * 2S1 – Technical Skill Attainment

Negotiated Performance: * 50.71%

Actual Performance: * 0

General strategies planned to improve performance:

We have been in the process of revamping our TSA's over the last couple of years to find the right one. We think the 20th Century Skills Test from Precision Exams that we used this past year will be the one we are going to use in the future.

Our consortium did not report TSA's in 2015. We felt in previous years we did not have the correct TSA's for our classes. We have been looking to find the correct TSA to use in our consortium and spent last year investigating various TSA's and decided to go with the Precision Exams 21st Century Success Skills. We decided on this exam and to give it to mostly senior classes in our consortium to see if our students are leaving our high schools with the knowledge and skills that each student should possess to successfully transition from secondary education into the workforce and post-secondary education. We choose this test because we felt these 21st Century Skills can be applied to any industry or subject matter that should be covered in these classes.

Our operations team will measure the progress and report the information to the executive committee for the consortium. Troy Watkins, secondary coordinator, will be in charge of ordering TSA's and making sure they are given in the consortium before the school year ends. The data will be used by teachers to determine gaps in curriculum to make sure students are leaving high school with these 21st Century Skills.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met: * 4P1 – Student placement

Negotiated Performance: * 86.50

Actual Performance: * 79.61

General strategies planned to improve performance:

The College has a new Institutional Researcher who is working with the PS coordinator to work with data from the EPM11 system to review data on placement by CIP code and program to start to isolate factors that effect placement and develop strategies for programs to implement to increase placement. Our plan includes a much more robust advisory committee process and involvement that in part is an effort to move the needle on placement.

Riverland offers a variety of support services for placement, including being a participant in College Central for students, alumni and employers. Program faculty also emphasize the importance of skills and knowledge necessary to be successful in graduates' employment search. These are resources that are available to Students for Career/Job Placement: Student / Alumni College Central, The Riverland Student Success Center, connections to business & industry employers through program focused events (such as the Health Occupations day in March of this year) and connections to employment through our Austin and Albert Lea campus State of Minnesota Workforce Centers. While we do not have a formal Placement Director (the functions of this area are dispersed across several areas) the postsecondary coordinator will communicate with the Dean of Student Affairs and the VP of the College regarding how the college is meeting the placement needs currently and develop strategies for any gaps that we have and how we can improve placement services going forward.

Comments or context for actual performance (optional):

Postsecondary Perkins coordinator will work with college administration to increase placement options for students. Grant funds will be used to help support activities and promote campus resources for students. Attention will be given to tracking performance through making sure that all data is being entered into the Minnesota State system.

Improvement Report 6

Indicator Not Met: * 4S1 – Student graduation rate

Negotiated Performance: * 94.17%

Actual Performance: * 91.3%

General strategies planned to improve performance:

We have met this target the last 2 years in our consortium and missed it by 2.87% this past year. Our schools are focused on creating 4-year plans for our students, starting in 9th grade to help students understand what it takes to graduate. Students are also developing these plans to help them take the right courses to meet their academic and career goals.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met: * 5P1 – Nontraditional participation

Negotiated Performance: * 18.90

Actual Performance: * 14.89

General strategies planned to improve performance:

Looking at our three year trend data, we made progress for 2015, but for 2016, we dipped in performance on this indicator. Postsecondary coordinator will continue to work with College IR to review program enrollment data, and to communicate with CTE Dean, Director of Admissions and Enrollment regarding this performance indicator.

1. The College is adopting a new advising system that will make use of an intrusive, or engaged, style of advising students.
2. College advisors will be trained to understand the importance of giving career advice to students about non-traditional career opportunities to all students.
3. All students will take the student success course, "On Course" and in combination with the "wrap around services" in the engaged advising model it is planned that students who might leave a non-traditional career pathway will have support services necessary to continue.
4. Program faculty will be made aware of systemic reasons non-traditional students leave programs, and targeted professional development will be done to assist faculty in the area that they identify as an area where we need to focus efforts to support non-traditional student success.
5. Professional development will be offered to enrollment advisors, academic advisors, counselors to address what our data tells us about non-traditional students by CIP code and by program code, and we will focus on where our largest gaps are regarding which groups we are not retaining.

Comments or context for actual performance (optional):	
Improvement Report 8	
Indicator Not Met: *	5P2 – Nontraditional completion
Negotiated Performance: *	10.50
Actual Performance: *	7.23
General strategies planned to improve performance:	
<p>Postsecondary coordinator will continue to work with College IR to review program completion/ enrollment data, and to communicate with CTE Dean, Director of Admissions regarding this performance indicator. Our trend data shows that we were meeting this performance indicator for two of the last three years. What has changed is that employment in our market/region is virtually at 100% and students are getting employment offers and are leaving before completing programs.</p> <p>1. The College is adopting a new advising system that will make use of an intrusive, or engaged, style of advising students, and special focus will be given to CTE programs, and non traditional students as a sub population of all students to address this performance indicator.</p> <p>2. Program faculty /advisors will have professional development to intervene with the appropriate action/method to help keep non-traditional students in a career program through completion.</p>	
Comments or context for actual performance (optional):	
Improvement Report 9	
Indicator Not Met: *	6S1 – Nontraditional participation
Negotiated Performance: *	38.37%
Actual Performance: *	32.82%
General strategies planned to improve performance:	
<p>After meeting this in 2015, we fell back a bit in 2016 and didn't quite meet the negotiated target. Our teachers and administrators are always encouraging students to take courses that are right for them and their future plans, but this sometimes doesn't always happen during registration. Each year our schools seem to adjust this registration process to find the best way to get students in the right classes, but it is an ongoing process.</p> <p>Non-traditional participation is always something we our working on at our high schools. Teachers are certainly encouraging students take take CTE courses that do not traditionally take CTE courses and find that these non-traditional students often find success. Half the battle sometimes is to get students exposed to the careers and classes that we offer at our schools.</p> <p>One way we tried to expose these students is by hosting the Career and College Fair in Owatonna on April 5. 800 eighth grade students attended this college fair, that included our consortium schools and students from our neighboring consortiums. We partnered with Riveland to obtain over 60 exhibitors at this career fair, including approximately 40 businesses from the area. Students were given a chance to actually try things out and given the chance to do hands on activities that lends themselves to CTE. This exhibits were organized in a pattern just like the career wheel and students were all given a copy of this to see what careers might match their interests.</p> <p>Another thing that is starting in some of consortium schools is a focus on a 4-year plan. We are meeting with students in 9th grade to make a plan to determine what classes they will take throughout their high school career. Using the career wheel and MCIS assessments, students determine what their interests are for the future and then plan out their classes until graduation. We are hoping by having conversations with teachers and counselors early, we will get students into the "right" classes for the individuals and not just the classes their friends are taking. Some of our schools are also going the route of Project Lead the Way and almost "rebranding" the traditional CTE courses with this curriculum. Austin has had success attracting non-traditional students because of this change.</p> <p>It also is important to have guest speakers/industry tours to see non-traditional workers in these career fields. Teachers will continue to looks for these opportunities for students.</p> <p>Students organizations are another way to get non-traditional students involved in CTE courses. Robotics programs at the middle school level and lower are becoming more popular for both boys and girls, so we are hoping that these students will continue on in high school by taking some of the PLTW or Engineering courses that are offered.</p> <p>The Operations Team, which consists of a member from each secondary school in the consortium, will continue to reach out to their schools to promote our classes for non-traditional students. The secondary coordinator and post-secondary coordinator will include this topic in each meeting for the Operations Team.</p> <p>With our career fairs, we feel it is important to have data coming out of the career fair and to follow up with the students. We will have students complete a postcard survey that will be passed on to the appropriate schools that will show the interest of students in each career field. This could also be used to help students write their 4-year plan. We will also monitor the data from our non-traditional population to see how we are progressing after classes begin.</p>	
Comments or context for actual performance (optional):	

Statement of Assurances & Certifications

Description	File Name	File Size
Statement of Assurances	austin-05122017091548.pdf	802 KB
Statement of Assurances	austin-05122017091548.pdf	802 KB

Attachments

Description	File Name	File Size
Flex Pace Flier	Business FlexPace Flier 17 18.pdf	771 KB
Flex Pace Flier	Business FlexPace Flier 17 18.pdf	771 KB
Business Flex Pace	Business FlexPace Rack Card 17 18.pdf	749 KB
Business Flex Pace	Business FlexPace Rack Card 17 18.pdf	749 KB
Riverland data	Jen Bauer Riverland Vacancy Data 3-24-2017.pdf	116 KB
Riverland data	Jen Bauer Riverland Vacancy Data 3-24-2017.pdf	116 KB
Riverland Non-discrimination Policy	Riverland non-discrimination Policy.pdf	105 KB
Meeting with Ginny, POS Plan	Riverland Plan Review Worksheet_4-10-17.docx	18 KB
POS Chart	Riverland.POS chart 7.14 (from Jean Kyle to be attached to her FY18 plan).docx	17 KB

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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