



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02397 - FY18 Rochester ZED Consortium

Perkins IV Consortium

Grant Title: FY18 Rochester ZED Consortium
Grant Number: 02091
Grant Status: Underway
Comments:
Applicant Organization: Rochester ZED Consortium
Grantee Contact: Lori Jensen
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: 02091
Award Year: 2017

Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2017
 06/30/2018
 Project Start Project End
Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Rochester Community and Technical College		
Byron	01 public school district	
Hayfield	01 public school district	
Blooming Prairie	01 public school district	
Kasson-Mantorville	01 public school district	
Pine Island	01 public school district	
Stewartville	01 public school district	
Triton	01 public school district	
Zumbro Education ALC	61 cooperative education district	
Rochester Public Schools	01 public school district	

Summary Narrative Part Two

Comprehensive Professional Development

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

Professional development is a key component as our consortium moves forward. We will focus on a few key POS in FY18: welding automotive, carpentry and hospitality. The professional development workshops we are planning will be discipline specific. Planning includes brief overview of Perkins, labor market information, RPOS/POS/TSA review, and articulation. We are also working on a regional Diversity/Poverty PD. Finally, HS counselors will be invited to visit CTE programs to gain a better understanding of entry level positions and degree or certificate programs. We will financially support participation by funding subs and travel.

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)]

Secondary consortium members work closely with institutes of higher education, teacher prep programs, and the community to recruit high quality teachers that possess the education and experience to support the needs of our learners. Emphasis on ensuring high quality educators continues to be a topic of discussion at all levels, including local, state and national.

Our consortium currently has several faculty members recruited from business and industry at the post secondary level. Business and industry professionals are highly recruited to classroom positions to validate teaching strategies that are reliable and required by industry. Many begin teaching as adjuncts. Another excellent source for recruitment is within the advisory committee.

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.

Other means to evaluate include:

- MCA
- NWEA
- ACT
- Accuplacer
- Credential, Certifications or degree
- Student retention and student placement
- SLEDs data
- Student Tracker Data
- EPM11
- Graduation rates

The tools and data sources listed help identify student career interests, determine their preparedness to attend and to be successful in college, their persistence and completion, and where they attend college after high school. All data sources are taken into consideration as the Perkins plan is constructed. We need to know student trends and the information within multiple data sources to determine the best strategy for our consortium.

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)]

We obtained an employment projection report from DEED and utilized advisory committees and employer surveys to identify the greatest employment needs of the communities we serve.

Based on labor market data, community identified needs (via Chamber of Commerce and advisory committees) and program strength, the FY18 focus will be on:

- Ag- Welding
- Industrial Tech - Auto and Carpentry
- FACS/Business - Hospitality

A professional development workshop will be held for each discipline to include: Labor Market Information, POS, TSA and Articulation. Teachers and PS faculty, state staff, and community agencies will be involved. A report out of the workshop and RPOS components will be shared with stakeholders - specifically those who participated, advisory committees, counselors, administrators and any others identified that would benefit from the information. The workshops will be held this fall and outcomes of the meetings will be shared at related advisory committee meetings. This will be a new process for our consortium. Forms have been developed and will be implemented at the workshops. Refer to attachments for form examples. Admittedly, the previous process was weak, so with new coordinators, we worked hard this year to put a strong emphasis on future planning to implement the workshops in FY18.

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.)]

1. The consortium exceeds the required 7 POS and 1 RPOS. We used FY17 to review the current state and determine what really makes sense for our consortium based on labor market data, workforce needs and current education offerings and opportunities. The consortium will host a minimum of 4 professional development workshops to include welding, automotive, hospitality and carpentry. Each discipline specific workshop will contain a Perkins overview, labor market data, Chamber representative, tsa and articulation discussion with high school teachers and college faculty. We may include the MN State Centers of Excellence where appropriate.

Additionally, we recognize that our consortium information on the MN Program of Study website is not up-to-date and may not accurately reflect the current state of our programs. With new CTE and Perkins leadership within our consortium, we will dedicate time and resources to updating the website during FY18. Through the process of updating the website, information and knowledge will be obtained on the state of our programs. This will help in determining our needs for professional development, implementation of TSAs and which program areas to focus on in the future.

2. We participate in the Southern MN CTECreditMN articulation website. In FY17 we inventoried existing articulations and recognized opportunities for additional articulations. There are new local articulations in the works for welding, carpentry and auto. The connection between CTECH and RCTC RTC at the Heintz Center is a natural fit for early college opportunities. Another example is a local plant nursery started an internship with high school students that RCTC could consider for Credit for Prior Learning into the RCTC Horticulture program. RCTC administration is entering into conversations with ZED administrators for possible CTE collaborations whether it be concurrent enrollment, articulation or other options that may arise in FY18 and beyond.

3. & 5. The professional development workshops presented in #1 above will bring our teachers and faculty together as a region through a facilitated RPOS 10 component overview. A different type of professional development will be offered to the counselors. According to their own admission, they would like to learn more about CTE programs. High school counselors will be invited to the college to tour CTE programs, talk with faculty and get introduced to college support departments like admissions, registration, financial aid, and the advisors. The objective is to educate and to strengthen the relationship between high school counselors and CTE at the college to better serve CTE bound students. It is also the intent to partner with the Rochester community organizations, the surrounding school districts and the college to offer on-going PD in diversity, poverty and other issues that may impact our students.

4. & 6. Our strategy to review and improve academic and technical skills is through the DACUM process at the PS level. The DACUM (Developing a Curriculum) process can help align the gap between education and industry and keep education current with industry. The PS Perkins Coordinator is an Ohio State trained level 3 DACUM Facilitator and will lead all DACUM sessions. PS will continue to utilize program level accreditation to assess core technical skills in addition to DACUM and TSAs.

We utilize TSA data to enhance skill attainment in program areas. Results are reviewed with faculty to determine possible causes of any change in scores. Data is shared with business and industry to ensure we teach and assess according to their needs. A primary example is the PS welding NOCTI TSA which has consistently exceeded national scores. Based on trend data, the question was posed to the advisory committee if the program should look at a higher level TSA like AWS (American Welding Society).

Secondary uses the following TSAs (specific exams provided in attachment):

- Precision Exams is used for Ag, FACS (hospitality), Business (personal finance), and Industrial Tech
- CNA certificates;
- Prepare students for SafeServ
- PLTW end of course exams - biomedical, engineering, manufacturing and computer science

PS TSAs are provided as an attachment.

7. RCTC is proud of the long-standing Bridges to Healthcare project in collaboration with ABE and Mayo. Synergy, dedication, and passion make this project successful. The strategy is that ABE students are provided support to complete developmental and prep courses that prepare them to be students in a college healthcare program. The FY18 plan will replicate this model to create new pathways in other CTE programs.

8. Our consortium strategies include Career Education Fairs, internships, co-ops, mentoring, guest speakers, and industry tours to provide students opportunities to explore all aspects of the industry. PS faculty make visits to area high schools to share their program information and to engage with students in related courses.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition, Reallocation
Strategies	
<p>1. Develop new consortium level RPOS by hosting discipline specific professional development workshops for teachers and faculty to include DEED data, external contributions from Chamber of Commerce and state Perkins staff, RPOS elements, TSA, articulation review, etc.</p> <p>2. Support New Career Education Initiatives as identified by industry partners, community/region needs and program growth.</p> <p>3. Support program improvements and new technologies (ex: equipment, software, curriculum updates, etc.) Advisory committees and program level accreditation organizations keep education abreast on new and changing technologies and program improvements necessary to prepare students for the workforce.</p> <p>4. Review, revise, develop and/or support career awareness opportunities by looking at current models and events used within the consortium. Activities will be inventoried and a student count taken at each event held or information shared. The information will help the consortium for future planning and to maximize consortium resources.</p> <p>5. Develop early college CTE opportunities for ABE, ALC and/or secondary students by working with both internal and external stakeholders as opportunities are recognized. Early college includes PSEO/Concurrent Enrollment, Articulations and Early/Middle College for ALCs. Meetings with secondary administrators will include CTE Early College in the conversations. The Hawthorne Bridges to Healthcare ABE model will be replicated to expand into other CTE pathways.</p> <p>6. Assess technical skill attainment of core skills across secondary and postsecondary that use valid and reliable assessments approved by MDE and MN State. These will be reviewed in-depth at the discipline specific workshops in #1 above. All other discipline scores will be shared with teachers or faculty to analyze and consider possible curriculum adjustments. At the PS level, scores and trend data are shared at advisory committee meetings, reviewed and discussed.</p>	
Outcomes	
<p>1. Teachers, Faculty, and Industry involvement will enhance and strengthen collaborative opportunities that will support student exploration and participation as recognized via workshop participation.</p> <p>2. New initiative support will be provided - examples may include: hospitality, cybersecurity, mass communication, culinary, renewable energy, etc.</p> <p>3. New and existing programs will receive the improvements and new technologies needed to enhance student learning.</p> <p>4. Secondary consortium students and Workforce Center Inc. clients will be informed about CTE careers and educational options</p> <p>5. Increase and/or expand early college options for ABE, ALC and/or secondary students</p> <p>6. Teachers will use data to review and revise courses in alignment with industry demands through the use of valid and reliable assessments</p>	
Measures	
<p>1. At least two Consortium Level RPOS will be produced from the following areas: Welding, Carpentry, Auto Mechanics, FACS/Business Hospitality</p> <p>2. At least one new CTE initiative will be developed and implemented</p> <p>3. At least three new improvements will be made.</p> <p>4. Create a baseline of participation as well as inventory all the opportunities offered.</p> <p>5. At least two new early college options (articulation, concurrent enrollment, etc.) plan will be developed and/or implemented</p> <p>6. Student scores will at least align if not exceed the national norm. Trend data will be collected.</p>	
Reallocation Explanation	<p>Support program improvements and new technologies in the areas of Culinary, Welding, and Manufacturing with industry-standard equipment.</p> <p>As a retention effort funds would support RCTC's highest enrollment program Healthcare and Nursing to hire a temporary part time flex position to assist in times of high volume student needs. After an internal review of ways to increase retention, it was identified that additional assistance is needed to support the volume of healthcare students and to provide awareness of other health related programs for those who are not accepted into the nursing program. The plan is to retain these student by providing alternatives. The pilot project will end June 30 at which time we will evaluate the impact.</p>
Post-Secondary Required Activities	\$20,687.59
Post-Secondary Permissible Activities	\$15,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$20,084.71
Post-Secondary Reallocation Basic	\$7,128.47
Post-Secondary Reallocation Reserve	\$3,890.37
Post-Secondary Total	\$66,791.14

Secondary Required Activities	\$74,120.61
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$13,344.10
Secondary Reallocation Basic	\$7,719.98
Secondary Reallocation Reserve	\$523.73
Secondary Total	\$95,708.42
Total	\$162,499.56

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)]

1. Our consortium is well connected with community partners and support. This consortium has successful strategies in place to provide student access and work-based learning experiences. Our strategy is to continue to foster our industry and business partnerships and expand on the models we have proved worked in our region. The long standing Bridges to Healthcare model is a collaboration between ABE, Mayo, WDI, and RCTC. Support is provided to ABE students to help them be successful in healthcare programs at the college. This model will be replicated to expand into other CTE programs in FY18. Several RCTC programs have a co-op, internship, or clinical built into the program. At the secondary level, a Job Shadow program is supported by Rochester Area Chamber of Commerce. At each level, we facilitate Career Education Fairs, industry tours and guest speakers including RCTC faculty and industry members.

2. A new strategy in FY18 will be to add a secondary teacher in each discipline to participate on a related college advisory committee and report back to others within their discipline across the consortium. Advisory committees play a vital role to continuous improvement in curriculum input, budget review, donations, program level accreditation support, and the overall strength of the program. We believe including secondary teachers will further strengthen our pathways. At the secondary level, consortium wide round tables have been implemented. The round tables have been program specific and included teachers from across the consortium as well as business and industry professionals aligned with the program. The round tables were an opportunity to network and for teachers to learn from industry and industry to learn from educators. We will continue to develop our advisory boards at the secondary level based on program needs and required support.

3. The welding, nursing, and construction industries have approached education at both the secondary and postsecondary level for greater involvement and to strengthen their future workforce. With the current economic environment, almost all PS advisory committees are experiencing a high demand. As a result, they have agreed to work with the college to help educate about the career opportunities they offer. Some are going directly into the high schools to talk to students about the career, some are a guest at the beginning of a PS CTE program to talk about the value of an education and what it will mean for the graduate when they are ready for employment, and some are marketing the training program (and ultimately their profession) at their business. It isn't so much advisory committees identifying new occupations as it is them trying to survive and maintain the occupations and jobs they have available.

4. Several partnerships currently exist to support a successful student transition:

- FYEX 1000 is a first year experience class that is offered for college students as well as at the secondary level and in the Early/Middle College program.
- Early/Middle College - RCTC was one of the first to adopt this model with the RPS ALC
- College Transition Advisors are available in the secondary schools to assist students with college related questions
- Bridges to Healthcare - again, a collaboration between ABE, Mayo, RCTC and WDI to provide support to students to be successful college students
- Labor unions are present on RCTC advisory committees.

New or expanded partnerships on the horizon

- CTE Professional Development for HS Counselors
- Expand Bridges to Healthcare model to include other CTE programs

5. The Rochester Area Chamber of Commerce collaborates with secondary to connect job shadowing, guest speakers, STEM Summit, and mentoring opportunities with area businesses. For example, the Rochester Area Builders provide mentors. Mayo Clinic hosts an annual Health Career Fair. The Workforce Center participates in the Bridges to Healthcare initiative and works with the college on grants. The Workforce Center, located at the RCTC Heintz Center, will assist RCTC students with career planning and preparation - ie resume writing, cover letters, etc.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition, R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition, R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition, R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition
Strategies	
1. As we continue to collaborate with partners (Chambers of Commerce and local employers) to include All Aspects of industry, including work-based learning experiences, cooperative experiences, apprenticeships and internships, we will also create a repository to collect data. Local Chambers of Commerce, WDI, DEED and program advisory committees will continue to provide input for continuous improvement.	
2. Continue and increase collaborations to improve CTE programming and student success.	
3. Expand the Bridges to Healthcare model.	
4. Seek ways to increase communications/interactions with industry - examples may include -create surveys, visit employers, host workshops, contact HR departments, etc	
5. Increase awareness and reduce stigma of CTE professions	
6. Explore Early/Middle College with ZED	

7. Students will be exposed to a variety of CTE careers	
Outcomes	
1. The consortium will create a repository of all work-based learning experiences for future consortium planning. With this information readily accessible, we will be able to identify who is being served, what has the most impact and how we can further enhance opportunities for students.	
2. Plan, coordinate and partner with external entities on shared initiatives to increase student preparedness, access and success.	
3. The Bridges to Healthcare model will be expanded to possibly include: Administrative Assistant and/or Medical Administrative Assistant and trades.	
4. Stronger, more engaged advisory committees and industry collaboration	
5. Increased stakeholder awareness of CTE careers	
6. Hold a discussion about the opportunity	
7. Secondary, ALC, and/or ABE, etc., will be invited to attend at least one career fair or other career exploration initiative	
Measures	
1. A baseline will be established participating students in each type of work-based learning.	
2. At least one share initiative will be implemented to address diversity and/or other barriers.	
3. The number of students in Bridges will increase.	
4. At least four employer surveys will be distributed and results shared with faculty. All known employer collaborations will be recorded - new scholarships, donations, work-based learning experiences, etc.	
5. Create documents and/or strategies to increase awareness of the high skill, high wage, high demand employment in CTE	
6. Outcome of discussion recorded	
7. Events will be documented and participation will be recorded	
Reallocation Explanation*	
Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$3,750.00
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	\$3,750.00
Total	\$6,750.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

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

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

[5,000 word limit]

There are a variety of existing programs, services and positions available to serve special populations: secondary special education programs, TRIO, Disability Services, Director of Student Conduct, College Transition Coordinators, Academic Advisors, Counselors, Comprehensive Learning Center, and Veteran's Services.

1. At the PS level there will be a reorganization of advisor responsibilities to improve service to all CTE students including special populations. PS is member of NAPE (National Alliance for Partnerships in Equity). RPS/ZED and RCTC are seeking ways to partner with community groups concerning diversity and poverty as these are relevant to the students we serve. RCTC will collaborate with the Workforce Center to better communicate the short-term CTE training options available.
2. When we look at supporting our special populations, we have unique partnerships at the state, local and regional level. We currently offer such opportunities as MaxAbility, Career Fairs, and Project Search at Mayo Clinic where IEP students work in a variety of departments and share about their experience. Many Project Search participants get hired upon completion of their program. We have mentioned the Bridges to Healthcare project before, but it deserves to be mentioned here as well. The students it serves would not likely have the same opportunity to enter college without the tremendous support they receive within the program. RCTC will be expanding the program to include more CTE programs in FY18.
3. RCTC provides multiple strategies and outcomes in its Strategic Inclusion Plan <http://www.rctc.edu/studentaffairs/documents/RCTCStrategicInclusionPlan2016-2019.pdf> Objective #1 is Access, Equity & Opportunity with goals to reduce and eliminate the Achievement/Opportunity Gap, increase the diversity in the student body, and curriculum & learning for intercultural competence. Objective #3 of the same plan strives to increase Community Engagement & Inclusion with a goal to build partnerships with diverse communities.
4. Rochester Community and Technical College, Rochester Public Schools, and the Zumbro Education District schools adhere to the policies that are put forth from their governing bodies. Please note the reference to the policies by entity below:

RCTC:

- Discrimination/Harassment: <http://www.rctc.edu/studentaffairs/discrimination.html>
- Diversity and Inclusion: <http://www.rctc.edu/studentaffairs/diversity.html>
- Strategic Inclusion Plan: <http://www.rctc.edu/studentaffairs/documents/RCTCStrategicInclusionPlan2016-2019.pdf>
- Student Handbook: <http://www.rctc.edu/publications/>
- Veteran's Services: <http://www.rctc.edu/services/veterans/index.html>

RPS:

Student Handbook: http://www.rochester.k12.mn.us/UserFiles/Servers/Server_3083669/File/Curriculum%20%20Instruction/Student%20Handbook%20Convert.pdf (see Appendix pgs. 30-36 for applicable laws and policies)

Employment and Commitment to Diversity: <https://www.applitrack.com/rochester/onlineapp/>

ZED:

The seven participating districts of Zumbro Education District include: Byron, Kasson-Mantorville, Hayfield, Triton, Stewartville, Blooming Prairie, and Pine Island. As part of ZED, they agree to adhere to and follow the below policies and procedures. Additionally, each district adheres to policies and procedures that are outlined in their individual handbooks.

<https://www.zumbroed.org/domain/25>

5. RCTC offers Supplemental/Career & Technical Education Services to assist students in achieving their academic and personal goals through study skills information, web-based career exploration information, peer and/or professional tutoring, workshops, equity services learning style assessment and referral to community resources. http://www.rctc.edu/student_support_center/html/supplemental_services.html

TRIO offers assistance to help qualified special populations to self-sufficiency. http://www.rctc.edu/student_support_center/html/sssp.html

The newly created articulations between CTECH and RCTC will be help to provide access as do several CTE scholarships. In FY17 an auto club earmarked \$10,000 to create two new scholarships \$1,000 for second year auto mechanic students for the next five years. The all-college advisory committee showcased successful student stories of appreciation for the scholarships and donations have provided them in access and opportunity to complete CTE training.

6. At the secondary level, each instructor provides a course outline and syllabus for his/her course. Through standard practices and policies, all students are given the same oportunities within classes. For students that may need additional support, Individual Education Plans and 504 Plans are followed within all CTE classes. At the PS level, faculty are required to provide a syllabus for each course to every student. The syllabi contain a link to the Student Handbook as well as the ADA statement. Disability Support Services - http://www.rctc.edu/student_support_center/html/disability_support_services.html

The consortium requests assistance of non-traditional participation and completion, including best practices.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R6 Assessment , R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
1. Identify barriers to special population student access and success in CTE.	
2. Collaborate with local, state and/or national organizations (ie - Diversity Council, NAPE, etc.)	
3. Support CTE academic and special needs advisors.	
Outcomes	
1. Strategies will be determined and implemented to address found barriers.	
2. Reduce/eliminate bias, build rapport and increase retention.	
3. Positive movement in accountability measures.	
Measures	
1. Create a baseline in registrations and retention of special population CTE students.	
2. Record number of events held, number of participants and CTE retention.	
3. RCTC will see an increase in at least one accountability measure from FY17 to FY18.	
Reallocation Explanation	
Post-Secondary Required Activities	\$39,264.00
Post-Secondary Permissible Activities	\$75,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$114,264.00
Secondary Required Activities	\$3,925.00
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	\$3,925.00
Total	\$118,189.00

Goal 4 Narrative

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

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

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

[5,000 word limit]

1. CTECH, the new high school center for technical education is located adjacent to the Heintz Center on the campus of RCTC. The CTECH carpentry students use the RCTC carpentry shop. Students are bussed from their high school to the center for class. CTECH currently offers seven pathways including welding, carpentry, health sciences, culinary, and ag - vet studies. <http://www.ctech.rochester.k12.mn.us/>. The daily schedule at CTECH allows courses on a block schedule and allows students the opportunity to engage in a college-like class that meets for two periods each day.

CTECH and RCTC are working on program articulations to provide a financial incentive for students to access RCTC CTE programs of welding, carpentry and automotive mechanic. Once these agreements are in place, it is our goal to expand them to other programs within the consortium.

2. After careful review of the consortium and community needs in FY17, we will be implementing a new professional development workshop in the fall for four programs to strengthen the continuum of service as programs of study are reviewed. Early college credit is an opportunity that secondary and post secondary sites and programs continue to seek options for students to earn. Articulations and other early college opportunities begin the pathway from high school to college to a career. During the development of the CTECH Pathways, secondary and post secondary faculty and leadership worked together to ensure program alignment. Through this collaboration, students are able to receive tuition reduction options for completing a series of high school coursework. RCTC has a strong PSEO program and a financial model that benefits school districts and the college alike. Funds are currently being used to support the summer bridge program.

3. College Transition Advisors and Academic Advisors strengthen student connections to the college and support their pathway to the workforce. This is not supplanting because there has been a reassignment of duties to directly address CTE enrollment, retention and completion for all CTE students. The transition advisors are present in area high schools to assist students with college related questions. Academic advisors are knowledgeable in CTE program special admissions and entry requirements to guide students as they enroll in college.

4. The Hawthorne Bridges to Healthcare program is a successful example of transitioning ABE students through education into the workforce.

5. RCTC is in a collaborative with SE Tech and DCTC to broker and collaborate. The next meeting will take place in June with all secondary and postsecondary Perkins Coordinators invited.

6. Our consortium realizes that our region needs a skilled workforce so we will work diligently with each other and industry to keep the population in our area to fill industry expectations and their future workforce needs. The Workforce Center is housed in RCTC's Heintz Center, our physical proximity to this resource provides great access to those seeking employment and educational opportunities.

RCTC is a veteran friendly school. <http://www.rctc.edu/services/veterans/index.html>

The RCTC Perkins Coordinator is a member of the RCTC Strategic Enrollment Management team which is an HLC AQIP Action Project with four initiatives:

- Professional development training on retention strategies for "underrepresented" target populations.
- Focused FYEX (First Year Course) for targeted/at risk populations
- Create peer tutoring program (by target population)
- Identification of student with application concerns for targeted "2nd tier" advising/orientations

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissible Uses of Funds*	R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
1. Three SE bordering Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, referred to as the Continuum of Service Provision (CPS) Leadership Team, will maintain open lines of communication via email, conference calls, WebEx, and/or face-to-face meetings. Activity is focused on collaborative strategies and measures to continually identify, up-grade and fill student programs of study learning and transitional gaps.	
2. Continue to provide and expand transition programs.	
3. Continue transition services.	
4. Career Fairs will continue, expand and financially supported.	
Outcomes	
1. RCTC, SE Tech and DCTC postsecondary as well as their secondary partners collaborate on brokering strategies.	
2. Bridges to Healthcare model will be expanded to include other CTE programming.	
3. Transition services will be reviewed, enhanced and new opportunities explored	
4. More students will have access to career awareness initiatives.	
Measures	
1. Collaborative activities will be recorded and baselines established.	
2. Added CTE programming and students served will be tracked and recorded.	
3. Transition services including all forms of early college, ABE and WDI will be tracked and recorded.	
4. Students and schools will be tracked and recorded.	
Tracking and recording will help the consortium to monitor activities, student/school participation and better address the needs of the consortium.	
Reallocation Explanation	
Post-Secondary Required Activities	\$100,000.00
Post-Secondary Permissible Activities	\$41,972.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$141,972.00
Secondary Required Activities	\$3,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,200.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	

	\$4,700.00
Total	\$146,672.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

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

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

[5,000 words]

1. Our consortium leaders meet monthly where notes are recorded and maintained. Monthly meetings consist of financial reports, updates from advisory boards, professional development planning, review of school needs and requests, etc. Additionally, RPS and ZED leaders and business support staff meet quarterly for financial review, upcoming expenses and to ensure our documentation is up to date and meets requirements.
2. Student data is used in a variety of ways to continue to improve programs. First, we collect data on student attendance at events such as career and college fairs, student surveys are utilized for feedback on special events, we review data that is entered and housed on ctecreditmn.com to track how many of our students are earning articulated credits by program area. We have begun to look at our state test scores linked to CTE course enrollment.
3. As leaders we are committed to the Perkins consortium structure for the success of students. We have embraced the collaborative model and it is evident in our meeting schedule, planned professional development activities, and support to each other with use of funds. Through our collective efforts we're able to align student pathways from high school to post secondary and the workplace.
4. Our consortium continues to seek ways to partner to benefit programs and staff at the secondary and post secondary level. This is done through scheduled, consistent meetings, attending professional development and workshops as a team (State and National Conferences (PD): State Perkins Annual Meeting, CTEWorks!, ACTE), and having an understanding of where each of our programs are at. With this greater understanding among all consortium leaders, we are able to support each other's needs and look for opportunities to pool resources.
5. As a consortium we collaborate on advisory committees, professional development and articulations agreements. We have continued to work on the best model for consortium advisory committees. In FY18 there will be a secondary teacher on each of the post- secondary advisory committee. As a participant on the advisory committee, the teacher attendee will be responsible for sending the notes to the all the teachers within that program in the consortium. Through shared knowledge and input from post secondary and industry, the high school programs can benefit. At the secondary level, we will continue to network and have roundtable discussions with our industry partners. We will be hosting shared (secondary and post secondary) professional development sessions by program area to educate and update staff on Programs of Study, Program Approvals, Perkins funds and usage, and opportunities to collaborate for the best interest of students. In FY18 we are seeking ways to create more opportunities for students to earn articulated and dual credits within CTE. As we collect data on the attainment of credits on ctecreditmn.com, we are seeking ways to increase the number of students that earn credit as well as the number of programs that offer such agreements.
6. Through our combined advisory committee efforts, we are able to share our work and vision of CTE with our stakeholders. Additional promotion of CTE happens with our job shadow, work experience and college and career fair opportunities for students. Through these experiences, there is shared learning among students and professionals about CTE. Additionally, we continue to seek partnerships between instructors and business/industry leaders to ensure our programs are aligned to workforce needs.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P5 Student Organizations , P8 Teacher Preparation
Strategies	
<p>1. Continued self-assessment and promotion of consortium systems and operations, including fiscal and governance.</p> <p>2. Encourage CTE Professional Development - Leaders, Staff and Teachers/Faculty will be supported financially to pursue PD in accordance with Perkins guidelines to include, but not limited to, travel, lodging, registration, substitute teachers, facilitation, etc.</p> <p>FY18 Anticipated PD</p> <ul style="list-style-type: none"> • Discipline level - Perkins overview, DEED data, Chamber Chairs, Review/Recording of RPOS 10 components (TSA, Articulation, etc.) • Community Collaboration on Diversity, Poverty, etc. • High schools counselors to RCTC - DEED data; CTE program tour; meet the CTE Advisors, Admissions staff, Fin Aid, Counselors, PSEO/Concurrent leaders, Welcome Center staff, and RCTC counselors • Regional, state and national PD <p>3. Provide the opportunity for students and advisors/teachers to participate in local, regional, state and national CTE leadership organizations and events.</p> <p>4. Explore/create initiatives to support consortium CTE through organization participation.</p> <p>5. A consultant (previously from the consortium) will be contracted with to organize the consortium records, initiatives and required activities.</p>	
Outcomes	
<p>1. All consortium members will be financially supported and actively engaged in grant writing, grant implementation, all elements of POS/RPOS including TSA & articulation, APR completion, PAR collection, address accountability factors, and fiscal responsibility.</p>	

2. PD will be used to increase knowledge in CTE advances, industry updates, diversity and any other PD that will support consortium goals and/or enhance teaching and student learning. Capitalize on the membership whenever possible to enhance the consortium - revise curriculum, create a new initiative, incorporate new technology, form a network, etc.
3. Support co-curricular organizations (SkillsUSA, BPA, FFA, FCCLA, etc.)
4. Participation in local, state and national organizations.
5. Organization and repository of resources

Measures

1. Consortium members will create a repository and processes for Perkins grant elements to create a baseline to monitor future consortium opportunities and to promote growth, organization and succession. Monthly leadership meetings will be recorded and stored.
2. All PD funded with Perkins will require a take-away - ie sharing with colleagues or implementation. PD will be recorded and tracked.
3. Create a baseline of student organizations and participation with the expectation that participation numbers and student success will be recorded and updated annually.
4. Leaders, teachers and faculty will record the organizations they are members of and participation activities
5. Contract will be completed as written.

Reallocation Explanation	
Post-Secondary Required Activities	\$100,000.00
Post-Secondary Permissible Activities	\$13,207.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$113,207.00
Secondary Required Activities	\$78,375.56
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	\$78,375.56
Total	\$191,582.56

Administrative Cost

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

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$20,687.59	\$15,000.00	\$0.00	\$20,084.71	\$7,128.47	\$3,890.37	\$66,791.14	\$74,120.61	\$0.00	\$0.00	\$13,344.10	\$7,719.98	\$523.73	\$95,708.42	\$162,499.56

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	\$2,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$3,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,750.00	\$6,750.00

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	\$39,264.00	\$75,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$114,264.00	\$3,925.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,925.00	\$118,189.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$100,000.00	\$41,972.00	\$0.00	\$0.00	\$0.00	\$0.00	\$141,972.00	\$3,500.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$0.00	\$4,700.00	\$146,672.00

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	\$100,000.00	\$13,207.00	\$0.00	\$0.00	\$0.00	\$0.00	\$113,207.00	\$78,375.56	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$78,375.56	\$191,582.56

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	\$261,951.59	\$146,179.00	\$0.00	\$20,084.71	\$7,128.47	\$3,890.37	\$439,234.14	\$163,671.17	\$0.00	\$0.00	\$14,544.10	\$7,719.98	\$523.73	\$186,458.98	\$625,693.12

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Attached please find the secondary Perkins budget. Please note the detail of the ZED budget (codes 303 and 304 in large grant) are an additional worksheet named: ZED Detail.	Copy-of-perkins-budget-summary-spreadsheet-fy18-for-secondary.xlsx	52 KB
Attached please find the secondary Perkins budget. Please note the detail of the ZED budget (codes 303 and 304 in large grant) are an additional worksheet named: ZED Detail.	Copy-of-perkins-budget-summary-spreadsheet-fy18-for-secondary.xlsx	52 KB

Secondary Budget Reallocation

Description	File Name	File Size
Secondary Budget Reallocation for Rochester-ZED Consortium	2018 perkins-budget-summary-spreadsheet-fy18-for-secondary.xlsx	51 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	\$7,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$15,000.00
Totals	\$22,000.00

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:* 25.0%

Coordinator Budget:* \$55,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 75.0%

Coordinator Budget:* \$100,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Ariel Carson	Academic Advisor - Career & Technical Advisor		\$50,313.00	wg_Ariel Carsons signed PD FY18.pdf
Anna Hanson	Advisor - Disability Services		\$58,141.00	wg_PD Anna Hanson Advisor Disability Services.doc
Lori Jensen	Associate Dean of Career & Technical Education		\$83,207.00	wg_Lori Jensen PD FY18.pdf
Eric Sime	Academic Advisor		\$45,387.00	wg_Eric Sime PD FY18.pdf
Jennifer Dahle	Nursing Academic Advisor		\$64,395.00	wg_Academic Advisor Nursing PD May 2017.pdf
Laura Duffie-Evans	Academic & College Transitions Advisor		\$30,000.00	wg_Academic and College Transitions Advisor Hawthorne 100%PD.docx
Erin Broviak	CTE Coordinator, AP CTECH		\$30,000.00	wg_CTECH APOSA Job Description.pdf
Jennifer Fleming	Blooming Prairie Facilitator	414565	\$450.00	wg_FacilitatorsJobDiscription17.18.docx
Alison Newman	Byron Facilitator	421341	\$450.00	wg_FacilitatorsJobDiscription17.18.docx
Dorien Gray	Hayfield Facilitator	326771	\$450.00	wg_FacilitatorsJobDiscription17.18.docx
Kerri Kingfus	Kasson-Mantorville Facilitator	379462	\$450.00	wg_FacilitatorsJobDiscription17.18.docx
Margie Berg	Pine Island Facilitator	219507	\$450.00	wg_FacilitatorsJobDiscription17.18.docx
Katie Morlock	Stewartville Facilitator	418979	\$450.00	wg_FacilitatorsJobDiscription17.18.docx
Robert Ickler	Triton Facilitator	419880	\$450.00	wg_FacilitatorsJobDiscription17.18.docx
Kay Frick	ZED Perkins Coordinator		\$25,000.00	wg_FY17 Coordinator Job Description.pdf
			\$389,593.00	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1S2 – Academic Attainment in Math
Action Steps to improve the performance	
Math instruction has been and will continue to be a focus for secondary schools. Over the course of the 2016.17 school year, district and community focus groups have done intensive research into the current status of math instruction and student achievement. This work will continue into the 2017.18 school year with a focus on teacher development through the use of best instructional practices in mathematics.	
As part of the 2016.17 research process, community meetings were held. One meeting included a panel of professionals (several from the CTE advisory boards) to discuss their experience in how math is used within their profession. Additionally, they shared the skills they seek in potential employees in math. A second panel was created with post secondary partners. This panel included professors and post secondary students to discuss how math is used and taught at the college level and how students felt they were prepared for post secondary math. Both very powerful and informative discussions.	
While there may not be immediate change to math achievement scores, there will be an impact. As we look at instructional strategies not only for core math instructors, we also need to develop our teachers that can embed math application across all curriculum areas, specifically within CTE approved programs.	
Resources Needed	Time for professional development for leaders and teachers to understand the connection in CTE enrollment and state/standardized exams, data that intentionally focuses on student math and CTE enrollment
Timeline	for the 2017.18 school year, this training will be embed in Perkins and CTE training, there will be intentional work in this area for CTE/Perkins Leaders
Person(s) Responsible	RPS, RCTC and ZED CTE/Perkins leaders
How will progress be documented?	A baseline of data will be collected this year, moving forward this data can be collected and analyzed to see trends, strengths and opportunities
Sub-populations or groups where gap exists:	We are seeing a decrease in Math performance across many subgroups and populations.
Describe any contextual factors that might contribute to this gap:	We are seeing a decrease in Math performance across many subgroups and populations.
Further Information	
Stakeholders: CTE Leaders, Research and Assessment Support from Districts, Teachers	
Data sources: CTE course enrollment, MCA exam scores, Accuplacer and ACT scores	

Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
<p>At the secondary level, we have made a targeted effort to implement more TSAs in our CTE Programs. We are piloting several exams across the consortium within a variety of CTE programs. We have done professional development with teachers on the important components of a full program of study. TSAs were part of this.</p> <p>We have discovered that not all our data is being reported and recorded correctly. We will work to ensure all TSA data is reported thus resulting in better data to work from.</p> <p>We provided a training from MDE staffer, Kari Ann for area principals, superintendents and CTE Leaders on the importance of CTE data, how to locate it and what it means for your schools. This was very helpful for many to understand.</p> <p>Moving forward, we will include TSAs as part of all professional development with teachers, leaders and counselors.</p>	
Resources Needed	The greatest resource will be time during professional development to focus on TSAs. Once exams have been given, it will be very important to review the data with the teachers to look for trends, opportunities and strengths.
Timeline	<p>Professional development will be provided in the fall and will include secondary and post secondary faculty.</p> <p>TSAs are administered mostly in the spring at the end of courses. The data from the assessments are gathered at the end of the school year. The exams that are given online through Precision will have immediate results.</p>
Person(s) Responsible	<p>CTE/Perkins leaders from secondary and post secondary will provide the training. Leaders will also be responsible to ensure data is reported/recorded correctly from each district.</p> <p>Rochester: Leader TBD ZED: Kay Frick RCTC: Lori Jensen</p>
How will progress be documented?	We will document training through sign in at professional development days along with an agenda or power point and a list of TSAs will be attached to our Perkins Grant Application and so it can be documented where the data should be coming from.
Sub-populations or groups where gap exists:	There is a significant gap in our data overall due to only having TSA data from one district reported. We will have a much better picture of where our students are performing on TSAs when all districts are represented.
Describe any contextual factors that might contribute to this gap:	Lack of data reported.
Further Information	
Stakeholders: CTE Leaders, teachers, support staff (TSA/PFile report entry)	
Process: professional development provided to instructors fall of 2017, accurate reporting of data across all districts, review TSA data with teachers, review TSA data as part of CTE Leadership meeting	
Data Sources: TSA results, CTE Data (Carl Perkins Core Indicators), DEED reports to identify which CTE programs should be prioritized based on regional occupational needs	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	63.81%
Actual Performance: *	58.99%
General strategies planned to improve performance:	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	1S2 – Academic Attainment in Math
Negotiated Performance: *	54.14 %
Actual Performance: *	44.49%
General strategies planned to improve performance:	
As districts across the consortium focus on improved math instruction, CTE Leaders and teachers will receive additional resources and professional development in this area. There will be a focus on collecting baseline data to show correlation of enrollment in CTE courses and math achievement through test scores.	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:*	2S1 – Technical Skill Attainment
Negotiated Performance: *	78.02 %
Actual Performance: *	40.50 %
General strategies planned to improve performance:	
A concerted effort by secondary CTE/Perkins Leaders has been made to educate CTE teachers about Programs of Study. This process has encouraged many teachers to see the value of adding a TSA to their course. During the 2016.17 school year several new TSAs will be piloted. The data from the tests will inform instruction and curriculum development. Additionally, effort is being made to ensure all TSAs are reported appropriately within the PFiles by districts so we are seeing the true picture of student performance.	
Comments or context for actual performance (optional):	
Improvement Report 4	
Indicator Not Met:*	3P1 – Student retention or transfer

Negotiated Performance: *	44.26										
Actual Performance: *	43.48										
General strategies planned to improve performance:											
Trend data going back to at least 2012 shows this target has been met for at least four years. This was the first year we have not met the target in a long time. The retention decline is not only a concern in CTE, but also institutionally. Several strategies were implemented in FY17. We have added students to advisory committees to gain their perspective as well as changed up a few of the advisor position descriptions to better align advising efforts to increase retention. The Associate Dean of CTE participates on the Strategic Enrollment Management (SEM) team. SEM is comprised of Admissions Director, Dean of Student Success, Advisors, Learning Center personnel, tutors, deans, VP of Student Affairs, VP of Academic Affairs, and faculty. Four initiatives were developed and teams formed.											
<ul style="list-style-type: none"> One such initiative is professional development about underrepresented students and poverty - we have hosted two different workshops on all-college professional development days as well as Lunch and Learns about the subject. We used an evaluation form to create a baseline of college needs and identify future interest. The group plans to explore ways to engage RPS/ZED and the community in joint efforts in FY18 as eluded to in the plan. Focused FYEX (First Year Experience) course for targeted/at risk populations. Create a peer tutoring program (by target population). Identification of students with application concerns for targeted "2nd tier" advising/orientations. 											
Information will be gathered, analyzed and adjustments made as needed to ensure students are retained and/or transfer.											
Comments or context for actual performance (optional):											
Improvement Report 5											
Indicator Not Met:*	4P1 – Student placement										
Negotiated Performance: *	90.10%										
Actual Performance: *	84.23%										
General strategies planned to improve performance:											
An institutional researcher was hired in FY17. He immediately began working on the institutional process for collecting student placement data. He has sent spreadsheets to program faculty of graduates with missing information. Faculty likely know where these graduates are and/or how to reach them. The Dean and Associate Dean of CTE have also assisted the institutional researcher in following up with CTE faculty to ensure this gets completed. The engagement of faculty at an earlier date is one strategy to improve the collection of data and to improve performance of student placement data.											
Comments or context for actual performance (optional):											
Improvement Report 6											
Indicator Not Met:*	5P1 – Nontraditional participation										
Negotiated Performance: *	23.40%										
Actual Performance: *	21.57%										
General strategies planned to improve performance:											
We have been consistent in our performance since 2012.											
Trend data shows the following in 5P1:											
<table border="1"> <tr> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td>20.19%</td> <td>22.67%</td> <td>23.23%</td> <td>22.66%</td> <td>21.57%</td> </tr> </table>		2012	2013	2014	2015	2016	20.19%	22.67%	23.23%	22.66%	21.57%
2012	2013	2014	2015	2016							
20.19%	22.67%	23.23%	22.66%	21.57%							
Several RCTC leaders are relatively new and we have been working together to identify means to communicate and work together on cross-departmental initiatives. One such initiative is with The RCTC Foundation. We highlighted student success and scholarship attainment at the All-College Advisory Committee meeting in March. Four students, two were nontraditional gender, thanked our industry partners for their support and shared their personal stories. It was impactful.											
We intend to promote such scholarships as the National Association of Women in Construction scholarship to attract more women in nontrad careers. We will continue to work with graduates to tell their story. Here is one such example (student testimonial) - http://www.rctc.edu/program/welding/program_plans.cfm											
The Bridges to Healthcare model has been successful for many years and in FY18 we will be replicating the model to extend into more CTE programs.											
Comments or context for actual performance (optional):											
Improvement Report 7											
Indicator Not Met:*	5P2 – Nontraditional completion										
Negotiated Performance: *	15.18%										
Actual Performance: *	14.24%										
General strategies planned to improve performance:											
We will be reviewing the EPM11 data and digging deeper into the programs with low nontrad completion rates to identify potential causes and create strategies to address the findings.											
Comments or context for actual performance (optional):											
Improvement Report 8											
Indicator Not Met:*	6S1 – Nontraditional participation										
Negotiated Performance: *	37.07%										
Actual Performance: *	36.34%										
General strategies planned to improve performance:											
We showed improvement through a concerted effort to provide access and opportunities of college and career exploration for students in our consortium. This effort was done through a specific invitation to counselors and CTE teachers to the RCTC Career Education Fair within the RPS-ZED consortium only. As a result, students throughout the consortium with an interest in specific career fields were in attendance to learn about opportunities for occupational skill attainment.											
Moving forward, we will continue these efforts and work to expand student attendance. Additional programs will be featured at the event thus engaging more interest and more attendees.											
Comments or context for actual performance (optional):											
Improvement Report 9											
Indicator Not Met:*	6S2 – Nontraditional completion										
Negotiated Performance: *	28.41%										
Actual Performance: *	26.99%										
General strategies planned to improve performance:											
While we have not met our target, we have seen an increase in overall participation as well as an increase in completion. Last year our data was only 5.93% of 13.65%. We will continue to monitor for commonalities that can be addressed at the programmatic level.											
Comments or context for actual performance (optional):											

Statement of Assurances & Certifications

Description	File Name	File Size
Blooming Prairie Statement of Assurances & Certifications	Blooming Prairie- Statement of Assurances and Certifications.pdf	84 KB

Byron Statement of Assurances & Certifications	Byron- Statement of Assurances and Certifications.pdf	82 KB
Rochester Public Schools Statement of Assurances & Certifications	FY18 RPS Assurance Certification.pdf	86 KB
Hayfield Statement of Assurances & Certifications	Hayfield- Statement of Assurances and Certifications.pdf	82 KB
Kasson Mantorville Statement of Assurances & Certifications	Kasson Mantorville - Statement of Assurances and Certifications.pdf	83 KB
Pine Island Statement of Assurances & Certifications	Pine Island- Statement of Assurances and Certifications.pdf	86 KB
RCTC Statement of Assurances	RCTC Statement of Assurance FY18 Grant Application .pdf	106 KB
ALC Assurance	ScanZEDALC Assurance.pdf	965 KB
Stewartville Statement of Assurances & Certifications	Stewartville- Statement of Assurances and Certifications.pdf	87 KB
Triton Statement of Assurances & Certifications	Triton- Statement of Assurances and Certifications.pdf	81 KB

Attachments

Description	File Name	File Size
Rochester ZED TSA Planning Guide	061317 REVISED_FY18POS.TSA.planningguide.Rochester.docx	43 KB
Secondary TSA Master List	2016.17 TSA List by Course and Teacher.xlsx	15 KB
Secondary TSA Master List	2016.17 TSA List by Course and Teacher.xlsx	15 KB
Programs of Study Annual Review Form	PROGRAMS OF STUDY ANNUAL REVIEW FORM.docx	22 KB
Programs of Study	Programs of Study.docx	440 KB
Programs of Study	Programs of Study.docx	440 KB
Postsecondary TSA Master List	PS TSA List.pdf	173 KB
Postsecondary TSA Master List	PS TSA List.pdf	173 KB
List of current RCTC consortium articulations	RCTC Articulation.docx	15 KB
List of current RCTC consortium articulations	RCTC Articulation.docx	15 KB
Rigorous Programs of Study Worksheet	Rigorous Programs of Study Worksheet.docx	18 KB
RPOS Project Mgmt Form	RPOS Project Mgmt Form.xlsx	14 KB

