



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02388 - FY18 Southeast Consortium IV Perkins Plan
Perkins IV Consortium

Grant Title: FY18 Southeast Consortium IV Perkins Plan
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Comments:
Applicant Organization: Southeast Perkins IV Consortium
Grantee Contact: Brian Cashman
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: 02068
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)
Cannon Falls School District	01 public school district	252
Goodhue School District	01 public school district	253
Kenyon-Wanamingo School District	01 public school district	2172
Red Wing School District	01 public school district	256
Zumbrota-Mezeppa School District	01 public school district	2805
Caledonia School District	01 public school district	299
Chosen Valley/Chatfield	01 public school district	227
Dover-Eyota	01 public school district	533
Fillmore Central	01 public school district	2198
Houston	01 public school district	294
LaCrescent/Hokah	01 public school district	300
Lake City	01 public school district	813
Lanesboro	01 public school district	229
Lewiston-Altura	01 public school district	867
Mabel-Canton	01 public school district	238
Planview-Elgin-Millville	01 public school district	2899
Rushford-Peterson	01 public school district	239
Spring Grove	01 public school district	297
St. Charles	01 public school district	858
Wabasha-Kellogg	01 public school district	811
Winona	01 public school district	861
Goodhue County Education District	52 special education cooperative	6051
Hiawatha Valley Education District	52 special education cooperative	6013
Minnesota State College Southeast		
Kingsland	01 public school district	2137

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)]

The Southeast Perkins IV Consortium believes it is imperative for college CTE faculty and secondary teachers to continue professional growth, and to do so, college faculty and secondary teachers have set clear goals and means to accomplish these goals. Professional development includes continuing improvement in the following:

- Teaching and learning skills and methods;
- Discipline and program content;
- Student interactions;

- Service to the school and college and the regional community; and
- Personal and professional growth related to the secondary school teacher's or a post-secondary faculty's employment responsibilities.

Within the past few school years, consortium school district professional development has been generated largely via sub-grant requests. Often these requests are in regard to attendance at state or national CTE-related conferences.

Although school districts will still have the option of submitting sub-grant requests for professional development in FY18, the consortium will also be installing a professional development infrastructure designed to provide sustained, engaging, relevant and meaningful professional development to CTE staff. The mechanism for this infrastructure will be job-alike cohorts that will meet twice a year – likely in late fall and early spring. These cohorts will be job-alike in that one cohort will be FACS, one will be Industrial Technology, etc. This will give CTE staff, who are often a department unto themselves, an opportunity to participate in professional learning with people doing the same thing they are.

These cohorts will have five main purposes:

1. To offer opportunity for best practice sharing among consortium instructors.
2. To offer opportunity for consortium instructors to be kept-up-to-date on industry trends and post-secondary opportunities.
3. To acquire technical and pedagogy skill specific to their CTE discipline.
4. To provide a forum to provide feedback as to how the Southeast Consortium can support their particular CTE discipline.
5. To build camaraderie, support, and partnership among instructors.

Other Professional Development efforts include:

- Fiscal and communication support for the inclusion of Southeast Consortium CTE staff new to the profession with the Minnesota State mentoring/induction program.
- An introduction to Experiential Learning, Articulation Opportunities, and Advisory Committees with a follow-up offer of targeted technical assistance/professional development for consortium school districts interested in exploring, implementing, or improving these programs at their site.
- Biannual consortium counselor meetings (likely spring and fall).
- A monthly mailing from the Secondary Coordinator to consortium counselors highlighting post-secondary information, industry trends, occupational information, and related material.
- Biannual meetings (likely fall and spring) for consortium stakeholders wanting support in CTE/Perkins data reporting and CTE/Perkins data analysis.
- Partnership across consortia lines and with other educational agencies to sponsor CTE-related professional development.

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

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

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

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

- Program of Study guidelines^{[1][2]}
- CTE content standards^{[1][2]}
- Academic and CTE curriculum integration^{[1][2]}
- Secondary and postsecondary curriculum alignment^{[1][2]}
- Technical skill assessments^{[1][2]}
- Career guidance and counseling^{[1][2]}
- Incorporating data systems for monitoring student progress^{[1][2]}
- Invigorating program advisory committees^{[1][2]}
- Developing common secondary/postsecondary program advisory committees^{[1][2]}
- Providing effective program supports for special populations^{[1][2]}
- Growing CTE student organizations^{[1][2]}
- Offering mentoring to under represented populations^{[1][2]}
- Building CTE Concurrent Enrollment Programs with Consortium School Districts – Using National Accreditation Standards^{[1][2]}
- National Alliance for Partnerships in Equity (NAPE) on-line workshops
- Some, but not all, monthly MDE/Minn State hosted professional development Webinars^{[1][2]}
- Mentor/Mentee professional development Webinars and face-to-face workshops

Finally, it is worth noting that pending fund availability, the Secondary Coordinator intends to become a member of the various CTE-related organization – both general (i.e. Association for Career and Technical Education) and discipline-specific (i.e. Minnesota Association of Family and Consumer Sciences). This will allow the Secondary Coordinator to be kept-up-to-date on industry trends in an effort to support innovative and creative programming in the consortium high schools.

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)]

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

MSCS provides equal employment opportunities for technical teachers, faculty, counselors and all members of underrepresented populations with disabilities who can perform the essential functions of the positions; and makes reasonable accommodations for the physical or mental limitations of applicants (and employees) with disabilities (otherwise qualified) unless it can be demonstrated that such accommodations would impose undue hardship. In the past, the college has provided

reasonable accommodations to the known physical or mental limitations of an otherwise qualified disabled applicant or employee. In addition, the college maintains written records of accommodation requests and accommodations provided.

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

At the secondary level, the recruitment and retention of CTE teaching staff is handled primarily by the individual school districts. Generally speaking, there is a shortage of CTE staff and positions can be challenging to fill. With that being said, one of the intended outcomes of the professional development cohorts is increased camaraderie and partnership among consortium job-alike teachers. This would help to supplement the individual school district effort to retain quality CTE staff. These teacher-to-teacher connections will also serve to create professional dialogue on how to best implement, sustain, and advocate for quality CTE programming at the secondary level.

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.

In addition to integrating the Performance Indicator data into the FY18 plan and strengthening TSA implementation and subsequent data collection and analysis, the secondary side of the Southeast Consortium plans to do the following in FY18 to measure program effectiveness:

- Collect and analyze data resulting from student organization chapters (FCCLA, FFA, DECA, etc.).
- Collect and analyze CTE staff perception on program strengths and opportunities for improvement.
- Holding a biannual training on submitting, interpreting, and using Perkins data at both the consortium level and at the individual high school level.

At the post-secondary level, beyond TSAs, other tools and data sources used to evaluate and improve student performance includes Diagnostic Accuplacer.

- Number of students served (Diagnostic Accuplacer) in 2016 / 17 school year --- 26
- Number of students served in the past 6 years ---849
- Number of school districts involved in the past 6 years ---11
- Number of teachers involved in the past 6 years --- 9
- Number of administrators involved in the past 6 years ---7
- Number of staff development activities conducted this current school year --- 1 Perkins Dollars spent over the last 5 years \$10, 682.00
- *MSCS prefers administering the Diagnostic ACCUPLACER preferably no later than the 10th grade so students have a chance to remediate, if necessary, while still in high school.

How 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)]

Programs of Study (POS) and Rigorous Programs of Study (RPOS) will be a focal point for the Southeast Consortium in FY18. In preparation for the FY16 Monitoring Visit in March 2017, the consortium analyzed current POS and RPOS programming and determined that a few different areas need to be work. The Monitoring Team agreed. For FY18, the following steps will be taken to update and improve our consortium's POS and RPOS:

Current RPOS - Manufacturing Production Process Development (Lewiston-Altura School District)

1. April or May 2017: Arrange for an in-person meeting with the applicable Lewiston-Altura administrators, teaching staff, counselors, etc. The purpose of this meeting will be to review the RPOS 10 components as they pertain to the identified RPOS and to pinpoint action steps to be taken in FY18 to ensure the viability of this RPOS in the Lewiston-Altura School District.
2. To Be Determined based on meeting with Lewiston-Altura.

Potential RPOS – Red Wing High School

1. April or May 2017: Arrange for an in-person meeting with the applicable Red Wing administrators, teaching staff, counselors, etc. The purpose of this meeting will be to review the potential fit of current Red Wing High School CTE programming with the RPOS - Manufacturing Production Process Development requirements.
2. To Be Determined based on meeting with Red Wing.

Updating Current POS

During FY18, the following steps will be taken to update, improve, and possibly expand eligible Program of Study pathways:

1. April or May 2017: Arrange for an in-person meeting with staff (administrators, teaching staff, counselors, etc.) connected to the currently listed and approved consortium POS. The purpose of this meeting will be to review the needed POS requirements and the status of these requirements. Subsequent steps will be identified once a review of the POS has been conducted.
2. To Be Determined based on scheduled meetings with the involved school districts.

Adding POS

During FY18, CTE programs that may fit the POS criteria will be reviewed and provided technical assistance and fiscal support to qualify for official POS status. Programs at the following schools are slotted to be reviewed during the fall of 2017:

1. Rushford-Peterson (Therapeutic Services)
2. Goodhue High School (Therapeutic Services)
3. Red Wing High School (Manufacturing)

4. Plainview-Elgin-Millville (Agriculture, Food, and Natural Sciences)

The review of possible POS within the Southeast Consortium is not limited to the above-mentioned schools. As concurrent work with the Professional Development Cohorts, Technical Skill Assessments, Advisory Boards, Equipment/Supplies/Curriculum, and related areas occurs, the identification of updated POS possibilities will be part of the conversations.

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 Southeast Perkins Consortium has historically met the requirements for Program of Study programs and Rigorous Program of Study programs. With this being said, there has been change in staffing, change in administration, and change in career and technical education at the local, state, and federal levels. These changes mean two things for the consortium: (1) a detailed review needs to take place in FY18 of the currently listed Programs of Study and Rigorous Program of Study to determine what programming is still viable and what support is needed in re-vamping, improving, and sustaining these programs and (2) a concentrated effort needs to occur to increase the number of Programs of Study within the consortium while also looking to add one more Rigorous Program of Study.

More specifically, Rushford-Peterson added a Program of Study in Health Science Technology < Health Science < Therapeutic Services in FY17, so support will be offered to help sustain this programming in FY18. Goodhue High School is looking at possibility adding the same pathway in FY18 – Health Science Technology < Health Science < Therapeutic Services. With Rushford-Peterson and Goodhue leading the way, and an existing partnership with MSC – Southeast, it is at least possible that other schools in the consortium will take a look at adding this pathway in the future. If that occurs, support will be providing to add additional schools offering this pathway.

Other possible* work in FY18 that will contribute to the catalog of Programs of Study and Rigorous Programs of Study in the consortium include:

- The possibility of working on an Engineering, Manufacturing, & Technology < Architecture and Construction < Construction in the LaCrescent-Hokah School District.
- The possibility of developing a Winona Senior High-centric “wheel” that could be used as a base for facilitated conversation on adding increased early college credit / job entry value for students.
- The possibility of the Plainview-Elgin-Millville school district looking at taking their career and technical education programming to the “next level” by examining the relevance of new programming (ex. information technology, health care) and taking a refreshed look at community partnerships, experiential learning, and brokering with post-secondary institutions.
- The possibility of the Dover-Eyota school district reviewing experiential learning options that could braid with and support their strategic planning.

* The word “possible” is used year because the above-mentioned ideas were generated from conversation with local school districts. These ideas could morph and change as we go through FY18 but the idea of strengthening career and technical education Programs of Study and Rigorous Programs of Study will remain the same. At the same time, there are likely local school district efforts that will be added to this list as FY17 comes to a close and FY18 starts up. Finally, it is worth noting that due to the fact that most high schools are currently registering students for FY18, the adding of new classes and programs would not occur until FY19. FY18 would be a research and planning year. This does not necessarily apply to programming that needs a few tweaks to either improve its Program of Study status or attain a Program of Study status.

(2) **Articulation agreements** – with various high schools in that the college faculty meet with high school faculty to align the developmental Math, English and Science content. Students therefore are ready for the transfer, college-level when they arrive in their first semester. These agreements also exist in various technical programs such as Early Childhood Education whereas high school students can receive partial credit in a foundational course in the program. Finally, they are also a part of the Health Care Core Curriculum (HCCC) in that the high school teacher teaches the theory, career exploration piece while the Long Term Care facility RN teaches the skills and the college articulates these pieces into their clinical. Students receive credit in the Nursing Assistant certificate program and Medical careers program.

Concurrent enrollment – again with various high schools in the area of Chemistry, Biology, Mathematics, English, Psychology, Sociology, and Hispanic Culture. Faculty to faculty meet to align curriculum content, assessment methods and grading to offer the transfer level college course to high school students by credentialed high school instructors with mentoring from discipline specific college instructors.

Contracted PSEO Pathways – allowing high school students to fully complete a Welding certificate, begin a Manufacturing or Healthcare career pathway, or focus on General Education transfer level courses online, hybrid or on campus that will lead them to a 2 year AA degree. Certain pathways are also available for the academic middle in allowing them participation into various courses such as blueprint reading and introductory courses, one or two courses at a time, and one or two semesters at a time while also focusing attention on college success and readiness skills.

(3) Throughout FY18, the meaningful involvement of teachers and counselors in POS design, implementation, and improvement will be accomplished via two main mechanisms:

1. Professional Development Cohorts

- Through intentionally creating a biannual meeting for job-alike CTE staff (including counselors), the opportunity to review current POS and potential POS exists. These opportunities include reviewing currently listed POS for improvement, reviewing other school district POS as models for implementing, collaborating with post-secondary on instructional practice, equipment use, and/or early college credit opportunities.

1. Research and Models

- There has been consistent feedback from secondary schools that it would be helpful for them to know more about what other schools, both inside and outside the consortium, with a similar profile are doing in CTE – including Programs of Study. Towards this end, there will be an intentional effort in FY18 to research, synthesize, and communicate model programming. The research and synthesizing will be primarily done by the Secondary Coordinator and communication will take the form of in-person meetings, phone calls, e-mails, and, possibly, video.

(4) To increase awareness of past Perkins efforts and future opportunities, MSC Southeast invited staff from the Minnesota State System Office to review identified programs of study with the academic Deans. The meeting included a discussion of assessment instruments and active programs of study at area K-12 partners. MSC Southeast has a renewed focus on Program Review, with a new process being piloted this academic year. In addition, the college has new College Wide Learning

Outcomes which were developed with the incorporation of CTE advisory committee feedback. The measurement of these outcomes is also being piloted this year in all CTE programs. Using data from these assessments, the program faculty will be able to measure and improve student learning in these key areas.

There has been an increased interest in health programs among secondary partners, and the college is promoting the use of the Health Care Core Curriculum. At the post-secondary level, MSC Southeast seeks to formalize and make convenient for attendees an advanced training in the use of high fidelity simulation in healthcare education. We also hope to promote small group research/book review discussions between community and 4-year schools to increase knowledge of new information both in educational approaches and theory in health care.

The college is working with area high schools in reviewing and aligning their math and English skills so the coursework from the high school within the last 3 years could serve in lieu of their Accuplacer basic skills placement test or ACT test score. The math and English divisions are discussing the possibility of allowing students scoring a couple of points below the college ready ACT into the pre req college ready course for math and English. Finally, we are also working with student services to implement the newly aligned MCA testing scores for math placement into appropriate level math coursework.

MSCS is working with our CTE students to improve their academic and technical skills through the utilization of the most advanced teaching aids (including CNC simulators and industrial control trainers), as well as the promotion of summer internships. Further, our faculty are regularly compelled to attend seminars, training sessions, and industrial events to ensure the knowledge promulgated to their students is recent, pertinent, and consistent with our industrial partners' needs.

The two main secondary strategies in FY18 in regard to the improvement of academic and technical skills of CTE learners are:

1. Professional Development Cohorts

- The bringing together of job-alike CTE staff will allow for exposure to best practice in instruction and programming that is relevant to each particular CTE area. These best practices can then be replicated/tweaked/implemented at the local school district level.

1. Braiding CTE with State, Regional, and Local Initiatives

- In FY18, there will be intentional effort on the part of the Secondary Coordinator to tie into existing initiatives where the consortium can add value to current efforts. This will help avoid Perkins work being another silo and instead will install Perkins work as a key contributor to meaningful state, regional, and local efforts. One example of this would be the Secondary Coordinator working with the two education districts within the consortium to embed Perkins information and opportunity within their existing meeting schedules. Another example would be working with the MDE state specialists (ex. Maxine Peterson – FACS) to help support state-wide efforts at the local level. Finally, a third example would be partnering with a local school district to position Perkins fiscal and non-fiscal resources to align with their strategic plan.

(5) MSC Southeast has an ongoing fund specifically for faculty professional development, with funds available from both the college and the bargaining units. This allows for ongoing professional development. Post-secondary faculty are also able to request a semester of year-long sabbatical as well as a summer industry internship to build or maintain important skill sets. The college has a standing professional development committee which monitors activity, helps identify needs, and conducts in house training as appropriate.

Specific to healthcare careers, the annual Health Educators Conference is within driving distance to the college(s). This promotes comradery among health professionals and state of the art training on critical issues such as simulation in healthcare education. There are also seminars on writing NCLEX-style test questions while students progress through the nursing curriculum; emphasizing simple to complex and advance reasoning concepts. Faculty and administration share the responsibility for data collection, data evaluation and goal settings for accreditation applications, which increases engagement among the full faculty rather than a select few.

Every April the concurrent enrollment high school faculty and college faculty meet to discuss areas of interest to all as well as attend breakout sessions of intense discipline specific topics. Faculty are required to attend in order to continue to participate in the program. Faculty assist with the planning of the agenda and topics relevant to them and their areas of expertise. In addition, throughout the academic year, faculty conduct site visits to the college and to the high school during which times opportunities of professional development are discussed. Conferences, workshops, inservices, graduate coursework is made available for review and consideration.

Secondary teachers initially meet with postsecondary faculty to discuss course content. They exchange syllabi. They align course curriculum which includes student learner outcomes. They share assessment methods. Similar assessment methods of student learner outcomes are determined to assess the depth and rigor of the content. Participation, projects, service learning, assignments, tests and quizzes are all part of the discussion. Finally grading is fully aligned. Secondary teachers are now ready to offer the college course to their high school students.

Throughout the semester the postsecondary faculty mentors the secondary teacher. A site visit to the high school and to the college is required by the program. High school students are able to take a college course while in high school from their high school instructor – a great outcome!

Prior to offering this opportunity to the high school students, the high school counselor meets with the college admissions to discuss which courses best fit their student's needs. Courses are strategically selected to promote pathways for their particular high school. These courses are then made available to the student's and their parents for consideration of involvement while in high school.

Several high schools participate in the HCCC (Health Care Core Curriculum). With that it can assist with a pathway into various medical career program areas. A particular high school is focusing on Early Childhood Education with an articulated course and a technical skills assessment similar to one that the college is giving all incoming freshmen in this particular program area. Many high schools are focusing on offering courses within the MnTransfer Curriculum Package so as to complete various Liberal Arts and Sciences courses while in high school to allow students then to focus on their program of study once in college.

(6) Please see Summary Narrative Part II, Question 3 for a detailed look at the secondary FY18 plan for assessment of technical skills in listed POS and possible/developing POS.

(7) MSCS has the luxury to have ABE located on our campuses. They are but a few doors away from our Learning Resource Centers where we have college supported tutors. They attend our registration days to answer any developmental education questions for our incoming students. They provide basic skills placement testing prep courses prior to students taking the assessment. They provide college success courses in collaboration with student services staff. They work to assist students with the transition to college.

In addition, some students come to a two year college quite deficient in Math and English or have since been many years away from the use of formal Math or English. Adult Basic Education offers pre developmental and/or developmental classes in these areas to our students in preparation for their college level courses. They collaboratively work with the developmental college faculty and their students offering tutoring support for those students requiring additional time and assistance outside of class. Together the college faculty and ABE faculty form a partnership for the greater success of student learning.

(8) The anticipation is that in FY18, the following will contribute to a thorough connection to industry within listed POS and possible/developing POS:

1. Technical Skills Assessments

- Please see Summary Narrative Part I, Question 3 for a detailed look at the TSA implementation plan at the secondary level in FY18. Meaningful TSA options will help leverage increased industry-recognized skill and increased awareness of students towards the requirements of working in various CTE fields.

1. School – Industry Partnerships (via Experiential Learning)

- Interest in developing effective Experiential Learning programming at the secondary level is high within the consortium. Please see Narrative Summary Part I, Question 4 for more detail. Safe to say, a critical component of Experiential Learning is school-industry partnership that leverages industry knowledge and experience for students.

1. School – Industry Partnerships (via Advisory Boards)

- Please see Narrative Summary Part I, Question 3 for more detail. Put briefly, there will be an effort in FY18 to increase the meaningfulness of Advisory Boards. Increased relevancy should translate into more staff and student knowledge and experience with industry.

1. School – Industry Partnerships (via Student Organizations)

- Please see Narrative Summary Part I, Question 3 for more detail. Summarized, student organizations development, sustainment, and improvement will be addressed in FY18. A well-run CTE student organization will bolster student knowledge of industry.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissible Uses of Funds*	R2 Programs of Study
Strategies	
<p>1. Consortium members who have implemented state and consortium-recognized Programs of Study and Rigorous Programs of Study programming prior to FY18 will have the needed curriculum, equipment, supplies, and/or professional development needed to sustain and improve their Programs of Study and/or Rigorous Programs of Study.</p> <p>2. Consortium members who are developing state and consortium-recognized Programs of Study and Rigorous Programs of Study in FY18 will have the needed curriculum, equipment, supplies, and/or professional development needed to implement their Programs of Study and Rigorous Programs of Study programming.</p>	
Outcomes	
Working through established and emerging partnerships, there will be on-going dialog and work towards the sustainment, improvement, and/or establishment of state and consortium recognized Programs of Study	
Measures	
<p>1. By April 1, 2018, the Southeast Consortium will have facilitated a self-assessment on current Programs of Study and Rigorous Programs of Study to ensure that state requirements are being met and the programming is supporting increased student opportunity.</p> <p>2. By April 1, 2018, the Southeast Consortium will have added at least one state and consortium recognized Program of Study.</p>	
Reallocation Explanation	With a renewed emphasis on collaboration and professional development, these funds will help leverage the purchase of key equipment for Secondary programs.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$4,092.34
Secondary Reallocation Reserve	\$843.80
Secondary Total	\$4,936.14
Total	\$4,936.14

Goal 1 Objectives 2	
Required/Permissible Uses of Funds*	R2 Programs of Study
Strategies	
<p>1. Consortium members who have implemented state and consortium-recognized Programs of Study and Rigorous Programs of Study programming prior to FY18 will have the needed curriculum, equipment, supplies, and/or professional development needed to sustain and improve their Programs of Study and/or Rigorous Programs of Study.</p> <p>2. Consortium members who are developing state and consortium-recognized Programs of Study and Rigorous Programs of Study in FY18 will have the needed curriculum, equipment, supplies, and/or professional development needed to implement their Programs of Study and Rigorous Programs of Study programming.</p>	
Outcomes	
Working through established and emerging partnerships, there will be on-going dialog and work towards the sustainment, improvement, and/or establishment of state and consortium recognized Programs of Study.	
Measures	
<p>1. By April 1, 2018, the Southeast Consortium will have facilitated a self-assessment on current Programs of Study and Rigorous Programs of Study to ensure that state requirements are being met and the programming is supporting increased student opportunity.</p> <p>2. By April 1, 2018, the Southeast Consortium will have added at least one state and consortium recognized Program of Study.</p>	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$20,000.00
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	\$20,000.00
Total	\$24,000.00

Goal 1 Objectives 3

Required/Permissible Uses of Funds* R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, 1 Strategies

State-approved CTE programs will be provided the opportunity to access Perkins funding for the purpose of improving existing programming and/or implementing new and additional programming. Approved programs will be able to apply for sub-grants towards these ends in two different windows – May/June 2017 and September 2017.

Outcomes

The purchase of equipment, supplies, and/or curriculum will allow high school students to be afforded the opportunity to participate in quality CTE programming.

Measures

1. As measured on the sub-grant applications - each proposed purchase will explicitly reference how the proposed purchase leverages alignment to best practice in industry standards.
2. As measured by a self-assessment, there will be 100% compliance with the procedures laid out in the Secondary and Post-Secondary Inventory Quality Control document.

Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$59,219.62
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$59,219.62
Total	\$60,219.62

Goal 1 Objectives 4

Required/Permissible Uses of Funds* R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, 1 Strategies

A CTE/Perkins data interpretation and analysis structure will be developed for consortium administrators and/or high school CTE program leads and/or school district personnel responsible for Perkins File data collection and submission.

Outcomes

An annual training will be held to offer an opportunity for applicable school district staff to (1) ensure that their Perkins File data is accurate and (2) to increase their proficiency with interpreting and applying CTE/Perkins data for program improvement.

Measures

1. By April 1, 2018, 100% of consortium administrators and/or CTE program leads, and/or school district personnel responsible for Perkins File data collection and submission will be offered the opportunity to participate in a CTE/Perkins data interpretation and analysis training.
2. By April 1, 2018, at least 30% of consortium administrators and/or CTE program leads and/or school district personnel responsible for Perkins File data collection and submission, will have participated in one CTE/Perkins data interpretation and analysis training.

Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$800.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$800.00
Total	\$1,800.00

Goal 1 Objectives 5

Required/Permissible Uses of Funds* R2 Programs of Study, R5 Professional Development , 1 Strategies

A Professional Development Cohort Model will be implemented across the consortium for job-alike CTE staff.

Outcomes

Bi-yearly Business, Counselors, Family and Consumer Science, Industrial Technology, and Work-Based Learning cohort meetings will be held to provide secondary CTE staff with the time, space, and facilitation necessary to continue to develop effective Programs of Study and Rigorous Programs of Study through professional development, industry knowledge, and networking.

Measures

1. By April 1, 2018, 100% of appropriately licensed secondary Business, Counselor, Family and Consumer Science, Industrial Technology, and Work-Based Learning staff will be offered the opportunity to meet for the purpose of developing effective Program of Study and Rigorous Program of Study.
2. By April 1, 2018, at least 50% of appropriately licensed secondary Business, Counselor, Industrial Technology, and Family and Consumer Science staff will have participated in at least one Professional Development Cohort Model meeting.

Reallocation Explanation	
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Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$12,716.49
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,716.49
Total	\$14,716.49

Goal 1 Objectives 6

Required/Permissive Uses of Funds*	R2 Programs of Study
Strategies	Improve the equipment in Programs of Study to mirror or get ahead of industry standards such that students are able to be prepared to be successful in industry.
Outcomes	Students will learn using the latest in technology in order to be not only successful in their jobs, but also to be industry leaders .
Measures	The Southeast Consortium will survey business leaders in the areas of the programs of study to ensure that current equipment and technology are equal to or exceed industry equipment and technology.
Reallocation Explanation	These funds will help generate initial momentum for the above-listed strategies, outcomes, and measures.
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	\$2,630.20
Post-Secondary Reallocation Reserve	\$1,397.91
Post-Secondary Total	\$4,028.11
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	\$4,028.11

Goal 1 Objectives 7

Required/Permissive Uses of Funds*	R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services
Strategies	Southeast will continue to establish the 8 Keys to Veterans' Success (8 Keys) which is a voluntary initiative through the Departments of Education and Veterans Affairs. The 8 keys highlight specific ways that USA colleges and universities can support veterans as they pursue their education and employment goals.
Outcomes	Via the incorporation of the USDE/Veterans Affairs 8 Principles, MSCS will: 1) Create a culture of trust and connectedness across the college community to promote well-being and success for veterans; 2) Ensure consistent and sustained support from campus leadership; 3) Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming; 4) coordinate and centralize campus efforts for all veterans, together with the creation of a designated space for them; 5) Collaborate with our local Southeast Perkins Consortium communities and organizations, including government agencies, to align and coordinate various services for veterans; 6) Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention, and degree completion; 7) Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans; and 8) Develop systems that ensure sustainability of effective practices for veterans.
Measures	Measures of success for each of the 8 Principles will be measured against the DOE/Veterans Affairs standards as established and posted on http://www.ed.gov/veterans-and-military-families/8-keys-success-measures-and-standards .
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$28,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$28,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$28,000.00

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) Please refer to Goal 1 Narrative, Question 8 for information on the general approach to student access to industry. In regard to work-based experiences, internships, apprenticeships, etc. – there is quite a bit of potential within the consortium. Experiential Learning as an entity is something that all Consortium Perkins stakeholders (faculty, teachers, administrators, counselors) are very interested in. To help jump-start this interest in FY18, the consortium will sponsor an “Experiential Learning” Showcase in the fall of 2017. This showcase will outline the various options within Experiential Learning and offer possible models of implementation. After the showcase event, schools/college that are interested in focusing on one or more of the Experiential Learning options will be provided follow-up support by the consortium. The idea is to let a few “early adopter” schools take the lead and provide a template for other partners to follow.

Two other partnership aims will aid in the development of top-notch work-based experiences, internships, etc. Specifically, partnerships with both the Goodhue County Education District (GCED) and the Hiawatha Valley Education District (HVED) will be pursued. The goal of the partnerships will be for the Southeast Consortium to provide support for Experiential Learning professional development with education district member school districts and educators throughout FY18.

(2) Throughout the Southeast Perkins Consortium, programs work hand-in-hand with their industrial advisory committees and meet formally, at least, once annually (with informal meetings far more often). When working together, faculty, high school instructors and industrial partners review curriculum, enrollment, and graduation rates, while also discussing ways programs can be more dynamic to meet the ever-changing needs of industry. Matriculation from secondary, to postsecondary, and into industry is also regularly discussed. Regular proposals for facilitating such matriculation include internships, co-ops, and bringing collegiate technical education into the high school classrooms.

(3) Industrial partners sitting on advisory committees represent a myriad of manufacturing, engineering, technological, and trades based career fields. These committee members are able to rapidly identify changes in the workplace necessitating re-training or positively affecting wage growth. Our programs regularly receive this feedback from their committees and are able to tailor curriculums and programming accordingly. It is constantly recognized that our industrial partners benefit greatly by advocating their employees' competency needs.

(4) Southeast is in the process of setting up certificates for the academic middle students with area learning centers and alternative high schools. Discussions are happening on a regular basis to work through policy and procedure. To set up certificates that will either lead to high school completion coursework jointly with college completion coursework, to allow for a pathway to a diploma or provide for an internship which may lead to employment such as in our new Red Wing Welding Certificate or the new Winona Manufacturing Certificate.

Our Workforce Center is working collaboratively with the college to promote and recruit students in programs. They attend the student life workgroup meetings every Monday morning to hear college updates and give labor market updates for better assistance to the adult student.

FY17 saw growth in relationship between the Southeast Consortium and the two main education districts in Southeastern Minnesota – the Goodhue County Education District and the Hiawatha Valley Education District. These relationships are important for a few different reasons, including:

- Each education district provides access to superintendents, principals, and educators that allow Perkins information and work to be embedded into existing meeting structures and conversations.
- Each education district is the State-Approved Alternative Program for its member school districts – meaning that the Area Learning Center programming is run through the education districts. This fact allows the consortium to collaborate with the alternative schools and programs to support CTE programming in alternative education.
- As mentioned in Question1 above, each education district allows for partnership with stakeholders to implement, sustain, and improve Experiential Learning.

In FY18, the Southeast Consortium will continue to partner with Tower View Alternative High School and the Pathways Program – both alternative high schools within the Goodhue County Education District. The focus of the work with Tower View will be increasing resources for high-quality CTE equipment, curriculum, and student experiences. In addition, the opportunity to add new CTE programming at Tower View will be examined in FY18. The focus of the work with the Pathways Program will be to provide high-quality professional development, equipment, curriculum, and student experiences to increase student success.

In FY18, the Southeast Consortium will continue to build and grow its relationship with the Hiawatha Valley Education District (HVED). Embedded into this relationship is the possibility to increase the number of CTE-related student opportunities (programming, organizations, etc.) within the HVED Area Learning Center.

Other partnerships that can aid in student transitions will continue to be pursued in FY18. This includes:

- Workforce Development, Inc.
- Local community industry
- Other consortia (ex. Rochester/Zumbro Education District, Dakota County, etc.)
- Minnesota State College – Southeast (early college credit options)
- Brokering with other two year institutions for early college credit options

(5) MSCS is actively partnered with Consortium high schools, the Chamber of Commerce, and industrial partners to provide pathways for education and entry into industry. These partnerships include a Prototype Engineering Certificate aimed at high school juniors & seniors that will transfer into multiple CTE fields; Electrical Engineering transfer credentials incorporating internships with local manufacturers; and the establishment of a Maker Space with a local non-profit to facilitate entrepreneurship and increase access to CTE resources.

There are a number of collaborative efforts that will occur at the secondary level in FY18 that are designed to lead to improving CTE programs. These include:

- Southeast Consortium Leadership Team (strategic planning, consortium operations)
- Minnesota State College – Southeast (early college credit)
- Other two year institutions (early college credit)
- Other consortia (professional development, brokering, student experiences)
- Minnesota Department of Education (specific CTE area initiatives, data analysis, strategic planning, Experiential Learning)
- Minnesota State (strategic planning, new CTE staff mentoring/induction)
- Workforce Development, Inc. (student transitions)
- Local industry (Advisory Committees, student transitions, Experiential Learning)
- Professional Development Cohorts (CTE job-alike groups designed for professional growth, industry knowledge, Program of Study and other programming replication)
- Business Managers Cohort (CTE levy, reimbursement procedures)
- Post-Secondary – Secondary – Contractors meetings (consortium operations)
- MARSS/Perkins File stakeholders (data reporting)
- Goodhue County Education District / Hiawatha Valley Education District (Experiential Learning, Alternative Learning Center CTE programming, work-based learning, etc.)
- Secondary Schools (development, implementation, sustainment, and improvement of CTE programs)
- CTE Student Organizations (student opportunity)
- CTE Professional Organizations (professional development, CTE program development)

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry
Strategies	
The Southeast Consortium will provide K-14 CTE students with a broad understanding of All Aspects of Industry utilizing the Minnesota Technical Skill Assessment Blueprint covering the Foundation Knowledge & Skills within all approved Career Fields, Clusters, and Pathways Incorporate an expectation that all counselors/advisors will have an understanding of the industry for which they advise students.	
Outcomes	
The Southeast Consortium will work with Program Advisory Committees to ensure that CTE program curriculum as well as all teacher, faculty, and student internships incorporate All Aspects of Industry components. Missing Aspects of Industry components will be incorporated with approval from business/industry representatives serving on respective program advisory committees.	
Measures	
All CTE programming within the Southeast Consortium will implement curricula that ensures students gain strong experience in, and understanding based on the Minnesota Technical Skill Assessment Blueprint covering the following Foundation Knowledge & Skills within all approved Career Fields, Clusters, and Pathways: • Academic Foundations • Communications • Problem-Solving and Critical Thinking • Information Technology Applications • Systems • Safety, Health, and Environmental • Leadership and Teamwork • Ethics and Legal Responsibilities • Employability and Career Development • Technical Skills.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$3,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,000.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R11 Articulation, P1 Advisory Committees
Strategies	
The Southeast Perkins IV Consortium will work to sustain the on-going working relationship with the Department of Employment and Economic Development (DEED) NOTE: The Southeastern DEED Branch Office is located on the Winona college campus across the hall from the Learning Resource Center (LRC) and office of the Perkins Coordinator and has extremely strong ties to the surrounding 17 school districts. The DEED WorkForce Center in Red Wing has a strong and active history of providing services to Lake City, Wabash-Kellog, Goodhue, Zumbrota-Mazeppa, Kenyon- Wanamingo, Cannon Falls and Red Wing. Throughout FY18, we will continue to write Federal/State grants that we would be eligible to receive along the lines that fit with our CTE priorities and goals.	
Outcomes	
Consortium Leadership team members will receive updated and timely consultation on regional labor market analysis, statistics on wages by area and industry, occupational employment and wage estimates, job vacancy estimates, and employment projections by occupation and industry. While Perkins funds may only be used for credit-based programs, the Consortium Leadership Team will work hand-in-glove with the College customized training department to train incumbent workers and unemployed regional workers. Consortium leadership team members will utilize all regional and state labor market DEED information in making program decisions regarding the implementation of the FY18 Perkins IV Consortium plan. Special importance will be paid to incorporating high skill, high wage, or high demand occupational training programs for nontraditional students. (Please refer to our improvement plan for 5P1.	
Measures	
Through a sustained on-going working relationship with DEED (via membership on our Perkins Leadership Team), K-14 CTE students and incumbent workers will manage their own careers through accessible high quality up to date information coupled with high-skill, high-wage, or high-demand CTE training. Southeast Consortium Leadership Team member decision-making will be leveraged in identifying, implementing, and supporting innovation and best practices within the Southeast workforce region. Any possible future Federal/State workforce development grants will be written in collaboration with our Workforce Center partner	
Reallocation Explanation*	
Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,000.00
Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, P5 Student Organizations
Strategies	
Create opportunity for students to participate in CTE-related student organizations.	
Outcomes	
School districts will be supported in the development, implementation, sustainment, and improvement of CTE-related student organizations.	

Measures	
1. By November 1, 2017, an inventory will be conducted as a means of creating an inventory of CTE-related student organizations in the consortium.	
2. By April 1, 2018, there will be an action plan as to how to increase the number of CTE-related student organizations in the consortium for the 2018-2019 school year.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 4

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, R9 Special Populations, R10 Collaboration
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Strategies

The consortium will support the continued engagement of local Advisory Committees.

Outcomes

The Secondary Coordinator will inventory the existing Advisory Committees and will put effort towards participating in local Advisory Committee meetings in order to accurately assess strengths and opportunities for improvement throughout the consortium.

Measures

1. By December 1, 2017, an inventory will have been completed that allows for an accurate listing of local Advisory Committees as well as perception of the strengths and opportunities for improvement of local Advisory Committees.	
2. By April 1, 2018, the Secondary Coordinator will have participated in at 25% of the available local Advisory Committee meetings throughout the consortium.	

Reallocation Explanation*	
Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$401.12
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$401.12
Total	\$5,401.12

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]

For additional information, please refer to MSCS:

Data Book - Learning Resource Centers

Dated: March 1, 2017

(Found in the attachment section)

(1) In a concerted effort to enhance Consortium strategies to ensure access to and success of students in programs of study nontraditional by gender, Carl's Team will refine and update their manual titled: *Making the Transition: Life After High School – Strategies for Students to Complete High School Prepared for Higher Education and Career Training in nontraditional fields**

The FY18 objective will be to provide follow-up Consortium-wide thematic in-services to:

- Secondary teachers, principals, and parents;
- Postsecondary Counselors, CTE Department Deans, and admissions personnel; and
- Regional Adult Service Agencies.

*Manual components will include:

- CTE career development components (suggested skill development exercises);
- Minnesota Career Fields, Clusters & Pathways (The "Wheel");
- CTE framework for transition (grades 9-12); and
- Types of postsecondary institutions (CC/TC/University)
- Technical Skill Assessments (TSAs)

*Manual highlights will include the differences between:

- H S/College
- H S Classes/College Classes
- H S Teachers/College Professors
- Tests in H S/Tests in College
- Sp. Ed. In H S/Disability Services in College
- Disability Documentation in H S/Disability Documentation in College
- Disability Transition FAQ's 2. Workshops will review CTE curriculum modification, equipment modification, classroom modification, supportive personnel, along with instructional aids and devices to all K-14 Perkins identified and documented special population CTE students, requiring such assistance.

CTE special populations will include:

- Students with documented disabilities;
- Students from economically disadvantaged families, including foster children;
- Students preparing for nontraditional fields;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with limited English proficiency.

NOTE: At the secondary level, data will also be collected for migrant students. Migrant students, with appropriate documentation, will also receive the above-mentioned supplemental support services, as required.

MSCS will refine and expand the E-mentoring non-traditional student success program to "all underrepresented students within CTE programs college-wide." In addition, the Perkins Unit will place special focus on using E-mentoring activities to assist in helping nontraditional students succeed in high-wage, high-demand or high-skill occupational programs.

Given the increase in LEP populations, along with the continued strong emphasis from Minnesota State, Office of Civil Rights, the MSCS will work to strengthen collaborative partnerships with ABE, Community-Based Project Fine, and other adult service agencies to refine, update and implement identification, assessment, referral and language-related support services for Limited English Proficiency (LEP) students at both college campuses. By using MSCS College Coaches, work will be directed to providing K-14 career and personal counseling, along with other school and community-based "wrap-around" activities and accommodations to assist students in resolving issues related to nontraditional student career training selections, career interests and abilities, interpersonal relationships, personal barriers, and difficult social/emotional/work situations that may interfere with their academic and career goals and/or transitional efforts into college, military or employment.

(2) At the local level, there will be three areas of focus: (1) continued partnership with the Goodhue County Education District and the Hiawatha Valley Education District – which both provide Area Learning Center programming - that focuses on increased educational opportunities for at-risk secondary students - including CTE course offerings, early college credit, and career and college pathways, (2) continuing to pursue the implementation of Project Search – an intensive internship and transition program for students with disabilities – at the River Bluff Education Center in Red Wing, Minnesota, and (3) support for increased CTE student organization offerings at the local school district level, as well as support for equity of access to these student organizations for students of special populations.

At the regional level, the focus will be on the integration of special population best practice and key messages with the previously described Southeastern Consortium Professional Development Cohort Model. In addition, a partnership will be pursued with the Region 10 Low Incidence Project leadership and Rochester / Zumbro Education District leadership to sponsor an on-going professional development series on creating meaningful experiential learning experiences for students with disabilities.

At the state level, continued engagement with the state Employment Capacity Building Cohort initiative on behalf of the Goodhue County Education District and their transition programming for students with disabilities. In addition, the Secondary Coordinator will continue to support leveraging the following state initiatives as opportunities for increased student support and opportunity at the local and regional levels: World's Best Workforce Plan – including Personalized Learning Plans and Career and College Readiness, Olmstead Plan, and the Workforce Innovation Opportunity Act. It is the intent that state initiatives that filter down to the local school district level will be among key topics discussed regularly at the Southeast Consortium's Leadership Team meetings as a means to further align efforts and resources.

(3) Minnesota State Southeast ensures all qualified students with physical, learning, or psychological disabilities equal access to educational opportunities.

The college has recently established a Peer Assistant Learners (PALs) program which is a strategy where by highly qualified students go into the classrooms as lab assistants / tutors. An example of the success of this program is the Fundamentals of Chemistry class that is required for all Nursing students. Prior to the PALs program the pass rate for Fundamentals of Chemistry hovered around 60%, with the tutor support of PALs the pass rates now trend toward the mid to upper 70%. This example is typical of all the classrooms where the PALs program has been incorporated increasing the success rate of special populations in the CTE programs.

Minnesota State Southeast ensures all qualified students with physical, learning, or psychological disabilities equal access to educational opportunities.

The college has recently established a Peer Assistant Learners (PALs) program which is a strategy where by highly qualified students go into the classrooms as lab assistants / tutors. An example of the success of this program is the Fundamentals of Chemistry class that is required for all Nursing students. Prior to the PALs program the pass rate for Fundamentals of Chemistry hovered around 60%, with the tutor support of PALs the pass rates now trend toward the mid to upper 70%. This example is typical of all the classrooms where the PALs program has been incorporated increasing the success rate of special populations in the CTE programs.

(4) Under Section 504 of the Rehabilitation Act, a free appropriate public education (FAPE) must be provided to students with disabilities. Southeast Consortium schools may impose fees on a student with a disability only if the fees are equally imposed on students without disabilities. For example, fees to cover the cost of a field trip that apply to all students are fees a school can charge to a student with a disability.

Key features of FAPE under Section 504, of which all Consortium Schools must be in compliance with, include – but may not be limited to:

- Evaluation and placement procedures that guard against misclassification or inappropriate placement of students;
- Periodic reevaluation of students who have been provided special education or related services and prior to a significant change in placement;
- Provision of regular, or CTE, or special education and related aids and services that are designed so that the individual educational needs of students with disabilities are met as adequately as the needs of non-disabled students are met;
- Education of students with disabilities with non-disabled students—to the maximum extent that this arrangement is appropriate for the needs of students with disabilities;
- A system of procedural safeguards (that is designed to inform parents of a school district's actions or decisions and to provide parents with a process for challenging those actions or decisions) that include notice; an opportunity for parents to review their child's records; an impartial due process hearing (with an opportunity for participation by the student's parents or guardians and representation by counsel); and a review procedure.

(5) The strategies to provide access to high-skill, high-wage, or high-demand occupations that lead to self-sufficiency are based on local, regional, and state initiatives (please see Question 2 for more detail). Southeast Consortium FY18 strategies are, but may not be limited to:

- Partner with the two consortium education districts (Goodhue County Education District and Hiawatha Valley Education District), who both provide Area Learning Center programming, to increase the quality, and hopefully number, of CTE programs offered to at-risk students as well as increased opportunity to earn early college credit in CTE programs.

- Implement Project Search in partnership with the Goodhue County Education District to provide a pathway from school to employment for students with disabilities.
- Provide secondary CTE staff and administrators with professional development on how to best support special populations.
- Invest time and fiscal resources into expanding CTE student organization offerings across the consortium, as well as intentional support for equity of access to these organizations for students in special populations.
- Participate in the state facilitated Employment Capacity Building Cohort as a means of providing high-quality employment opportunities to students with disabilities.

6) Throughout the Consortium, there are a number of layers designed to ensure consistent expectations for all learners, including:

- Standards-based instruction
- Differentiated instruction
- Professional Learning Communities
- 504 procedures that are compliant with federal and state law
- Special education pre-referral processes, evaluation, and outcome that are compliant with federal, state, and local law, policy, and procedure
- State mandates embedded into World's Best Workforce legislation – including Personalized Learning Plans and Career and College Readiness markers

Even with these layers, often it is the day-to-day conversation between the adults in the school building and the student and their family that provides either support or barriers to consistent and morally corrects expectations. To help further the professional understanding on the strengths and challenges often experienced in special populations, as well as to provide a platform from which to support the belief that all students can succeed, there will be intentional conversation on this within the consortium's Professional Development Cohort Model in FY18. Also in FY18, the Secondary Coordinator will regularly provide local school district counselor, building administrators, and special education administrators with information and material that supports their professional learning and approach to students in special populations.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations
Strategies	
Provide CTE curriculum modification, equipment modification, classroom modification, supportive personnel, along with instructional aids and devices to all K-14 Perkins identified and documented special population CTE students, requiring such assistance. CTE special populations will include:	
<ol style="list-style-type: none"> 1. Students with documented disabilities; Students from economically disadvantaged families, including foster children; • Students preparing for nontraditional fields; • Single parents, including single pregnant women; 2. Displaced homemakers; and 3. Individuals with limited English proficiency. 	
NOTE: At the secondary level, data will also be collected for migrant students. Migrant students, with appropriate documentation, will also receive the above mentioned supplemental support services, as required.	
Outcomes	
<p>For additional information, please refer to MSCS: Data Book - Learning Resource Centers</p> <p>Dated: March 1, 2017 (Found in the attachment section)</p>	
All 6 CTE special populations groups, including migrants at the secondary level, will receive the following accommodations and/or supports as deemed appropriate by postsecondary/secondary qualified staff. •	
<ol style="list-style-type: none"> 1. Note takers; 2. Books on tape; 3. Alternate exam arrangements; 4. Readers and scribes for exams; 5. Course modifications; 6. Sign language interpreters; 7. Assistive listening devices; 8. Priority registration; 9. Academic and personal counseling; 10. One-on-one tutoring; 11. Test taking tutoring; 12. Quiet testing and study environments; 13. Adaptive technology; and 14. Adaptive workstations 	
NOTE: The following requirements are in place for K-14 CTE students, with disabilities, to receive services: A) Secondary level - an IEP plan outlining CTE accommodations and transition goals and B) Postsecondary level – Timely and accurate documentation along with a college individual service plan (ISP).	
Measures	
The outcome measure is to make postsecondary completion rates the same as all other students who are not receiving supplemental support services. At the secondary level, it is to ensure that all students receive a free appropriate public education in the most least restrictive environment.	
Reallocation Explanation	
Post-Secondary Required Activities	\$107,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$107,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$107,000.00

Goal 3 Objectives 2

Required/Permissible Uses of Funds* R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences

Strategies

The consortium will create opportunity for member school districts to learn about how to create, implement, sustain, and improve various Experiential Learning programming.

Outcomes

Two Experiential Learning Seminars will be held for purpose of jump-starting efforts in school districts towards creating, implementing, sustaining, and/or improving Experiential Learning options for students.

Measures

By March 1, 2018, 100% of consortium schools will have been offered the opportunity to participate in an Experiential Learning Seminar.

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

Goal 4 Narrative

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

*

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

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]//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) MSC Southeast has been approved by the regional accreditor, the Higher Learning Commission, to offer both online coursework and full programs. The college also has access to Interactive Television to allow for flexibility in locations. Variation in scheduling is continually monitored, and recently the healthcare programs added an evening clinical to accommodate learner needs. In the future, the college will continue to offer evening, summer and weekend clinical experiences.

Currently the online schedule is shared in advance with area high schools so they can plan their programs, curriculum and instruction around our coursework. Conversations are also happening with area high schools to provide ITV classes with certain coursework appropriate to their needs at high schools that are at a distance. Some classes have been made available in a stacking series for multiple start times throughout the semester depending on skill level such as the accelerated Pre College Math series or the accelerated Read Write series or the Computer applications series.

In the math students can take for 8 weeks, 6 weeks or 4 weeks depending on basic skills placement score. In the English students, again depending on their basic skills placement score may take the Reading intense course the first 4 weeks following with the Writing intense course the last 4 weeks thus getting students ready for college level math or English in less than one semester. The computer applications course allows for students to enter a 1 credit computer course every 5 weeks throughout the semester, either online, hybrid or on campus. Therefore fulfilling their needs one credit at a time.

Many of our college level courses can be taken in the evenings. If offered in the evening, they typically are a one evening course. Some are hybrid in that they only need to attend every other week while doing the rest of the coursework online.

(2) In most, if not all, of the secondary schools in the consortium, a key center of influence in regard to Programs of Study and Early College Credit is the school counselor. The consortium has historically devoted intentional time and effort to keep the school counselors abreast of POS and Early College Credit options within the consortium and with MSC – Southeast. In FY18, this effort will continue via a two consortium-wide counselor meetings (fall and spring). In addition, the Secondary Coordinator will send monthly mailings of relevant CTE information to the consortium counselors – including industry trends, CTE employment options, etc.

Another key center of influence are the secondary and college CTE instructors. These instructors have the ability to promote CTE programming as well as to encourage student participation in secondary and post-secondary programs. The FY18 Professional Development Cohort Model will serve as a way to ensure CTE instructors are up-to-date in Program of Study options, Early College Credit options, as well as industry trends, and related information.

By engaging school counselors and CTE instructors, students will have access to adults that can help support their transition from secondary to post-secondary and/or meaningful employment.

The infrastructure for a continuum of services for Early College Credit is in place within the Southeast Consortium. This includes strong outreach by MSC – Southeast to consortium high schools to articulate and promote its Early College Credit options. These options include local articulation agreements, Concurrent Enrollment, PSEO, and Contracted PSEO. The consortium provides access to CTEcreditMN.com for its secondary schools, as well as promotes and supports regional articulation opportunities in Southern Minnesota.

On the secondary side of things, two centers of influences were mentioned above: counselors and CTE instructors. A third group in which the Secondary Coordinator will engage with in FY18 will be the Special Education Directors/Coordinators. This engagement will center on ensuring that Special Education administrators and case managers have the most up-to-date information on accessibility to post-secondary options for students with disabilities.

(3) Student services that enhance student transition include:

Starfish which is an intervention system enabling the faculty to identify at-risk students early in the semester and connect these students with college support services.

GPS Life Plan online tool, which enables students to set goals and measure success in five areas: career, education, finance, leadership and personal.

First Year Experience: At the beginning of each school year the college offers a daylong series of workshops to help students develop skills for success and resources for support.

Success Seminars: Students who are returning to the college from academic / financial aid suspension are required to attend a 3 hour seminar, designed to give them the study skills, time management, and insight into their own learning styles that they will need to return to college successfully.

Check and Connect program coaches provide a systematic and efficient way to connect with students with immediate supports for personal success. C and C coaches provide an essential link to students' educational progress and personal education goals.

(4) Transition of adult learners into the workforce begins with the college's alignment of program offerings to current, emerging and projected labor market needs. Development of programs of study will be in partnership with business and industry closing skills gaps by providing adult learners with the training necessary to be competitive in the workforce. Approved technical skills assessments aligned to national standards will aid adult learners into the successful transition into the workforce.

(5) This is will be an exciting area for the Southeast Consortium in FY18. There have already been conversations in FY17 on how the consortium can partner with other consortia to help leverage increased student opportunity. For example, the Southeast Consortium and Rochester / Zumbro Education District recently finalized a joint training session for its administrators on how to interpret and use CTE/Perkins data (March 2017).

Given the fact that the Southeast Consortium is bordered with four other consortia (Dakota County, Rochester / Zumbro Education District, Riverland, and South Central), it seems prudent to develop collaborative relationships with these consortia. Specific areas of collaboration in FY18 include:

Professional Development (ex. Work-Based Learning trainings co-sponsored by the Southeast Consortium, the Rochester / Zumbro Education District and Region 10 Low Incidence Projects)

Program of Studies (ex. Sharing of program models between consortia that will help spur outside-of- the-box thinking for school district administrators and staff)

Early College Credit (ex. Brokering with post-secondary institutions – Rochester Community and Technical College, Riverland, and South Central for Agriculture articulations; Co-sponsoring regional articulation meetings for secondary staff)

Technical Skill Assessments (ex. Multiple consortia sponsoring TSA professional development sessions, sharing pilot and implementation successes and challenges)

Idea Exchanges (ex. Regularly scheduled meetings between the Secondary Coordinators of the Southeast Consortium and bordering consortia – either 1-on-1 or in a small group; Observation of other consortia meetings as a way of incorporating best practice and as a way of providing an opportunity for the Secondary Coordinator to grow in leadership skill)

(6) MSCS is actively implementing programs such as Credit for Prior Learning, the Yellow Ribbon Program, and support services targeting such audience. These programs are intended to increase cooperation and communications between veterans, non-traditional students, and our support services personnel. These efforts have increased visibility into these students' needs and have allowed for tailored support to maximize the likelihood of student success.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development
Strategies	
Three (3) Southeast bordering Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, hereafter referred to as the Continuum of Service Provision (CSP) Leadership Team, will maintain open lines of communication via e-mail, conference calls, and/or face-to-face meetings throughout the FY18 school year to refine and strengthen collaborative strategies and measures to continually identify, up-grade and fill student programs of study learning and transitional gaps to enhance the continuum of service provision options for ensuring successful student and adult transitions within and among the three consortia.	
Outcomes	
The CSP Leadership Team will collaborate throughout FY18 to strengthen brokering strategies in an effort to build a comprehensive continuum of services structure ensuring that CTE students will be able to fully participate in activities and programs supported by Perkins, within and among all three bordering consortia. The brokering structure will include multiple transition points for CTE students including not only students from high school to college, but also out of and back into formal education K-12 youth and beyond into adult hood.	
Measures	
Over the duration of Perkins IV, Southeast Leadership Team members have discovered that there are critical times that close communication and collaboration must take place between bordering consortia to ensure successful brokering of services. These are the times that "gaps" are discovered and need to be addressed. Examples include: A) During the development of new Programs of Study and R-POS where the program of study major is not continued within the Consortium postsecondary college. Two examples of this are: a) Agriculture at the secondary level at Southeast, but there are no matching programs at Southeast Technical; and b) Hospitality Services at the secondary level at Rochester, but no matching programs at RCTC. B) Prior to the development of each new Perkins Consortium Plan and C) Prior to writing each Consortia's Annual Performance Plan (APR).	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00

Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$4,000.00

Goal 4 Objectives 2

Required/Permissive Uses of Funds* R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry

Strategies

The CSP Leadership Team will build upon and refine the transition and brokering of services in programs to help high school students, as well as adult learners, transition into CTE programs that provide high-skill, high-wage, high-demand jobs utilizing the ten (10) elements of rigorous programs of study (R-POS).

Outcomes

MSCS and Southeast Consortium will collaborate to provide students and adult learners with flexibility in scheduling and formats that promote seamless transitions by using the MN Programs of Study database; and

MSCS will designate a Recruitment Specialist to serve as a Brokering of Services contact person, and to work with students, adult learners and businesses/industry leaders to increase enrollment in high-skill, high-wage, high-demand careers.

Measures

The Continuum of Service Provision (CSP) Leadership Team will track students, among the three Consortia, along with this, the college "Brokering of Services" contact person will meet with students to determine if the brokering of service provisions have been satisfactory. Student gaps within continuum of service provisions as well as levels of student satisfaction will be fed back to the CSP Leadership Team with results being used to promote strategies to enhance Continuous Program Improvement.

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

Goal 4 Objectives 3

Required/Permissive Uses of Funds* R9 Special Populations, R10 Collaboration, R11 Articulation

Strategies

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

Outcomes

The three partnering consortia will work in unison to maintain up to date effective brokering services for high school to college as well as military veterans, underemployed and unemployed adults via Programs of Study for all learners throughout the Southeastern region of MN.

Measures

Individual transitional plans - based on the most currently developed Programs of Study, will enhance matriculation of high school to college learners as well as adult learners. Measures of success will be determined by increases in overall college retention and placement statistics as collected and publicly displayed on the Minnesota State dashboard. Collaborations developed via 32~2~2 efforts will ensure that Perkins consortia will have an established and unique regional purpose e.g. that what we offer and deliver is CTE desirable and not obtainable elsewhere within anyone or a smaller combination of the 31 school districts and two colleges.

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

Goal 4 Objectives 4

Required/Permissive Uses of Funds* R10 Collaboration, R11 Articulation, P1 Advisory Committees

Strategies

The Southeast Perkins Consortium shares a common belief that institutions of higher education should follow national program standards to ensure the quality of college CTE and academic classes taught by high school teachers. To this end, Southeast will work with its two bordering consortia to implement all of the new proposed 2017 National Concurrent Enrollment Partnership Standards. These standards include measurable criteria in five categories that are markers of excellent concurrent CTE enrollment programs. These areas include: curriculum, faculty, students, assessment and program evaluation. NOTE: In July 2013, Southeast Technical received NACEP Certification.

Outcomes

MSCS CTE courses administered through our Concurrent Enrollment Partnership (CEP) will be designed to reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college departments. CTE faculty site visits will be conducted to ensure that college courses offered through the CEP are the same as the courses offered on campus. High school CEP instructors will be approved by the respective CTE college department and will meet all academic and CTE department requirements for teaching the college course. MSCS will register CEP students as degree seeking, non-degree seeking, or non-matriculated students of the college and will record courses administered through a CEP on official college transcripts. The CEP ensures its CTE students meet the course prerequisites of the college. All CEP students will be held to the same standards of achievement and grading as those expected of students in on campus sections. CEP students will be assessed using the same methods (e.g. paper, portfolios, quizzes, labs, shops, inter/externships, etc) as CTE students in on campus sections. The CEP will conduct end-of-term student college course evaluations for each CTE course section offered through the CEP. The CEP will conduct surveys of current students, CEP alumni, CTE instructors, principals, and guidance counselors as specified in the NACEP accreditation evaluation standards.

Measures

MSCS will conduct Concurrent Enrollment Program (CEP) assessment through the lens of the newly proposed 2017 NACEP standards;

MSCS will inventory all existing and note all missing/inadequate "Required Evidence" documents;

MSCS will create missing and/or update, or replace, all deficient NACEP based components (Curriculum, Faculty, Student, Assessment, Evaluation) throughout Southeast Tech's CEP

NOTE: While enrollment in many programs at MSCS have declined in enrollment from FY13 thru FY17 (overall Full Year Equivalent are down by 24.61%), enrollment of high school students in college credit course work has increased by 163%. SOURCE: MSCS DATA SERVICES, 3/2017.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 5

Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P10 Student Transition
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Strategies

The consortium will create opportunities for high schools to engage in Early College Credit avenues.

Outcomes

1. The consortium will have a record as to the current status of local and regional articulations between consortium schools and post-secondary institutions.
2. Relevant local articulation agreements will be developed.
3. Relevant local and regional articulation agreements will be developed via the consortium's membership in the Southern Minnesota Regional Articulation Partnership and CTEcreditMN.com.
4. Interested secondary stakeholders will be offered the opportunity to participate in a CTEcreditMN.com training sessions and joint training sessions with bordering consortia will be pursued.

Measures

1. By November 1, 2017, there will be an up-to-date record as to the existing local and regional articulation agreements within the consortium.
2. By April 1, 2018, there will be a 5% increase in viable local and regional articulations within the consortium.
3. By April 1, 2018, 90% of existing local and regional articulations will be appropriately entered into CTEcreditMN.com.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,211.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,211.00
Total	\$2,211.00

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) In FY17, there were three mechanisms of self-assessment for the Southeast Perkins consortium systems and operations: (1) a FY16 Monitoring Visit by the Minnesota Department of Education and Minnesota State, (2) a Comprehensive Needs Assessment conducted via online feedback, and (3) feedback provided by school district stakeholders to the Secondary Coordinator during in-person meetings in February and March 2017.

Moving ahead to FY18, the Comprehensive Needs Assessment will be administered again and will feature updated questions. In addition, the Secondary Coordinator will offer school districts the opportunity to meet in person to provide feedback and updates as to CTE programming in their school district and what the Southeast Consortium can do to support their work.

A new self-assessment will be added in FY18: the practice of a consortium-wide Leadership Team providing strategic planning and accountability in the following four areas:

1. Professional practice infrastructure;
2. Adherence to federal and state regulation;
3. Consortium strategies, outcomes, and measurement; and
4. Fiscal transparency and procedure.

(2) The following action steps will be taken:

1. The "why", "what", and "how" of Perkins data reporting will be shared with CTE instructors (via the Professional Development Cohort Model), counselors (fall and spring meetings), MARSS coordinators/persons responsible for sending the data in (fall and spring trainings plus the option of 1-on-1 training), and with school district CTE leaders at the consortium's annual fall meeting. This will help ensure our consortium data is representative of what is actually happening.
2. The Southeast Consortium will collaborate with the Minnesota Department of Education to offering training on CTE/Perkins data interpretation and user for consortium administrators and CTE staff.
3. The Southeast Consortium will collaborate with Minnesota State to offer professional development on the formation, sustainment, and improvement of local advisory committees – including the role of data in local CTE program improvement.
4. The Southeast Consortium will clearly articulate the expectation of proper reporting of Technical Skill Assessment and offer support towards this end.
5. The consortium Leadership Team will interpret consortium-wide achievement data and recommend correlated action steps.

(3) Shared responsibility among all Southeast partners for collaboration and accountability as been a key cornerstone of the Consortium from the beginning. From the initial startup phase, the Southeast Perkins IV Consortium brought previously separate CTE secondary and postsecondary entities into a new structure with a full commitment to a common vision and mission. Such collaborative moves require comprehensive planning and well-defined communication channels operating on many levels. Authority is defined by the collaborative structure. Risk is greater because each educational organization contributes its own resources and reputation. Resources (fiscal and human capital) will need to be pooled and all collaborative partners will need to share in improved student success. Within the Southeast Perkins IV Consortium, it is our goal to achieve greater student success by working collaboratively than we would have by continuing to work individually.

(4)

Based on state partner Southeast Consortium grant review team recommendations, Carl's team was requested to come up with a plan to shift long-time Perkins funding from the Learning Resource Centers (LRC) into areas that would work to improve Perkins unmet core indicator areas. As such, a follow-up meeting was held with Minnesota State College Southeast (MSCS) Dr. Leslie Bleskachek, VP for Academic and Student Affairs. In addition, those attending the meeting were: Jeralyn, Debra, and Lloyd. Members at the meeting were informed of a new administrative structure, to be implemented in the summer of 2017, at which time MSCS will be creating a new position titled, LRC Support and Special Projects Manger. Duties of this position will include, but not be limited to:

- **Creating a Perkins funding plan that will addresses the steps necessary to change the funding streams for the LRCs. It is the goal of this plan that within 3 years, 50% of the funding required to support the LRCs will be diverted to these newly identified funding streams.**
- **Creating a plan for the LRCs to include staffing, tutoring, proctoring and research database changes.**
- **Identifying needed professional development and faculty workshops to enhance existing and grow additional Programs of Study within the Consortium.**

Within the Southeast Consortium, the following process has been followed to collaboratively establish an effective budget:

1. In February and March, the Secondary Coordinator conducts site visits and meets with member high school administrations and CTE staff. The purpose of this meeting is to gather feedback as to local high school CTE planning for the coming school year. This feedback is then used to inform the consortium's plan for the next fiscal year. This conversation serves as a springboard for ideas to implement and/or improve CTE programming at the local high school level.
2. In March, the Secondary Coordinator sends out an online survey to consortium administrators, teaching staff, counselors, and business office staff. The purpose of the survey is to generate a Comprehensive Needs Assessment that offers data to inform the consortium's plan for the next fiscal year.
3. Concurrent with site visits and the online survey, the Secondary Coordinator reaches out to other consortia to dialog about potential partnership for the coming fiscal year. The Secondary Coordinator also reaches out to Minnesota Department of Education (MDE) specialists (ex. FACS, Business, Experiential Learning, etc.) to plan for any joint efforts. Other collaborative inquiries include the Secondary Coordinator reaching out to the consortium's Post-Secondary Coordinator to inquire as to potential collaborative efforts for the coming year and simultaneous outreach to stakeholder groups (ex. Workforce Development). If there are items that can be collaborated on with other consortia and/or MDE specialist staff, and/or Minnesota State College – Southeast, and/or stakeholder groups like Workforce Development, those plans are included in the consortium's plan for the next fiscal year.
4. After gathering feedback from steps 1 to 3, the Secondary Coordinator folds in Annual Local Performance Data and synthesizes all this information into possible action steps for the next fiscal year. These action steps are reported out to consortium secondary administrators, teachers, counselors, and business managers. These various groups have the opportunity to provide feedback on the proposed action steps.
5. Following stakeholder feedback on the proposed action steps, the consortium's proposed plan is updated to include actions steps for the secondary schools.
6. Upon submission and approval of the consortium plan for the next fiscal year, a list of key messages is generated and sent to consortium stakeholders. At this time, a sub-grant window is opened that allows secondary schools to submit funding requests for the next fiscal year. The sub-grant requests that will be funded by the consortium are ones that adhere to the submitted consortium plan, including alignment to the Perkins Five Goal Areas. It is important to note that a particular emphasis is placed on supporting new and/or updated CTE programs at this time.
7. Following plan approval and key messaging, the consortium is ready to begin implementation of the approved plan. This includes official notification to high schools regarding the status of their sub-grant request.
8. In the fall of the new fiscal year, the Southeast Consortium holds a Perkins stakeholder meeting. This meeting is open to school district administrators, teachers, counselors, and business managers. At this meeting, the consortium plan is reviewed. In addition, various innovative and creative secondary CTE programs within the consortium are highlighted. This serves to provide a springboard for other consortium schools to consider replicating innovative, creative, and effective CTE programming. This meeting also serves as an opportunity to address topics (i.e. TSA, Articulation, Advisory Boards) for which consortium high schools can receive technical assistance as they consider implementing or improving these areas of their CTE programming.
9. Throughout the school year, the Professional Practice Infrastructure is implemented. (please see the attachment entitled "Forward Facing – FY18" for a summary of the Professional Practice Infrastructure).

(5) The Southeast Consortium has a rich history and promising future for continued partnership with its stakeholders when it comes to incubating and bringing to fruition regional educational and workforce initiatives. Below are a number of such initiatives that have happened and/or are on-going:

1. US Department of Labor – Youth Career Connect Grant (Southeast WorkForce Center and Perkins Consortium – Leads)
2. National Science Foundation (NSF) – Nanotechnology Partnership for rural Education Pathways (MSCS – Lead)
3. Annual Consortium-Wide High School Special Education Professional CTE Development Conferences (Southeast Consortium – Lead)
4. Consortium-Wide Superintendents/MSCS President CTE Summits (Southeast Consortium – Lead)
5. USOE Title III, Part A Grant - Expanding capacity to serve low-income students by providing funds to improve and strengthen academic and career training (MSCS – Lead)
6. USOE Trio Grant – currently in the process of monitoring up-coming legislation that would allow MSCS to actively seek first-time funding (MSCS – Lead)

In Brief, the Southeast Perkins Leadership Team - along with Carl's Team – is constantly working to leverage other components of a broader education and career pathways system including not only secondary and postsecondary education, but also community-wide workforce investment and job training initiatives.

(6) The Southeast Perkins Leadership Team is committed to a vision that promotes rigorous, relevant, and results-driven CTE programming ensuring student access and success for students competing in a 21st-century global economy. To this end, our Consortium is working around the four core principles as outlined in the US Department of Education document titled: *Investing in America's Future, A blueprint for Transforming Career and Technical Education*.

As such, are goals moving forward are:

1. ALIGNMENT. Effective alignment between high-quality CTE programs and regional labor market needs;
2. COLLABORATION. On-going trusted and effective collaboration efforts among all Consortium partners;
3. ACCOUNTABILITY. Meaningful accountability for improving academic and technical outcomes for ALL students; and
4. INNOVATION. An increased emphasis on innovation supported by state and regional policies and funding.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R5 Professional Development
Strategies	
The Southeast Perkins IV Consortium will advance its work using the national/state marketing campaign to re- image and remake CTE within the Southeast Region. The blueprint used to advance this effort will be the shared vision for the future of CTE as supported by:	
<ul style="list-style-type: none"> • Association for Career and Technical Education • Council of Chief State School Officers • National Association of State Boards of Education • National Council of State Directors of Community Colleges • National Skills Coalition • U.S. Chamber of Commerce Foundation 	
Outcomes	
The new National and State vision and re-imaging marketing messages will be continued throughout the Consortium via the following: A) Consortium Newsletter (electronically); B) Consortium presentations to: Leadership Team Members, Superintendents, Principals, Counselors, DEED Personnel, CTE K-12 Teachers, College Faculty, High School/College Fairs, Adult Service Agencies and ABE.	
Measures	
The delivered Consortium-wide CTE re-imaging outcomes measures expected via this marketing campaign will be, but may not be limited to, the following interconnected principles:	
<ol style="list-style-type: none"> 1. CTE is critical to ensuring that the United States leads in global competitiveness; 2. CTE actively partners with employers to design and provide high-quality, dynamic programs; 3. CTE prepares students to succeed in further education and careers; 4. CTE is delivered through comprehensive programs of study aligned to Minnesota Career Fields, Clusters & Pathways (The Wheel); and 5. CTE is a results-driven system that demonstrates a positive return on investment. 	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R8 Size/Scope/Quality, R10 Collaboration
Strategies	
Consortium schools will have the opportunity to give feedback as to the operation of the consortium as well as receive information that will help sustain engagement in the work of the consortium.	
Outcomes	
The Secondary Coordinator will (1) set-up and conduct on site meetings with school district CTE stakeholders, (2) create and follow-through with a phone call schedule to school district CTE stakeholders, and (3) offer electronic feedback opportunities through the use of surveys – including the annual Comprehensive Needs Assessment.	
Measures	
<ol style="list-style-type: none"> 1. By April 1, 2018, the Secondary Coordinator will have had an on-site meeting with each school district in the consortium. 2. By April 1, 2018, the phone call schedule will have been completed with 100% fidelity. 3. By April 1, 2018, 100% the consortium administrators, CTE instructors, counselors, and business managers will have had the opportunity to participate in an electronic Comprehensive Needs Assessment (CNA). 	
Reallocation Explanation	

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$772.67
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$772.67
Total	\$772.67

Goal 5 Objectives 3

Required/Permissive Uses of Funds* R8 Size/Scope/Quality, R10 Collaboration

Strategies

The consortium Secondary and Post-Secondary Coordinators, along with contracted personnel, will hold regular meetings in FY18.

Outcomes

The consortium Secondary and Post-Secondary Coordinators, along with contracted personnel, will have scheduled meetings with the intent of ensuring open lines of communication between secondary and post-secondary.

Measures

By May 1, 2018, the Coordinators will have met at least four times and will have created an agenda and meeting notes.

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

Goal 5 Objectives 4

Required/Permissive Uses of Funds* R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration

Strategies

The consortium will offer the opportunity for consortium stakeholders to learn about effective CTE models in Southern Minnesota, as well as the strategies embedded into the state-approved consortium plan.

Outcomes

The consortium will hold its Annual Fall Meeting in the fall of 2017.

Measures

100% of the consortium school districts will be represented at the Annual Fall Meeting.

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

Goal 5 Objectives 5

Required/Permissive Uses of Funds* R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration

Strategies

The consortium will stay connected to, and engaged with, external consortium partners to stay up to date on relevant and meaningful CTE information and practice.

Outcomes

The consortium will have communication strategies in place to keep channels of communication open to external consortium partners/stakeholders and best practice.

Measures

1. By December 1, 2017, the Secondary Coordinator will have attended the CTE Fall Conference and the annual one-day Consortium Coordinators/Leaders meeting.
2. By April 1, 2018, the Secondary Coordinator will have had at least one in-person meeting with each of the Minnesota Department of Education CTE specialists.
3. By April 1, 2018, the Secondary Coordinator will have had at least two meetings with representatives from Workforce Development, Inc.

4. By May 1, 2018, the Secondary Coordinator will have joined the following professional organizations: (1) Association for Career and Technical Education, (2) Minnesota Association for Career and Technical Education, (3) Minnesota Association for Career and Technical Administrators, (4) National Business Education Association and North Central Business Education Association, (5) Minnesota Business Educators, Inc., (6) Minnesota Counseling Association, (7) Minnesota Association of Family and Consumer Sciences, (8) Minnesota Technology Engineering and Educators Association and (9) Minnesota Association of Agricultural Educators.
5. By May 1, 2018, the Secondary Coordinator will have attended the Fall and Spring MACTA Conferences.
6. By December 1, 2018, the Secondary Coordinator, Post-Secondary Coordinator, and the two Southeast Consortium consultants will have attended the fall CTE Works! Conference.

Reallocation Explanation	
Post-Secondary Required Activities	\$1,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$400.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$400.00
Total	\$1,900.00

Goal 5 Objectives 6

Required/Permissive Uses of Funds*	R10 Collaboration
Strategies	
Consortium schools will have the opportunity to give feedback as to the operation of the consortium as well as receive information that will help sustain engagement in the work of the consortium.	
Outcomes	
The Secondary Coordinator will (1) set-up and conduct on site meetings with school district CTE stakeholders, (2) create and follow-through with a phone call schedule to school district CTE stakeholders, and (3) offer electronic feedback opportunities through the use of surveys – including the annual Comprehensive Needs Assessment.	
Measures	
<ol style="list-style-type: none"> 1. By April 1, 2018, the Secondary Coordinator will have had an on-site meeting with each school district in the consortium. 2. By April 1, 2018, the phone call schedule will have been completed with 100% fidelity. 3. By April 1, 2018, 100% the consortium administrators, CTE instructors, counselors, and business managers will have had the opportunity to participate in an electronic Comprehensive Needs Assessment (CNA). 	

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

Goal 5 Objectives 7

Required/Permissive Uses of Funds*	R10 Collaboration
Strategies	
The Post-Secondary Coordinator and Secondary Coordinator of the Southeast Consortium will partner with two consultants, Lloyd Petri and Lee Wendel, to form the decision-making team of the consortium.	
The Secondary Coordinator will use secondary funds to help fund an administrative assistant position tasked with securing applicable information from consortium schools, as well as to transmit communication as needed.	
The Goodhue County Education District will serve as the fiscal host of the Southeast Consortium - Secondary.	
The Goodhue County Education District will employ the Southeast Perkins Consortium Secondary Coordinator.	
Outcomes	
This team will engage in the work of enhancing consortium effectiveness and efficiency and will be expected to regularly meet and bring ideas and dialogue meant to enhance the support provided to consortium stakeholders.	
The Goodhue County Education District's Business Manager will carry out the duties expected from a fiscal host to ensure applicable laws, procedures, etc. are adhered to.	
Measures	
By June 1, 2018, the decision-making team will have met at least quarterly to review the FY18 plan implementation.	
By the dates and deadlines established by state leadership, the Southeast Consortium will provide information as needed and directed.	
By the end of the fiscal year, the Southeast Consortium - Secondary and local school districts will each have met applicable laws, procedures, etc..	

Reallocation Explanation	
Post-Secondary Required Activities	\$11,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$11,000.00
Secondary Required Activities	\$49,168.09
Secondary Permissible Activities	\$360.00
Secondary Admin Cost	\$7,787.52
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$57,315.61
Total	\$68,315.61

Goal 5 Objectives 8	
Required/Permissive Uses of Funds*	R5 Professional Development
Strategies	
The Secondary Coordinator will participate in the second ACTE LEAD meeting in Washington, D.C.	
Outcomes	
The Secondary Coordinator will bolster relationships with key CTE stakeholders and will improve leadership capacity in order to better support CTE programming in Southeastern Minnesota.	
Measures	
By April 1, 2018, the Secondary Coordinator will have attended the March 4, 2018 ACTE LEAD meeting.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$800.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$800.00
Total	\$800.00

Goal 5 Objectives 9	
Required/Permissive Uses of Funds*	R10 Collaboration
Strategies	
The Southeast Consortium will use multiple methods of communication to keep its stakeholders informed, updated, and engaged.	
Outcomes	
The Southeast Consortium stakeholders will have a common understanding of applicable CTE/Perkins topics, trends, and processes.	
Measures	
By November 1, 2017, the Southeast Consortium will have the following communication methods fully in use:	
(1) Southeast Consortium website;	
(2) A monthly Southeast Consortium newsletter;	
(3) A Southeast Consortium shared Google drive;	
(4) A monthly mailing of relevant and meaningful information to Consortium counselors and principals.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$414.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$414.00
Total	\$414.00

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	\$8,000.00	\$0.00	\$0.00	\$28,000.00	\$2,630.20	\$1,397.91	\$40,028.11	\$20,000.00	\$59,219.62	\$0.00	\$13,516.49	\$4,092.34	\$843.80	\$97,672.25	\$137,700.36

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	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$401.12	\$0.00	\$0.00	\$401.12	\$10,401.12

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	\$107,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$107,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$108,000.00

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	\$9,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$0.00	\$0.00	\$0.00	\$2,211.00	\$0.00	\$0.00	\$2,211.00	\$11,211.00

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	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$49,168.09	\$360.00	\$7,787.52	\$2,086.67	\$2,300.00	\$0.00	\$61,702.28	\$76,702.28

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	\$149,000.00	\$0.00	\$0.00	\$28,000.00	\$2,630.20	\$1,397.91	\$181,028.11	\$69,168.09	\$59,579.62	\$7,787.52	\$19,215.28	\$6,392.34	\$843.80	\$162,986.65	\$344,014.76

Secondary Supplemental Budget Sheet

Description	File Name	File Size
FY18 Supplemental Budget	FY18 Budget (Final).xlsx	48 KB
Secondary Supplemental Budget	FY18 Budget (Final).xlsx	48 KB
Secondary Budget Sheet using FY17 Basic and Reserve Funding totals as benchmarks	FY18 Budget - Final as of 5.15.17.xlsx	48 KB
Secondary Budget Sheet using FY17 Basic and Reserve Funding totals as benchmarks	FY18 Budget - Final as of 5.15.17.xlsx	48 KB

Secondary Budget Reallocation

Description	File Name	File Size
Secondary Budget Reallocation for the Southeast Consortium.	FY18 Budget (Reallocation).xlsx	28 KB
Secondary Budget Reallocation for the Southeast Consortium.	FY18 Budget (Reallocation).xlsx	28 KB
Secondary Budget Reallocation for the Southeast Consortium.	FY18 Budget (Reallocation).xlsx	28 KB
Secondary Budget Reallocation for the Southeast Consortium.	FY18 Budget (Reallocation).xlsx	28 KB

Perkins Grant Collaboration with WorkForce Centers

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

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 33.0%

Coordinator Budget:* \$24,133.00

Post-Secondary

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

Coordinator Budget:* \$14,500.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Arne Dufseth	Tutor/Tutor Coordinator	N/A	\$37,719.00	wg_JD-Arne Dufseth.doc
Betsy Woodward	Tutor		\$7,746.00	wg_JD-Betsy.doc
Diane Drake	Tutor		\$7,049.00	wg_JD-Diane Drake.doc
Steve Zmyewski	Perkins Manager & LRC Manager		\$91,324.00	wg_Zmyewski JD.docx
Glen Hines	Tutor		\$8,591.00	wg_JD-Glen Hines.doc
Sue Rabe	Tutor		\$5,385.00	wg_JD-Sue Rabe.doc
Bev Miller	Tutor		\$5,252.00	wg_JD-Bev Miller.doc
Kristie Maynard	Tutor		\$4,295.00	wg_JD-Kristie Maynard.doc
Brian Cashman	Secondary Perkins Coordinator		\$33,082.00	wg_Coordinator of Alternative Programs (1).doc
Lloyd Petri	Consortium Contractor		\$16,000.00	wg_Lloyd-Consortium Tasks.docx
			\$216,443.00	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	
<ul style="list-style-type: none"> In researching how best to improve student retention or transfer, MSCS has invested in Starfish EARLY ALERT, which is an early warning and student tracking module of the Starfish platform which collects information and manages concerns in a way that respects all student groupings. MSCS has found the module to be faculty-friendly. MSCS continues to have measured success with the implementation of Check & Connect (C&C). C&C is a USOE results-based proven intervention program that delivers sustained intervention for promoting students' engagement at college thus increasing student retention and graduation rates. Demonstrated outcomes of C&C include: A) INCREASED attendance, persistence, and completion. B) DECREASED truancy, tardies, behavioral referrals, and dropout rates. Please refer to the attachments of this grant for additional information regarding C&C. 	
Resources Needed	1) College funds have been allocated to purchase Starfish software and connectivity requirements. 2) College all staff development TA sessions along with periodic followup sessions have been conducted and will be on-going as required. Development sessions will be tied into college monthly all staff in-services throughout the FY18 academic year. 3) The C&C federal persistence grant is currently be written into the Federal Title III Grant which will submitted shortly. MSCS will find out if they received the grant award by early fall 2017.
Timeline	90% implementation of the Starfish program will complete in fall 2017. Full implementation by second semester FY18. Full implementation of C&C is on-going
Person(s) Responsible	Persons assigned lead responsibilities for: Starfish Nate Emerson, VP for Student Affairs Steve Zmyewski, LRC/Postsecondary Perkins Grant Check & Connect (C&C) Nate Everson, VP for Student Affairs Steve Zmyewski, LRC/Postsecondary Perkins Grant
How will progress be documented?	The following action steps will be implemented to monitor the effectiveness of the Starfish program: 1) Student focus groups (4-6 each semester, with two additional ones within the first two months of the FY18 academic year) 2) Reviewing college-wide reporting of counselor contacts resulting from Starfish tracking and reporting systems

	<p>3) On-going college wide staff development meetings with agendas dedicated to this initiative. Questions will be posed such as: A) What was supposed to happen? B) What actually happened? C) What have we learned and how can we do better?</p> <p>Progress will be documented via the following steps while implementing C&C:</p> <ol style="list-style-type: none"> 1) Determining indicators of student disengagement; 2) Identifying students at risk of disengagement or dropout; 3) Hiring mentors; 4) Organizing resources for interventions; 5) Using "Check" procedures an formal monitoring forms; 6) Implementing "Connect" interventions; 7) Monitoring mentor support and supervision; and 8) Evaluating and fine-tuning program implementation features.
Sub-populations or groups where gap exists:	<p>Largest gaps exist with the following sub-groups:</p> <p>Non-traditional enrollees required to take developmental courses as a result of their Accuplacer scores (math, english, study skills)</p> <p>Enrollees who have been out of college for ten or more years</p> <p>Enrollees for whom english is a second language</p>
Describe any contextual factors that might contribute to this gap:	<p>The Southeast Leadership Team believes that a large factor influencing this gap is the non-information or mis-information surrounding the job and training opportunities open these days to non-traditional students choosing to venture into fields that have traditionally been closed to them. As more information is shared through our approved Programs of Study along with our college Web-based information regarding job openings, job salaries, job locations, etc. This information along with an increased focus on pairing of non-traditional students with mentors currently working in the field will help to close these gaps.</p>

Further Information	
Stakeholders primarily involved with delevering postive results on these initiatives are:	
<ul style="list-style-type: none"> • MSCS Executive Council (including Presedent Duran) • Perkins Leadership Team • Carl's Team • MSCS Institutional Research Specialist 	
Process and sources of data:	
<ul style="list-style-type: none"> • Bi-weekly Ececutive Council meetings review of on-going college-wide data sets (both internal and externally driven) • Monthly updates consisting of Starfish and Check and Connect internal reports • Student focus groups • Federal and State reports (including Perkins Core Indicators) • Monthly data reports from the Southeast Regional WorkForce Center • Feedback from college faculty and students 	

Improvement Plan Action Steps 2

Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
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Action Steps to improve the performance

Following the principle of full-disclosure, MSCS has not met this indicator since the passage of Perkins IV. Each year the college has needed to prepare an improvement plan and/or improvement report. Over the years, numerous Perkins Leadership meetings, College Executive Meetings and Carl's Team meetings have dedicated sections of their agendas to this topic. Yet, as a core value, MSCS still very much believes in working towards nontraditional participation in all of its program offerings. As such, throughout FY18, Southeast will grow staff development activities with consortium high school and college counselors. In addition, Southeast will fine-tune its e-mentoring activities and market such efforts to area high schools. Once nontraditional students have selected and enrolled in their chosen program, e-mentoring will be provided on an on-going bases. Recruitment materials along with group and individual campus appointments with counselors and faculty will include informaion that addresses support for nontraditional students entering CTE programs. Finally, the Minnesota State College Southeast Diversity Plan 2017-2020 has been revised and updated to more directly address and support increased recruitment and retention of diverse and underrepresented student populations in all departments of the college **Please refer to the attachment section to review the MSCS Strategic Enrollment Plan, April 2017**. The updated MSCS Diversity Plan along with the Diversity Plan Goals are found in chapter 5.

Resources Needed	<ol style="list-style-type: none"> 1) Consortium wide staff development activities, including individual campus appointments with nontraditional students will be covered by selected members of Carl's Team, college admissions personnel as well as members from the College Diversity Teams as referenced in MSCS Diversity Plan goals. 2) Perkins resources will be used when conducting Consortium meetings with college faculty and high school instructors and counselors highlighting the benefits of nontraditional students entering POS along with information covering regional current and future job openings and earnings.
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Timeline	<ol style="list-style-type: none"> 1) FY18 staff development activities are currently being planned and will begin at the fall all-staff workshop. Additional staff and counselor efforts will be made by members of MSCS Diversity Team and outlined in Diversity Plan goals. 2) Consortium meetings with faculty and high schools instructors will be conducted on a quarterly bases along the lines of POS/R-POS throughout the school year. Meeting minutes will be recorded and on-going activities will be assigned to members.
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Person(s) Responsible	Carl's Team: Steve, Lee, Brian and Lloyd MSCS Executive Council Diversity Team Members
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How will progress be documented?	<ol style="list-style-type: none"> 1) Nontraditional student enrollment will be compared to prior years to measure growth; 2) Monitoring records will be kept to see if nontraditional e-mentoring participation increases on a semester bases; 3) Numbers of nontraditional students served, broken down by departments, in the LRCs will be recored along with reports from Starfish (Please refer to 3P1 Improvement Plan for the highlights of this program) will be used to provide early and invasive assistance to nontraditional students.
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Sub-populations or groups where gap exists:	<p>Largest gaps exist with the following sub-groups: Non-traditional enrollees required to take developmental courses as a result of their Accuplacer scores (math, english, study skills) Enrollees who have been out of college for ten or more years Enrollees for whom english is a second language</p>
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Describe any contextual factors that might contribute to this gap:	<p>Policy and decision Leadership, along with Diversity Team members believe that the largest factor influencing this gap is the non-information or mis-information surrounding the job and training opportunities open these days to non-traditional students choosing to venture into fields that have traditionally been closed to them. As more information is shared through our approved Programs of Study along with our college Web-based information regarding job openings, job salaries, job locations, etc. This information along with an increased focus on pairing of non-traditional students with mentors currently working in the field will help to close these gaps.</p>
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Further Information	
Stakeholders primarily involved with delevering postive results on these initiatives are:	
<ul style="list-style-type: none"> • MSCS Executive Council (including Presedent Duran) • MSCS Diversity Plan Membership • College and High School Counselors and Admissions Personnel • Perkins Leadership Team • Carl's Team 	

- MSCS Institutional Research Specialist

Process and sources of data:

- Bi-weekly Ececutive Council meetings review of on-going college-wide data sets (both internal and externally driven)
- Monthly updates consisting of Starfish and Check and Connect internal reports
- Student focus groups
- Federal and State reports (including Perkins Core Indicators)
- On-going monitoring of Starfish data reports
- Feedback from college faculty and students

Related Improvement Plan documents

Upload any additional supporting documents here. Career Coaching Brochure Sonya.pdf

Upload any additional supporting documents here. C&C-Southeast Perkins.docx

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met: *	1P1 – Technical Skill attainment
Negotiated Performance: *	84.47%
Actual Performance: *	76.47%

General strategies planned to improve performance:
 It is our believe that Postsecondary strategies to improve Technical Skill attainment begins with upfront with invasive measures such as the following:
Diagnostic Accuplacer efforts need to be intensified so as to administer the test earlier and assist the high schools in providing remediation efforts using a contextured approach while the students are still in high school.
GPS Life Plan online tool, which enables students to set goals and measure success in five areas: career, education, finance, leadership and personal.
First Year Experience: At the beginning of each school year the college offers a daylong series of workshops to help students develop skills for success and resources for support.
Success Seminars: Students who are returning to the college from academic / financial aid suspension are required to attend a 3 hour seminar, designed to give them the study skills, time management, and insight into their own learning styles that they will need to return to college successfully.
Check and Connect program coaches provide a systematic and efficient way to connect with students with immediate supports for personal success. C and C coaches provide an essential link to students' educational progress and personal education goals in an effort to get students directed into CTE programs that best match their interests and abilities.

Improvement Report 2	
Indicator Not Met: *	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	60.23%
Actual Performance: *	57.06%

General strategies planned to improve performance:
 Strong achievement in reading/language arts is a multi-year process and is truly a team effort among educators. The impact of a student's total school experience is relevent to reading/language arts academic achievement. Specific to high school CTE educators and programs in the Southeast Consortium, the main strategy to support increased achievement in this area will be the Professional Development Cohort Model. This initiative, new in FY18, will give job-alike educators in Business, Family and Consumer Science, and Industrial Technology the opportunity to improve their skill set pertinent to their role in CTE. Included in this professional development will be the topic of reading/language arts - specifically technical reading and writing.

Improvement Report 3	
Indicator Not Met: *	1S2 – Academic Attainment in Math
Negotiated Performance: *	48.13%
Actual Performance: *	46.28%

General strategies planned to improve performance:
 Strong achievement in mathematics is a multi-year process and is truly a team effort among educators. The impact of a student's total school experience is relevent to mathematic academic achievement. Specific to high school CTE educators and programs in the Southeast Consortium, the main strategy to support increased achievement in this area will be the Professional Development Cohort Model. This initiative, new in FY18, will give job-alike educators in Business, Family and Consumer Science, and Industrial Technology the opportunity to improve their skill set pertinent to their role in CTE. Included in this professional development will be the topic of mathematics - specifically technical math.

Improvement Report 4	
Indicator Not Met: *	3P1 – Student retention or transfer
Negotiated Performance: *	22.00%
Actual Performance: *	19.15%

General strategies planned to improve performance:
 Given that Southeast scored at 90% or below on this indicator, please refer to the Improvement Plan to read about strategies that we have laid out to improve our performance.

Improvement Report 5	
Indicator Not Met: *	3S1 – School completion
Negotiated Performance: *	99.00%
Actual Performance: *	97.23%

General strategies planned to improve performance:
 Although the Southeast Consortium has a high school completion rate (97.23%), our consortium will continue to push for increased success in this area. The key strategy that will be focused on in FY18 is student engagement. Specifically, working with building administrators, school counselors, and CTE staff to increase student engagement in their learning. The hypothesis is that increased student engagement will lead to increased school completion.
 Towards this end, the Southeast Consortium will sponsor a number of opportunities for schools to learn from each other in regard to what is working. This sharing will occur at the Annual Fall Meeting and at the Professional Development Cohort Model meetings.

School counselors within the consortium will be kept informed on the value and possibility within CTE via biannual meetings and monthly mailings. By equipping school c ounselors with relevant and timely information, they will be in a better position to support student engagement.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met: *	4P1 – Student placement
Negotiated Performance: *	90.55%
Actual Performance: *	86.65%

General strategies planned to improve performance:

MSCS, under the leadership of the VP for Student Affairs Nate Emerson, recently purchased the Starfish program from Hobson. The primary function of this software is to assist colleges to increase student retention and placement. The Starfish philosophy is based on the believe that students can, and will, succeed when they are engaged with an informed, connected campus and surrounding community. This philosophy for student success and retention is well grounded in leading research and balanced by the following principles:

- Student success is a moving target;
- Student success entails academic achievement;
- Student success requires engagement; and
- Student success must be measured.

NOTE: While there were no Perkins funds used to purchase Starfish, Perkins funded positions working in the Learning Resource Centers (LRCs) assist on many levels in implementing steps of the Starfish program.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met: *	5P1 – Nontraditional participation
Negotiated Performance: *	16.60%
Actual Performance: *	14.12%

General strategies planned to improve performance:

Given that Southeast scored at 90% or below on this indicator, please refer to the Improvement Plan to read about strategies that we have laid out to improve our performance.

Comments or context for actual performance (optional):

Improvement Report 8

Indicator Not Met: *	6S1 – Nontraditional participation
Negotiated Performance: *	38.19%
Actual Performance: *	36.34%

General strategies planned to improve performance:

In order to improve nontraditional participation rate, the Southeast Consortium will focus on equipping building administrators, school counselors, and CTE staff with the information necessary to support conversations with students which encourage nontraditional participation. This information will be shared at the consortium's Annual Fall Meeting, during the biannual school counselors meetings, and at the Professional Development Cohort Model meetings. This information will likely take the form of posters, reports, video, and related media and material. The goal is to ensure that the key adult stakeholders have a strong grasp of the challenges and potential in this area in order to accurately inform and support students, families, and communities.

An additional strategy will be to work with local school district Advisory Committees to promote nontraditional participation through community-school partnerships.

Comments or context for actual performance (optional):

Statement of Assurances & Certifications

Description	File Name	File Size
Statement of Assurances & Certifications form - Southeast	Assurances & Certification #2 2017-18.pdf	1.3 MB
Southeast Statements of Assurances & Certifications - FY18	Southeast Assurances & Certifications 2017-18.pdf	1.3 MB

Attachments

Description	File Name	File Size
17-18 Consortium Plan Highlights (Secondary)	17-18 Consortium Plan Highlights.pdf	181 KB
17-18 Consortium Plan Highlights (Secondary)	17-18 Consortium Plan Highlights.pdf	181 KB
17-18 Consortium Plan Highlights (Secondary)	17-18 Consortium Plan Highlights.pdf	181 KB
17-18 Consortium Plan Highlights (Secondary)	17-18 Consortium Plan Highlights.pdf	181 KB
MSCS Perkins Career Coaching Initiative	Career Coaching Brochure Sonya.pdf	670 KB
MSCS Perkins Career Coaching Initiative	Career Coaching Brochure Sonya.pdf	670 KB
MSCS Perkins Career Coaching Initiative	Career Coaching Brochure Sonya.pdf	670 KB
MSCS Perkins Career Coaching Initiative	Career Coaching Brochure Sonya.pdf	670 KB
FY18 Comprehensive Needs Assessment (CNA) Graphs	CNA Graphs.pdf	790 KB
FY18 Comprehensive Needs Assessment (CNA) Graphs	CNA Graphs.pdf	790 KB
FY18 Comprehensive Needs Assessment (CNA) Graphs	CNA Graphs.pdf	790 KB
FY18 Comprehensive Needs Assessment (CNA) Graphs	CNA Graphs.pdf	790 KB
FY18 Comprehensive Needs Assessment(CNA)Introductory Letter	CNA Intro Letter.pdf	163 KB
FY18 Comprehensive Needs Assessment(CNA)Introductory Letter	CNA Intro Letter.pdf	163 KB
FY18 Comprehensive Needs Assessment(CNA)Introductory Letter	CNA Intro Letter.pdf	163 KB
FY18 Comprehensive Needs Assessment(CNA)Introductory Letter	CNA Intro Letter.pdf	163 KB
FY 18 Comprehensive Needs Assessment (CNA) Open Ended Responses	CNA Open Response Summary.pdf	201 KB
FY 18 Comprehensive Needs Assessment (CNA) Open Ended Responses	CNA Open Response Summary.pdf	201 KB
FY 18 Comprehensive Needs Assessment (CNA) Open Ended Responses	CNA Open Response Summary.pdf	201 KB
FY 18 Comprehensive Needs Assessment (CNA) Open Ended Responses	CNA Open Response Summary.pdf	201 KB
MSCS Data Book: Learning Resource Centers (March 2017)	DATA BOOK-MSCS Learning Resource Centers.pptx	470 KB
MSCS Data Book: Learning Resource Centers (March 2017)	DATA BOOK-MSCS Learning Resource Centers.pptx	470 KB
MSCS Data Book: Learning Resource Centers (March 2017)	DATA BOOK-MSCS Learning Resource Centers.pptx	470 KB
MSCS Data Book: Learning Resource Centers (March 2017)	DATA BOOK-MSCS Learning Resource Centers.pptx	470 KB
Forward Facing - FY18; a roadmap for Secondary operations	Forward Facing - FY18.pdf	295 KB
Forward Facing - FY18; a roadmap for Secondary operations	Forward Facing - FY18.pdf	295 KB
Forward Facing - FY18; a roadmap for Secondary operations	Forward Facing - FY18.pdf	295 KB
Forward Facing - FY18; a roadmap for Secondary operations	Forward Facing - FY18.pdf	295 KB
Monitoring Visit Finding - Criterion 2/Secondary PAR - Consortium Corrective Action	FY17 PAR - Corrected Language.pdf	1.5 MB
Monitoring Visit Finding - Criterion 2/Secondary PAR - Consortium Corrective Action	FY17 PAR - Corrected Language.pdf	1.5 MB
Monitoring Visit Finding - Criterion 2/Secondary PAR - Consortium Corrective Action	FY17 PAR - Corrected Language.pdf	1.5 MB
Secondary FY18 Sub-Grant Procedure	FY18 Perkins Sub-Grant Procedure.pdf	180 KB
Secondary FY18 Sub-Grant Procedure	FY18 Perkins Sub-Grant Procedure.pdf	180 KB
Secondary FY18 Sub-Grant Procedure	FY18 Perkins Sub-Grant Procedure.pdf	180 KB
Secondary FY18 Sub-Grant Procedure	FY18 Perkins Sub-Grant Procedure.pdf	180 KB
Consortium Inventory Control	Inventory Quality Control.pdf	379 KB
Monitoring Visit Finding - Criterion 2/Inventory - Consortium Corrective Action (Inventory Quality Control Letter)	Inventory Quality Control.pdf	379 KB
Monitoring Visit Finding - Criterion 2/Inventory - Consortium Corrective Action (Inventory Quality Control Letter)	Inventory Quality Control.pdf	379 KB
Monitoring Visit Finding - Criterion 2/Inventory - Consortium Corrective Action (Inventory Quality Control Letter)	Inventory Quality Control.pdf	379 KB
Monitoring Visit Finding - Criterion 2/Inventory - Consortium Corrective Action (Inventory Quality Control Letter)	Inventory Quality Control.pdf	379 KB
MSCS Strategic Enrollment Plan, 2017	MSC Southeast 2017 Strategic Enrollment Plan.docx	14.8 MB
MSCS Strategic Enrollment Plan, 2017	MSC Southeast 2017 Strategic Enrollment Plan.docx	14.8 MB
MSCS Strategic Enrollment Plan, 2017	MSC Southeast 2017 Strategic Enrollment Plan.docx	14.8 MB
MSCS Strategic Enrollment Plan, 2017	MSC Southeast 2017 Strategic Enrollment Plan.docx	14.8 MB
Proposed NACEP Standards - to be implemented at MSCS	NACEP_Standards_2017-Public_Discussion_Draft_2017.02.pdf	376 KB
Proposed NACEP Standards - to be implemented at MSCS	NACEP_Standards_2017-Public_Discussion_Draft_2017.02.pdf	376 KB
Proposed NACEP Standards - to be implemented at MSCS	NACEP_Standards_2017-Public_Discussion_Draft_2017.02.pdf	376 KB
Proposed NACEP Standards - to be implemented at MSCS	NACEP_Standards_2017-Public_Discussion_Draft_2017.02.pdf	376 KB
Monitoring Visit Finding - Criterion 2/Inventory - Consortium Correction Action (Secondary Listing - .pdf)	SE Consortium Inventory.pdf	456 KB
Monitoring Visit Finding - Criterion 2/Inventory - Consortium Correction Action (Secondary Listing - .pdf)	SE Consortium Inventory.pdf	456 KB
Monitoring Visit Finding - Criterion 2/Inventory - Consortium Correction Action (Secondary Listing - .pdf)	SE Consortium Inventory.pdf	456 KB
Southeast Equipment Inventory Listing	SE Consortium Inventory.xlsx	42 KB
Southeast Equipment Inventory Listing	SE Consortium Inventory.xlsx	42 KB
Southeast Equipment Inventory Listing	SE Consortium Inventory.xlsx	42 KB
Southeast Comprehensive Needs Assessment, April 2017	Southeast Comprehensive Needs Assessment-April 2017.pdf	183 KB
Southeast Comprehensive Needs Assessment, April 2017	Southeast Comprehensive Needs Assessment-April 2017.pdf	183 KB
Southeast Comprehensive Needs Assessment, April 2017	Southeast Comprehensive Needs Assessment-April 2017.pdf	183 KB
Southeast Comprehensive Needs Assessment, April 2017	Southeast Comprehensive Needs Assessment-April 2017.pdf	183 KB
Steve Zmyewski PAR - Fall 2017	Steve Zmyewski Fall 06.doc	33 KB
Steve Zmyewski PAR - Fall 2017	Steve Zmyewski Fall 06.doc	33 KB
Steve Zmyewski PAR - Fall 2017	Steve Zmyewski Fall 06.doc	33 KB
Monitoring Visit Finding - Criterion 4/TSA - Consortium Corrective Action	TSA Action Plan.pdf	177 KB
Monitoring Visit Finding - Criterion 4/TSA - Consortium Corrective Action	TSA Action Plan.pdf	177 KB

Action		
Monitoring Visit Finding - Criterion 4/TSA - Consortium Corrective Action	TSA Action Plan.pdf	177 KB
Monitoring Visit Finding - Criterion 2/UFARS - Consortium Corrective Action	UFARS and SH Finding.pdf	459 KB
Monitoring Visit Finding - Criterion 2/UFARS - Consortium Corrective Action	UFARS and SH Finding.pdf	459 KB
Monitoring Visit Finding - Criterion 2/UFARS - Consortium Corrective Action	UFARS and SH Finding.pdf	459 KB

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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