



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02619 - FY19 LAKES COUNTRY CONSORTIUM PERKINS APPLICATION

Perkins IV Consortium

Grant Title: FY19 LAKES COUNTRY CONSORTIUM PERKINS APPLICATION
Grant Number: 02426
Grant Status: Underway
Comments:
Applicant Organization: Lakes Country Consortium
Grantee Contact: Troy Haugen
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates:

Contract Sent	Contract Received	Contract Executed
08/08/2018	07/01/2018	06/30/2019
<small>Proposal Date</small>	<small>Project Start</small>	<small>Project End</small>

Grant Administrator: Jeralyn Jargo
Contract Number 02426
Award Year 2018

Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2018

06/30/2019

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Detroit Lakes Public Schools	01 public school district	22
Frazee-Vergas Public Schools	01 public school district	23
Barnesville Public Schools	01 public school district	146
Hawley Public Schools	01 public school district	150
Moorhead Area Public Schools	01 public school district	152
Ashby Public Schools	01 public school district	261
Herman-Norcross Public Schools	01 public school district	264
Battle Lake Public Schools	01 public school district	542
Fergus Falls Public Schools	01 public school district	544
Pelican Rapids Public Schools	01 public school district	548
Perham-Dent Public Schools	01 public school district	549
Underwood Public Schools	01 public school district	550
New York Mills Public Schools	01 public school district	553
Hancock Public Schools	01 public school district	768
Morris Area Public Schools	01 public school district	2769
Chokio-Alberta Public Schools	01 public school district	771
Wheaton Public Schools	01 public school district	802
Breckenridge Public Schools	01 public school district	846
Rothsay Public Schools	01 public school district	850

Campbell Tintah Public Schools	01 public school district	852
Lakes Country Service Cooperative	83 service cooperative	926
Ulen-Hitterdal Public Schools	01 public school district	914
Dilworth-Glyndon-Felton Public Schools	01 public school district	2164
West Central Area Schools	01 public school district	2342
Clinton-Graceville-Beardsley Public Schools	01 public school district	2888
Lake Park Audubon Public Schools	01 public school district	2889
Minnesota State Community & Technical College		
Fergus Falls Area Special Education Cooperative	52 special education cooperative	935

Summary Narrative Part One

Career and Technical Education Programs:

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Q1) How does your plan support the career and technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)]

Career and technical education programming is carried out at both the secondary and postsecondary levels by two Perkins Coordinators under contracts for services that are in accordance with the approved plan. The coordination duties include the organization and implementation of strategies included in the FY19 Consortium Plan, reporting, and documentation requirements. Programs and services address and meet the five goal areas with appropriate objectives, strategies, measures and outcomes. This plan includes the integration of topics required for inclusion and the documentation of the use of funds received for required activities in each goal section.

The CTE programs in our Consortium are facing many challenges. Challenges at the secondary level vary from hiring appropriately licensed CTE faculty as more and more incumbent faculty enter retirement to just being able to maintain equipment expectations of business and industry on a declining Perkins allocation.

At the postsecondary level, student enrollment in postsecondary programs continue to show decline for many reasons, but in large part due to business & industry hiring and training workers before they even have an opportunity to enter formal education. In response, our Consortium is working hard to support the schools in a variety of ways, including, but not limited to:

1. Providing guidance and assistance on licensure for secondary administrators and instructors. The secondary coordinator is well engaged with MDE licensing and the Board of Teaching with both licensure via portfolio as well as BoT program approval.
2. The Consortium as a whole is working to better connect secondary and postsecondary faculty so any potential change at one level will be consulted at both levels. Our ultimate goal is that secondary and postsecondary faculty members will be so interconnected, both faculty from institutions feel comfortable in each other's' facilities.
3. Unfortunately, secondary and postsecondary CTE programs close for a variety of reasons. Postsecondary programs must operate in a highly efficient manner, given that institutions are now not state supported, but just state assisted. When programs must close, Consortium leadership engages in planning for how those students can still be provided opportunities in other venues.
4. Because the regional perspective both secondary and postsecondary Consortium leaders have, we are well positioned to be able to engage in partnerships that are beneficial for the entire Consortium and, because of that, conversations about CTE programming has emerged in the forefront of MANY conversations that historically have not happened.

Meeting State and Local adjusted levels of Performance

Q2) Describe the process you used to analyze and interpret performance on accountability indicators and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]

All career and technical education activities supported by Perkins funds are designed and delivered with the goal of meeting state and local adjusted levels of performance. All career and technical education activities supported by Perkins funds will be in accordance with the approved Perkins plan. Levels of performance that are identified by state data as not attained in FY18 will be addressed in Improvement Plans and Reports and integrated into existing approved strategies.

Each year, consortia leadership reviews data around the accountability measures and creates a plan of action toward continuing to improve in all areas. Consortia leadership has participated in the MACTA fall conference data sessions provided by MDE & Minnesota State leadership regarding CTE data analysis, which has provided consortia leadership with the skills and mindset of continuous improvement. In the fall of each year, consortia leadership also engages in conversation with CTE programs at both the secondary and postsecondary levels regarding data analysis of Consortium-level and district-level data. These conversations set the tone and provide direction to program instructors for the program year.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3)]

CTE programs serving students at the secondary level hold state program approval that addresses number and sequencing of courses, rigorous curriculum content, and appropriate standards. Local districts assure that CTE programs serving students at the secondary level are taught to the consistent challenging academic standards. CTE programs serving students at the postsecondary level are approved by the Academic Affairs and Standards Council, the College, and Minnesota State. Many postsecondary CTE programs also have to meet programmatic accreditation standards and/or standards to allow students to sit for industry certification exams as well; this also ensures rigor. These approval processes ensure that CTE students have access to the courses required in their curriculum, and that the students must meet the academic standards of the College, Minnesota State, and unique program requirements.

How students are provided with experience

Q4) Describe how students are provided with strong experience in— and understanding of—all aspects of the industry. [Sec.134 (b)(3)(C)]

CTE students are provided with a strong experience in, and understanding of, all aspects of the industry as the result of:

- CTE program advisory committee representation and action
- work-based learning activities
- certification/exam preparation and study
- internships
- practicums
- clinicals
- capstone experiences
- field experiences
- on the job trainings
- laboratories
- field trips
- camps
- student organization governance and operation
- equipment gifting and acquisition
- business and industry partnerships
- college foundation support and funding of instructional equipment and student scholarships
- program and specific industry standards for ethical behavior
- workplace safety
- hazardous materials or substances
- client protection
- legal requirements

Summary Narrative Part Two

Comprehensive Professional Development

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

Professional development experiences at the secondary level are developed and implemented with the consideration of Perkins performance data and areas for improvement based on negotiated performance levels, which include challenging standards delivered with rigorous content. Additionally, they will reflect local and state professional development required content for re-licensure.

For postsecondary CTE faculty, professional development experiences are designed in accordance with Minnesota State Policy 3.32 which address expectations for faculty to develop annual professional development plans with specific objectives and specific outcomes. For postsecondary CTE staff, professional development experiences must address challenging standards delivered with rigorous content. The establishment of a Center for Teaching, Learning and Technology for postsecondary faculty also supports high-quality professional development for faculty and secondary instructors of dual-credit courses.

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

Recruitment and Retention

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

Consortium members are increasingly finding it difficult to recruit and retain teachers for their CTE programs. Barriers such as licensure at the secondary and some minimum qualifications policy requirements at the postsecondary juxtaposed with competing hiring from the business and industry sector make it difficult, if not impossible at times, to fill some positions. Consortium members, particularly at the secondary level, have continued to use the special permission license system (most often non-licensed community experts) at higher and higher levels, simply out of necessity. With the dawn of a tiered licensure system, particularly in regards to CTE credential requirements, there should be easier pathways to licensure for CTE programs. The secondary consortium leadership has been providing and will continue to provide leadership statewide in regards to the tiered licensure structure as it relates to CTE. Leadership has presented on CTE licensure across the state and even nationally in this past year, and has provided consulting to individual districts across the state on recruiting CTE teachers and navigating and leveraging the licensure system to fill these vacancies. Additionally, Lakes Country Service Cooperative has submitted to the PELSB to become the first Alternative Teacher Preparation Unit/Provider under MS 122A.2451. At this time, the PELSB site review team will be at LCSC in mid-August to review the unit plan and, with high hopes, approve the unit to move forward. Simultaneous to that work, LCSC has also been awarded a \$150,000 grant from the Office of Higher Education to develop up to six CTE licensure programs through our alternative teacher preparation unit. This work will not only allow for expanded and easier access to licensure programs in our region, but statewide.

Evaluate Student Performance and Programs

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)]

NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.

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

such as the postsecondary student assessment tool or the secondary state and federal student academic performance requirements and improvement processes.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]

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

1. Consortium leadership reviewed regional Labor Market Information (LMI) and compared that to what active, approved programs are in our local schools.
2. Consortium leadership reviewed with all consortium instructors regarding their interest in becoming a RPOS at the fall regional networking meetings.
3. Subsequent to the information gathering in steps one and two, consortium leadership consulted and presented to accounting faculty in the secondary and postsecondary the concept of the RPOS. Two secondary schools and three college faculty agreed to move forward.

The blunt reality is, many of our programs of study within our consortium likely have the components of a high quality, rigorous program of study; there simply is little desire or incentive for the actual programs to complete the; there simply is little desire or incentive for the actual programs to complete the additional paperwork and formalized design process to officially obtain that designation. The secondary issue that has become apparent is that many of our programs at the secondary level are evolving due to district-level administrative changes, financial conditions of districts, retirements & attrition. When these fundamental changes take place that are oftentimes out of the control of CTE instructors, the concern about program of study becomes of lesser concern over the actual survival of programs and day-to-day operations.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

REQUESTED EDIT:

In summation, the FY19 Lakes Country Consortium Priorities are:

1. Promote and embrace cultural diversity, inclusion and education equity.
2. Create new and exciting opportunities which enable smoother student transitions from secondary to postsecondary.
3. Increase high-quality, cross-level & cross sector professional development.
4. Leverage the successful inter-relational partnerships of secondary, postsecondary, workforce development solutions and business & industry.

5. Explore additional industry recognized credentials.
6. Develop a consortium policy and procedure manual.

The Lakes Country Perkins Consortium continuously reviews all existing Programs of Study (POS) to better align with local labor market information. For the past three years, all POS are being scrutinized, reviewed, and updated for resubmission to either the Consortium or the state. The initial intent was to have everything completed by the end of FY18, but that is proving to become difficult due to a variety of issues at the state and local level. With that said, the Consortium will continue to review and revise POS for FY19 and solidify the plan for the consortia. The Consortium will also work with individual school districts to connect their course alignment within their departments as well as connect them to college partners. The Programs of Study to be focused on will be:

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

The progress on fully implementing the re-vamped programs of study stalled in FY18 as other urgent priorities surfaced. The Consortium intends to continue with implementation in FY19, including the expansion of technical skill assessments in program of study (POS) areas. The process will fluctuate based on the needs of the instructors and faculty members. However, in general they will continue to proceed with the following:

At the upcoming regional networking meetings, part of the day will focus on bringing all Consortium and state-approved POS up-to-date on the CTEcreditmn.com website. At that point, schools that have an interest in moving from Consortium-approved to state-approved will be identified. Simultaneously, the Consortium will continue to work on reviewing and identifying articulation agreements between secondary and postsecondary. Additionally, the MDE program/course approval process will be introduced as the Consortium will be up for re-approval in FY19. Secondary and postsecondary Consortium members are simultaneously reviewing and updating regional and statewide articulation agreements as it relates to our programs of study.

Subsequent to identifying those programs to move to state-approved, the Consortium will schedule a work day for alignment from both secondary to postsecondary that will include both secondary and postsecondary faculty members.

As the POS's are updated, Consortium leadership will review and work with individual districts/programs and ready them for submission for state approval. The goal is to have submission no later than May 1, 2019.

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

Secondary teacher licensure continues to be a significant barrier for CTE program availability and expansion in Minnesota. Over the course of the past two academic years, the secondary Consortium coordinator has been actively participating in licensure conversations across the state, which has culminated in recently submitting for unit (provider) approval with the Professional Licensure and Standards Board (PELSB) and recently awarded a \$150,000 grant from the Office of Higher Education to build licensure programs in several CTE areas through the route of Alternative Teacher Preparation, as defined in Minnesota Statute 122A.2451. This work is just ramping up and will continue over the course of the next several academic years.

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

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

In most rural schools, any exposure to health careers coursework will not come from a CTE instructor, but rather a health teacher. Unfortunately, because they are not CTE teachers, it is difficult to create a program of study when the major content is being taught by a non-CTE teacher.

Therefore, it isn't, by definition, a CTE program. Again, this becomes a licensure issue. The restrictive definition of CTE vs. non-CTE also impedes work on POS. The definitions of these terms may provide clarity at some levels, but they do not allow for innovation solutions that increase student access and opportunity.

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

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

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

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

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

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

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

- M State, in collaboration with the secondary Consortium leadership, offered two separate healthcare expo opportunities for secondary students (one on the Detroit Lakes campus, one on the Fergus Falls campus). This is expected to continue as well.
- The Consortium is always exploring more opportunities to expose secondary students to healthcare careers; traditional and non-traditional. In the fall of 2018, Eventide and Moorhead High School successfully continued a CNA opportunity where select students traveled to Eventide for the CNA course during their "zero hour" (typically 7 am – before their school day begins). This partnership will continue through FY19. The goal is to expand opportunities with other industry partners and begin offering CNA coursework in nontraditional ways.
- Kennedy Secondary in Fergus Falls also developed a CNA course for their students, by creating a state approved lab in the high school and partnering with area long-term care facilities for equipment/supplies donations, advisory feedback and also for the use of their facilities for clinical purposes.
- Representatives from industry, secondary, postsecondary hosted a *Scrubs Camp for Educators* during the fall of 2017 (see attachment in evidence library). This event brought educators awareness and excitement into the many careers of healthcare/long term care. Plans are to replicate this summit across the region throughout FY19.

The Consortium provides career guidance and academic counseling to career and technical education students in numerous capacities:

- First and foremost, M State CTE program faculty meet with all of their degree seeking students regularly, to ensure proper academic planning, academic success and persistence and career preparedness. These faculty also help pipeline students into their chosen career field by connecting them with industry partners and employers.
- M State conducts various career events both on and off-campus with secondary and post-secondary students. Specifically, the College hosts "Connect to a Career" which showcases programs throughout the college. The event brings in area high school counselors, teachers, and administrators to learn more about the programs so they can, in turn, pass along the information to high school students.
- Another CTE event is the "Scrubs Camp" which is coordinated with Minnesota State University Moorhead (MSUM) and brings in high school students so they can learn about various medical careers. The students stay overnight at MSUM and spend time on both campuses. At M State they rotate through sessions that are presented by faculty and staff and get an opportunity for hands-on activities. The camp helps students determine if a career in with medical field is a good career fit for them.
- M State counselors engage in career outreach events at area high schools. In one case they conducted career sessions with the entire junior class at Perham High School - so the students could explore and consider their career options.
- M State counselors coordinate the Early/Middle College program. The program has helped students on all four campuses complete college credits and realize their potential to complete a college degree. Specifically, the Automotive department on the Moorhead campus has helped students learn the beginning skills for a career in the Automotive Technician field.
- A couple of distinct CTE activities on the Fergus Falls campus involve a Counselor-led career discussion for area high school students in grades 9-12. Additionally, the Fergus Falls Counselor serves on a Community Education Advising Board. The Board also includes business representatives, which allows for career connections that can then be used for students in order for them to learn more about specific careers.
- During the first week of each semester Counselors engage in Welcome Week activities to help students become acclimated to the College. They share information on career options, how to be academically successful in the classroom, and tips and techniques on overcoming life's challenges.

The Consortium's counselors, advisors and support staff encourage high school students to enroll in rigorous and challenging courses to help further along their college completion and better prepare them for their chosen college pathway and career field.

- The Consortium participates in the Early/Middle College program which allows students from Area Learning Centers to take a variety of college courses. To date over 2 dozen students have taken 60+ college credits within a 3 year time frame.
- The College's Concurrent Enrollment and eCampus in the High School programs as well as Online College in the High School offer a wide variety of college courses, including several in career and technical education. Program staff work with high school counselors and administrators to help identify and prepare eligible students for rigorous college courses taught either in the high school or online. Students are also advised on how those courses can transfer into a technical career program or transfer degree.
- The College also supports a very robust Postsecondary Enrollment population. Students from dozens of neighboring high schools pursue courses at all four of M State's campuses and also online. Campus advisors work very closely with PSEO students to ensure they are on track and successful. Many PSEO high school students will have earned or almost earned an entire degree, before they ever graduate. For instance, the Detroit Lakes campus has one PSEO student that will graduate from high school and M State simultaneously, earning her college degree in Architectural Technology. M State has numerous high school student success stories like this every year: Electrical Technology, Accounting, Automotive, HVAC, etc.
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The Consortium collectively strives to promote college and career opportunities, prepare students for a rigorous experience, advise them on success strategies and assist them into the workforce.

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

- M State's Workforce Development Solutions ("WDS" formerly "Custom Training") partners with regional service cooperatives to provide community training sessions and workshops around a variety of topics that include leadership, communication and workplace concerns.
- To ensure professional development needs are being addressed and met M State's Workforce Development Solutions (WDS) works with the Consortium's secondary schools in providing welding training to agriculture instructors.

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

- WDS works with local companies to help secure grant funding to improve their worker skills - specific to their business. WDS is currently providing training to Vector Windows in Fergus Falls for Operational Excellence. This includes several topics: Lean/Process Improvement Facilitation, Waste Hunt, Lean Tools, 5S training and implementation, Customer Service, Train-the-Trainer, Leadership Training for Supervisors, PLC, Troubleshooting, Safety for Supervisors and OSHA 10.
- Other companies partner with WDS as a "supporter" for grant funding they apply for on their own, including PIPP Grants for Luther Haven Nursing Home in Montevideo and PioneerCare in Fergus Falls.
- Collaboration with area associations like Home Builders Association of Fargo-Moorhead and Associated Builders and Contractors of MN/ND is another area where we address needs of regional industry. Classes are created and offered for these associations; who then advertise to their members (and non-members) to provide local training for items surrounding safety and business operations.
- WDS partners with the University of Minnesota for the annual FFA Convention to provide welding information and competition. They both work on materials donation for the competition and M State provides the Mobile Welding Lab and welding proctors.
- WDS are part of a Fire Training Consortium that offers a four-module leadership training to fire department employees, volunteers and leaders around the state of Minnesota. In the past three fiscal years, WDS has run six cohorts of 16 participants each through this leadership training. The four modules that each participant goes through are: leadership, human resources, marketing and finance.
- WDS welding training can result in various industry certifications through the American Welding Society (AWS) as our instructor is certified as an instructor and tester. American Crystal Sugar has been working on training their incumbent workers to improve their skills and promote from within. They have certified various groups from 1G, 2G, 3G, 4G AWS certification.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P8 Teacher Preparation
Strategies	
Support CTE early college opportunities, including Articulation Agreement for College Credit and Implement early college programs and services.	
Outcomes	
An increased amount of early credit opportunities for CTE students.	
Measures	
Student headcount for students with early college credit opportunities will increase by 30.	
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 Total	\$0.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,000.00
Secondary Total	\$12,000.00
Total	\$12,000.00

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations , P8 Teacher Preparation
Strategies	
Fund the purchase of equipment, instructional supplies, materials, and professional development opportunities that are components of the POS process or POS implementation.	
Outcomes	
Better alignment to regional business and industry expectations.	
Measures	
Better alignment to regional business and industry expectations as evidenced by 100% agreement by local program advisory committee for the equipment purchase.	
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 Total	\$0.00
Secondary Required Activities	\$51,475.50
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$8,000.00
Secondary Total	\$59,475.50
Total	\$59,475.50

Goal 1 Objectives 3	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
Provide funding for faculty development and update of POS including increasing expectations for academic achievement of secondary CTE students in mathematics and reading.	

Outcomes	
Better aligned consortium and state approved POS.	
Measures	
POS reflective of our regional labor market data as evidenced by 100% of consortium programs in compliance with TSA implementation and updated programs of study.	
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 Total	\$0.00
Secondary Required Activities	\$7,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,500.00
Secondary Total	\$9,500.00
Total	\$9,500.00

Goal 1 Objectives 4	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P8 Teacher Preparation
Strategies	
Support CTE early college awareness and/or credit opportunities, including AACC, early college programs and services, college and career readiness programming, and/or dual credit courses.	
Outcomes	
An increased amount of early credit opportunities and programming for CTE students.	
Measures	
1,000 secondary students provided with early college programming and services.	
350 students with earned credits of college courses required for CTE programs.	
Post-Secondary Required Activities	\$57,448.84
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$3,000.00
Post-Secondary Total	\$60,448.84
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$60,448.84

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation
Strategies	
Continue to strengthen program advisory committees including expanding program advisory committies to include both secondary and postsecondary membership.	
Outcomes	
Joint advisory and strengthened program advisory committies.	
Measures	
Joint advisory and strengthened program advisory committies. Postsecondary advisory committee surveys will show 90% or higher satisfaction with CTE interns and graduates.	
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 Total	\$0.00
Secondary Required Activities	\$3,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$500.00
Secondary Total	\$4,000.00
Total	\$4,000.00

Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
Strategies	
Expand Youth Apprenticeship and work-based learning experiences.	
Outcomes	
Increase number of students that participate in work-based learning experiences.	
Measures	
Increased of 10% in number of students that participate in work-based learning experiences.	
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 Total	\$0.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,500.00
Secondary Total	\$9,500.00
Total	\$9,500.00

Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
Expansion of partnerships with local business and industry to provide concurrent CTE programming.	
Outcomes	
Increase the number of students being exposed to real world experiences and career (particularly health care).	

Measures	
Increased by 25 the number of students being exposed to real world experiences and careers (particularly health care).	
Complete a baseline report using evaluation data from students who attend and participate in these experiences to develop performance targets for future events.	
Post-Secondary Required Activities	\$22,000.00
Post-Secondary Permissible Activities	\$19,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$41,000.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,000.00
Secondary Total	\$12,000.00
Total	\$53,000.00

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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8) (B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

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

The Consortium will continue to identify and adopt strategies and outcomes to overcome barriers for special populations to increase rates of access and success in CTE programs. Secondary and postsecondary collaborative events and activities will provide special populations with access and preparation services for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency, including such activities as assessment and advising activities and events, career days, career outreach events, orientation events, program showcases, pre-enrollment counseling and intervention services. As outlined in the Statement of Assurances & Certifications, the Consortium complies with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, socioeconomic status, sexual orientation, national origin, sex and handicap. In all Consortium programming, partners discuss and identify strategies to eliminate all forms of discrimination for special populations. The Consortium's plan connects to local, regional, and statewide initiatives that support special population awareness of STEM, Nontraditional, Youth Workforce Council and Cultural Collaborative. Secondary CTE programs hold state program approval that addresses the number and sequencing of courses, rigorous curriculum content, and appropriate standards.

Postsecondary CTE programs are approved by the Academic Affairs and Standards Council, the College, and Minnesota State. CTE programs must follow the same assessment of student learning processes as non-CTE programs, including annual assessment and a three year comprehensive program review assessment process. These approval processes ensure that CTE students have access to the courses required in their curriculum, and that the students must meet the academic standards of the College and also the unique program requirements.

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

Career and Placement Services

M State employs numerous strategies which ensure that students have access to high-skill, high-wage and/or high-demand occupations such as:

Students

- MN CareerWise : provides career exploration, planning for employment and assistance finding a job. This website is a *Minnesota State career and education resource*.
- Career Life Planning class that enables students to explore career options and life circumstances that affect a person's career. The course description is as follows:
 - This course is designed to assist students in developing career exploration skills and strategies through self-exploration, cultural perceptions, and career and major identification. Students will identify major/career possibilities.
- CAREERnet
Post resumes, search for jobs and internships, access career services announcements and events, and tap into helpful guides and tools.
- Career Exploration & Counseling
- GPS Lifeplan
Discover resources related to assessment, exploration, and creating a career path
- M State Placement Data
View program employment rates for recent M State graduates

Employers

Can post their job openings online at M State

Can host a booth at M State's Spring Job & Internship Fair

Faculty

M State Career Services assists students in their program with the job search process. They will also aid faculty in:

- Arrange an in-class presentation on resume/cover letter writing, interviewing, networking and more. In lieu of cancelling classes when traveling for conferences/meetings, consider inviting Career Services!
- Discuss career path options for students in your program
- Develop creative ways to get the word out to students about job search and career development opportunities
- Start the conversation to establish career fairs, networking events or other opportunities for students in your program
- Connect career services with your employer advisory boards and other program-specific networking and career events to maximize existing partnerships

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

Services to Special Populations

Social Workers:

In response to growing concerns over students' food insecurity, transportation problems, childcare, and low income issues, M State took a proactive and unique approach by adding the support of college social workers at our Moorhead, Detroit Lakes and Wadena campuses. These positions are intended to assist students in identifying and connecting with resources within our college community and larger communities to find tangible solutions to the types of problems that can negatively impact a student's ability to get to class and stay in college.

The successes of these positions has been the ability to have an advocate for community resources for our students directly on campus. Students can access resources with a "one-stop" approach and are given the necessary resources and referrals without leaving the building. Many agencies require referrals to access services. M State is now a direct referral source for many area providers, which removes access barriers.

Current trends are a lack of affordable housing, lack of childcare providers, and food insecurities. The social worker role offers guidance, assistance with applications, and someone to navigate, sometimes complicated social service systems with our students. The campuses also has a "campus cupboard" that provides, snacks, meals, and personal hygiene products to students who self-identify those needs. To further reduce barriers, there are access points in Student Life and the Library.

Some are partnerships and collaborations M State Social Workers foster are with: Mahube-Otwa, Becker County & Wadena County Social Services, Rural MN CEP, Becker County Food Pantry, SuperOne Foods-Wadena, Crafted Bakery-Detroit Lakes, Becker County HRA, Essentia Health, numerous ministerial associations and area churches, Ruby's Pantry, Area Homeless Coalition, Becker County Transit, Dress for Success, MN State Patrol, Lakes Crisis & Resource Center, Someplace Safe, Becker County Sheriff's Office, Wadena County Sheriff's Office, FM Homeless Coalition, just to name a few.

M State Moorhead students also created an LGBTQ+ student group called, Pride Alliance, which is open to students on all four campuses.

Disability Services:

M State also has a robust Disability Services Department available on each campus, upon request. This department works in partnership with faculty, staff and students to remove disability-related barriers to education through reasonable accommodation to qualified students. This includes providing outstanding facilities designed to meet the educational needs of students who may have physical, visual, hearing, learning or other disabilities. There are also automatic doors, ramps, restrooms and designated parking for persons with disabilities to ensure complete accessibility to college programs.

Students who have a disability or believe they may have a disability are invited to contact the Disability Services office promptly to determine eligibility and/or submit accommodation requests.

Campus Tutoring Support:

M State offers professional and student tutoring online via an eTutoring platform as well as on the campuses in Detroit Lakes, Fergus Falls, Moorhead and Wadena.

Each of the campuses offers free workshops that are open to all students on topic such as time management, study skills, financial planning and how to read a DARS (Degree Audit Reporting System) audit.

Student Life at M State (feel supported and "at home"):

The statistics prove it: College students who participate in extra-curricular and community activities succeed at a higher level in their careers. Employers increasingly look at a student's college involvement when making hiring decisions. A variety of clubs, organizations, volunteer activities and teams provide M State students with countless opportunities to be involved.

Diversity Inclusion Plan

M State is currently in the process of developing an Institutional Diversity and Equity Plan as part of the Minnesota State System's Charting the Future Initiative. Minnesota State has directed each college and university to develop an "Institutional Diversity and Equity Plan" that will enable campuses to effectively increase diversity for employees and students at all levels of the institution, close the opportunity gap for students, and meet the needs of its economic region.

Diversity

M State recognizes and respects the importance of all similarities and differences among human beings. M State is committed, through its programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, race, color, gender, sexual orientation, marital status, disability, religious beliefs, creeds and income. The commitment of M State to diversity compels it to confront prejudicial, discriminatory, or racist behaviors and policies (Minnesota State System 2015).

Inclusion

The active, intentional, and ongoing engagement with diversity - in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect - in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within M State and Minnesota State System.

Equity

The proportional distribution or parity of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for or even

detrimental to equitable outcomes.

M State also hosts access to a variety of Diversity Scholarships.

Safe Zone Training

The Safe Zone Program consists of interactive trainings where participants will learn about the LGBTQ+ community, campus resources, the importance of inclusive language and creating safe spaces, and how to be a supportive advocate and ally for LGBTQ+ social justice and equality. The program is open to staff, faculty, and administrators from MSUM and M State.

Workforce Development Solutions:

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

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

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

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
Invest in access, advising, career and placement resources and services for both secondary and postsecondary (across the entire consortium).	
Outcomes	
Connect all students with college and career preparation services, resources, counseling and advisement. Foster pathways for smoother transitions for each and every student's secondary to college to career journey.	
Measures	
Career planning and placement services will increase student usage and participation in career related events by 250 students.	
Post-Secondary Required Activities	\$340,574.61
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$5,214.37
Post-Secondary Total	\$345,788.98
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$500.00
Secondary Total	\$2,500.00
Total	\$348,288.98

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services, P8 Teacher Preparation, P10 Student Transition
Strategies	
Provide professional development opportunities around awareness and understanding regarding inequities in education.	
Outcomes	
Regional secondary teachers, counselors, administrators, postsecondary faculty, counselors and support staff (including all consortium members) will have a greater awareness and heightened understanding of the grave inequities that exist in all levels of education.	
Measures	
A minimum of 50 regional secondary teachers, counselors, administrators, postsecondary faculty, counselors and support staff (including all consortium members) will have a greater awareness and heightened understanding of the grave inequities that exist in all levels of education through Perkins team supported professional development opportunities.	
Post-Secondary Required Activities	\$20,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$3,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$500.00
Secondary Total	\$4,000.00
Total	\$24,000.00

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]/li>
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

The Consortium will maintain a leadership role with eCampus in the High School, Online College in the High School and the Career Exploration Initiative to provide students and partner high schools with postsecondary program awareness and postsecondary course offerings. eCampus in the High School (eCHS) and Online College in the High School (OCHS) are accomplished through the distance learning modality which offers flexibility in scheduling (asynchronous) and formats (online courses, hybrid service delivery).

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

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

Inter-consortia collaborations:

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

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

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

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

M State's **Career Services Director** has been committed to providing a continuum of Service Provisions for enabling student transitions. Here is a summary of those efforts:

FY18 Activities

- **RESOURCE** – FY 18 marks the second year using a new career management software from College Central Network (branded to students as CAREERnet, available: www.careers.minnesota.edu - implemented Aug. 2016). To date, 1053 employers and 1054 users (students and alumni) have created accounts. During the first seven months (July-March) of FY18, 1176 jobs and internships have been posted to recruit directly to M State students and alumni. In addition to an M State specific job board, the software also provides access to a national job board and a national internship board. This resource also includes helpful articles, videos, podcasts and resources. Students can post resumes and opt-in to be searched by approved employers.

- **LEARN** - Created opportunities to partner with faculty to provide in-person workshops related to resume development and interview skills for 21 majors** which included 31 different sections/groups** of students and three clubs/special groups*** of students. Instruction and critique was delivered to three of the majors through via an online version of the resume writing workshop and a LinkedIn workshop using D2L. Overall, 570 students received instruction in resume writing and 250 students received instruction in interview skills.
- **PRACTICE** - Arranged opportunities for students to have face-to-face resume critiques and mock interview practice with volunteers from businesses and non-profit organizations. At the end of the academic year, 176 students had a mock interview and 304 students had resumes reviews by business professionals and Career Services. By the end of the academic year, 17 of these practice events will have occurred with the assistance of 100 business volunteers.
- **CONNECT:** Planned and implemented seven networking events to connect students to employers (Electrical Line Workers, Nursing –FF & MHD campuses, Dental, Construction Management, Gas Utility, and Criminal Justice - about 260 students and 66 employer attendees). Held two part-time job fairs (MHD & DL), one spring job and internship fair (MHD) and collaborated with Wadena RMCEP for a community/campus fair. About 115 employers have participated traditional job fairs.
- **COACHING** – Appointments and walk-in services were provided to students on all campuses with Career Services Director. To date, 96 students have been served through on-on-one scheduled appointments.
- **EMPLOYER RECRUITMENT** - Member of Fargo-Moorhead Human Resources Association and West Central Minnesota Human Resources Association to increase employer contact. Participate in Economic Development Corporation sub-committee in Fargo-Moorhead and Chamber events in the Fargo-Moorhead, Fergus Falls and Detroit Lakes communities.
- **OUTREACH** – Provided assistance to on-campus recruiting events, local high school events and as a guest speaker for a foster care program.
- **CAMPUS CONNECTIONS** – Provided sessions for orientation/Welcome Day events (W, DL, MHD), assisted with Enrollment events, and co-chair for Connect to a Career (MHD summer workshop for middle and HS educators and counselors). Served as Champion (coordinator) for CareerX, a MHD SEM initiative where students explored career pathways with information presented by Alumni and business/college partners (130 students, 22 career pathways/presenters).

*Data in this report are reflective of activities scheduled through the end of the 2017-18 academic year.

**Majors & Sections/Groups of Students: ELWT (2); Architectural Drafting (1); Civil Engineering (1); Criminal Justice (1); Nursing (Advanced, Generic) (3); Practical Nursing (2); Childcare (1); Business (Professional Selling) (1); Business Management- Marketing and Sales (3); Administrative Assistant (1); Construction Management (1st & 2nd yr.); Dental Assisting (1); Dental Hygiene (1); Gas Utility (1); HVAC (1); Massage Therapy (1); Pharmacy Technology (1); Automotive Technology (1); Professional Technical Writing (1); Human Resources – Online (1); HITM - Online (2); Paralegal - Online (2)

***Clubs/Special Groups: Human Resources Club, IT Club, Steps to Success (Women in STEM – 2 semesters)

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

Plan of Work FY 19

- Continue to expand partnerships with faculty to increase majors/students served through “learn”, “practice” and “connect” opportunities/events as outlined above.
- Create more online resources and workshops through D2L.
- Pilot an “Internship Ready” initiative with two majors in preparation for college-wide implementation.
- Increase employer and student/alumni accounts on CAREERnet.

Continuing Education - Beyond M State:

M State takes pride in its collaboration with university partners. More than 50 percent of M State students transfer to a university after attending M State. In addition, we have partnerships that allow M State students to take university courses while attending M State.

Example: 2 + 2 Operations Management Degree

M State students who complete a two-year technical degree at M State can transfer to MSUM to complete the Operations Management degree in an additional two years. Many students maintain enrollment at both institutions to ensure flexible course completion options.

For additional information go to: <http://www.mnstate.edu/om/online/>.

MSUM students who are enrolled in the Operations Management degree program and wish to enroll at M State to complete general education courses can download the specifically designed application for this process from this page.

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

Goal 4 Objectives

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

Secondary Total	\$3,000.00
Total	\$3,000.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

*

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

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

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

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

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

Over the course of FY19, Consortium leadership will engage in further collaborative work with the Consortium membership by empowering the instructors and programs to continue to define the direction of the Consortium. There are significant pieces in place for this currently, but they are not formalized in policy nor practice. Consortium members are very involved in setting the direction of the plan and the activities that the Consortium dollars' support. Consortium leadership continues with intentions to host several webinars and online discussions around the activities by the Consortium in the past few years. The online format of the discussions was chosen to avoid further travel (we are covering 9 counties in our Consortium - 26 secondary schools and 3 college campuses) and costs that are associated with travel. In the past three years, we have offered several online meetings that cover a variety of topics both with content and discussion. If there is information presented, we have continued to present and record the meetings and offer them to members via an online google site platform for the consortia (which is a work in progress and not necessarily adequate for review by MDE/Minnesota State yet).

In essence, there has been significant attempts made to increase the power of the consortia membership, but again and again the message sent to us as leadership is, "just get the work done, support us with what you can, and keep pushing forward." With that directive, we feel our Consortium has done very well particularly when it comes to joint planning and respecting the value each system brings to education as a whole. We also aim to produce work and programming to benefit students over documenting processes. Perhaps it is our bias that education has become too focused at times on process and less focused on providing direct and personalized services to the public, and we need to be mindful of that bias so as not to ignore the power of *telling the story*. Consortia leadership will continue to work to foster more collaborative decision making by formally engaging all members in creating a flow-chart for decision making and program development based on the needs of the Consortium and region as a whole. This process should not be dictated solely by Consortium leadership. Over the course of the upcoming networking meetings, we will continue to work to develop and implement a process to formalize a plan that is unique to the Consortium. The plan will continue to emphasize the Consortium's large geographic territory and multiple campuses in communities with varying needs, populations and industries. This would strengthen our Consortium and may also be helpful to other consortia, particularly in cases where postsecondary institutions are in the beginning stages of merging or combining.

The secondary and postsecondary Consortium members continue to conduct day-long grant writing sessions, budget meetings and event planning sessions. At these gatherings members share and celebrate student achievements, identify areas of need and brainstorm on ways in which to strengthen region in the areas of career and technical education and career and technical employment. We are proud to report that over this last FY (2018) we have done a much more thorough job of documenting our meetings, Consortium-wide plans and more formal processes. As a result, we now employ the use of formal agendas and report back on meeting minutes. Our next goal is to aggregate and develop an annual Consortium success report. Additionally, we will use FY 19 to develop a Consortium plan for reducing the allocation of dollars for staffing to make progress toward 50% from 75%.

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship
Strategies	
Consortium leadership and members will continue to educate policymakers and at the agency level for regional, statewide and federal career and technical education sustainability. The consortium will maintain an innovative and practical focus and it relates to career and technical education and participate actively in system wide efforts to expand the use of social media to promote CTE.	
Outcomes	
Consortium leadership and members will engage, at all levels, to raise awareness and support for career and technical education.	
Measures	
The consortium will complete a minimum of 10 interactions to continue to educate policymakers at the agency level for regional, statewide and federal career and technical education sustainability. The consortium will maintain an innovative and practical focus and it relates to career and technical education. The consortium will also have at least two, if not three representatives at the ACTE National Policy Seminar.	
Post-Secondary Required Activities	\$20,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$12,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,000.00
Secondary Total	\$14,000.00
Total	\$34,000.00
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition
Strategies	
Establish a formal process for a consortium Needs Assessment.	
Outcomes	
A formal process will be developed and implemented.	
Measures	
A baseline document will be created from the needs assessment process. Since we do not have a formal process now, we do not have baseline data and need this measure first to develop future targets/measures.	
Post-Secondary Required Activities	\$3,076.25
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,076.25
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,076.25

Goal 5 Objectives 3

Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship
Strategies	
Hosting consortium meetings, events, trainings and professional development.	
Outcomes	
Secondary and postsecondary consortium members will continue to engage in meetings, trainings, events and professional development.	
Measures	
Secondary and postsecondary consortium members will stay innovative, connected, current, engaged and enthusiastic regarding all consortium progress, activities, and growth and will demonstrate active engagement through documented participation in a minimum of 15 relevant events, secondary - 15 and postsecondary 15 (30 total).	
Post-Secondary Required Activities	\$979.10
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$979.10
Secondary Required Activities	\$63,758.21
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$15,248.44
Secondary Total	\$79,006.65
Total	\$79,985.75

Goal 5 Objectives 4

Required/Permissive Uses of Funds*	Secondary Admin Cost
Strategies	
Lakes Country Service Cooperative (LCSC) will remain the fiscal host for the secondary consortium.	
Outcomes	
Financial accountability and stability.	
Measures	
The consortium will remain financially sustained with the support from LCSC.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$11,130.64
Secondary Reserve	\$0.00
Secondary Total	\$11,130.64
Total	\$11,130.64

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 Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$57,448.84	\$0.00	\$0.00	\$3,000.00	\$60,448.84	\$68,475.50	\$0.00	\$0.00	\$12,500.00	\$80,975.50	\$141,424.34

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$22,000.00	\$19,000.00	\$0.00	\$0.00	\$41,000.00	\$21,500.00	\$0.00	\$0.00	\$4,000.00	\$25,500.00	\$66,500.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$360,574.61	\$0.00	\$0.00	\$5,214.37	\$365,788.98	\$5,500.00	\$0.00	\$0.00	\$1,000.00	\$6,500.00	\$372,288.98

Budget Goal 4

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

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$24,055.35	\$0.00	\$0.00	\$0.00	\$24,055.35	\$75,758.21	\$0.00	\$11,130.64	\$17,248.44	\$104,137.29	\$128,192.64

Goal Totals

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$475,382.80	\$19,000.00	\$0.00	\$8,611.37	\$502,994.17	\$175,733.71	\$0.00	\$11,130.64	\$35,748.44	\$222,612.79	\$725,606.96

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Attached Budget	LakesCountryFY19 Secondary Supplemental.xlsx	53 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$2,500.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
Totals	\$4,500.00

Coordination Time for Perkins Grant

Secondary

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

Total percentage of time for Coordinators of Perkins:* 77.0%

Coordinator Budget:* \$84,011.65

Post-Secondary

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

Coordinator Budget:* \$0.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Troy Haugen	Secondary Perkins Coordinator	362570	\$66,336.27	CTE Coordinator.pdf
Paula Johnson	Secondary Nonlicensed Instructional Staff		\$17,014.40	Perkins Assistant (PJ).pdf
Larissa Ness	Health Careers Admission Specialist		\$48,707.37	Perkins Postsecondary Positions Supported FY 19.pdf
Puja Sharma Husmann	Enrollment Manager		\$30,670.44	Perkins Postsecondary Positions Supported FY 19.pdf
Logan Schmidt	Enrollment Manager		\$22,320.35	Perkins Postsecondary Positions Supported FY 19.pdf
Shannon Britten	Enrollment Manager		\$27,022.89	Perkins Postsecondary Positions Supported FY 19.pdf
Carisa Engstrom	Enrollment Manager		\$31,059.84	Perkins Postsecondary Positions Supported FY 19.pdf
Mark Nelson	Academic Advisor/Career		\$35,209.67	Perkins Postsecondary Positions Supported FY 19.pdf
Leah Trontvet	Academic Advisor/Career		\$27,162.69	Perkins Postsecondary Positions Supported FY 19.pdf
Suzie Rethemeier	Academic Advisor/Career		\$28,341.40	Perkins Postsecondary Positions Supported FY 19.pdf
Sandy Torgusson	Enrollment Manager		\$38,542.96	Perkins Postsecondary Positions Supported FY 19.pdf
Tom Dubbels	Counselor		\$28,717.16	Perkins Postsecondary Positions Supported FY 19.pdf
Steve Lindgren	Counselor		\$10,110.05	Perkins Postsecondary Positions Supported FY 19.pdf
Maronda Robertson	Counselor		\$9,151.12	Perkins Postsecondary Positions Supported FY 19.pdf
Susan Zurn	Career Services/Placement Director		\$79,849.66	Perkins Postsecondary Positions Supported FY 19.pdf
Jennifer Bieniek	Academic Advisor/Career		\$6,504.49	Perkins Postsecondary Positions Supported FY 19.pdf
Kristina Seifert	Disability Services Coordinator/Academic Advisor		\$31,667.00	Perkins Postsecondary Positions Supported FY 19.pdf
Jess Sem	Enrollment Manager		\$7,688.00	Perkins Postsecondary Positions Supported FY 19.pdf
			\$546,075.76	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
<p>3P1 ? Student retention or transfer</p>	<p>Note: Not Needed for FY 19. Want to retain data for historical purposes.</p> <p>The primary strategies to improve this performance measure include the following:</p> <p>Improve student persistence, retention, completion, career placement and transfer rates.</p> <p>Identify programmatic strategies to improve retention using data from the comprehensive program review process.</p> <p>Continue to implement the redesign of developmental education.</p> <p>Continue to implement an academic bridge program to help students in testing into college level courses.</p> <p>Provide an educational pathway for students who are unable to commit to a two-year program.</p> <p>Engage faculty in our registration processes during the fall duty day. This is an effort to support faculty in the growth of programmatic enrollment.</p> <p>Support faculty in increasing program retention.</p> <p>Reduce barriers to student enrollment.</p> <p>Complete monthly professional development opportunities focused on enhancing teaching, improving student learning and effectively using instructional technology</p> <p>Focus on customer service to improve persistence and retention and referrals based enrollment.</p> <p>Continue to support English and math faculty as they work to make improvements in course placement, course competencies and incorporating bold ideas from literature into the design on new student pathways.</p> <p>Continue to use an integrated plan to support this at-risk population. Research indicates that this not just a curriculum issue for our math and English faculty, but it needs to be a college-wide effort to support underprepared students that have limited resources to overcome obstacles.</p> <p>Analyze existing data regarding the efficacy of the college tutoring program and make revisions to improve student retention.</p> <p>Continue to identify academic programs with poor retention statistics and develop retention and completion plans for those programs in the lowest quartile.</p> <p>Begin implementation of the College's 2018-2021 strategic plans, with SMART goals for improving student retention.</p>	<p>Time, meetings, IR data analysts, Travel costs for meetings to strategize and implement retention/completion initiatives.</p>	<p>Ongoing through FY19</p>	<p>Student Services Division (Enrollment Management, Student Development Services Directors, Academic Advisors, Admissions, Career Services Director, program faculty, support staff and senior leadership.</p>	<p>Data to support an increase in retention, completion and (when appropriate) transfer.</p>	<p>Continue to support special populations college-wide leveraging the integration and utilization of the college's strategic diversity and inclusion plan.</p>		

	<p>Establish a retention data committee to identify and ameliorate patterns of attrition.</p> <p>Allow students who complete these shorter programs to continue their educational career in longer programs that are able to use the credits that the student previously earned.</p> <p>Implement the newly improved Early Alert system, catching students in potential risk of failing/dropping before it's too late. Share data on early alert success with faculty to meet the goal of 100% faculty usage of the early alert system.</p> <p>Continue to host regular meetings with faculty and staff to analyze and address areas for improvement as well as celebrate where improvements have been achieved, with a particular emphasis on the work of the HLC persistence and completion academy group.</p>							
<p>5P1 ? Nontraditional participation</p>	<p>Note: Not needed for FY 19. Want to retain information for historical purposes.</p> <p>Continue to survey special populations to assess the effectiveness of events, workshops, programs and services for special populations.</p> <p>Continue to upgrade, develop and publish information to be circulated and posted on the College website related to tutoring options.</p> <p>Continue to expand access to online tutoring, early alert, and onsite accessibility.</p> <p>Evaluate the success of recently initiated non-traditional models such as part-time tracks or compressed delivery.</p> <p>Expand early/middle college program and career pathway opportunities for students.</p> <p>Offer flexible training program options that meet the needs of business and industry.</p> <p>Continue to aggressively promote the seamless process to use multiple measures for course placement that is showing a positive impact on student success.</p> <p>Create learning outcomes for welcome day on all four campuses and assess student satisfaction in the achievementn of those outcomes.</p> <p>Continue to develop and implement an enrollment management plan and the strategic diversity and inclusion plan to increase the college's minority, under-represented, and non-traditional student populations.</p> <p>Develop strategies to ensure the success of underserved populations.</p> <p>Strengthen the new partnerships that have been developed with diverse communities.</p> <p>Continue the Voices.Vision.Values professional development series on equity and inclusion with Voices.Vision.Values 2.0 in FY 19.</p>	<p>Time, travel dollars, professional development events, meeting time and strategies to incorporate M State's inclusion and support initiatives.</p>	<p>Ongoing through FY19.</p>	<p>Student Services Division (Enrollment Management, Student Development Services Directors, Academic Advisors, Admissions, Career Services Director, program faculty, support staff and senior leadership.</p>	<p>Data to support an increase in nontraditional participation, retention and completion.</p>	<p>Most of the gap exists with gender nontraditional, most specifically with nontraditional male.</p>		

	Support and promote the office of Career Services. Continue to support and promote college services, resources, tools and events aimed at ensuring student college and career attainment and success.							
6S2 ? Nontraditional completion	<ol style="list-style-type: none"> Continue to focus on the identity of nontraditional courses in each program in each district. Work with district staff in each district to encourage a sequence of courses to allow for students to become Perkins concentrators. Continue to work with school instructors in building sequences of courses that allow students to become Perkins concentrators. Continue to employ strategies to encourage students to enter nontraditional courses. 	Financial commitment from school districts to offer sequences of courses to allow students to become Perkins Concentrators.	Forever will be a problem.	Secondary Consortium Coordinator	Meeting minutes, notes, and continued data dis-aggregation.	Particularly in small school districts and by gender.	Small schools do not have the capacity to have sequences of courses, particularly with nontraditional components, to have students become concentrators.	Continued conversations with school district and teaching staff.

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	58.05
Actual Performance: *	52.90
General strategies planned to improve performance:	
During the fall regional networking meetings, secondary consortium leadership will provide professional development around data analysis, particularly around the reading/language arts content area. Consortia leadership will also engage in conversation with LCSC's reading specialists about providing strategies for reading improvement through CTE content.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	49.65
Actual Performance: *	45.88
General strategies planned to improve performance:	
During the fall regional networking meetings, secondary consortium leadership will provide professional development around data analysis, particularly around the mathematics content area. Consortia leadership will also engage in conversation with LCSC's mathematics specialists about providing strategies for reading improvement through CTE content.	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:*	2P1 ? Credential, certificate, or degree
Negotiated Performance: *	48.64
Actual Performance: *	46.03

General strategies planned to improve performance:

*Advocate for a return to a push graduation process. This is already in process. In previous years, the College did this and recently changed its process. The new process now requires deans/faculty to request degree/diploma posting for students who did not apply to graduate. The automatic/push process leaves less room for error and ensures that all students who earned a degree have it posted and their completion in the system.

*Improve retention and completion initiatives based on a review of data from the persistence and completion academy, which represents our ongoing effort to make gains in retention and completion.

*Implement the improved comprehensive program review process, which includes setting of specific targets for improvement of student credential, certificate or degree completion. We have made significant enhancements to our 3 year program review cycle for the past two years and will continue to implement improvements.

*Utilize the Institutional Effectiveness Council to identify additional strategies to improve 2PI, with a specific focus on eliminating the opportunity gap in CTE programs.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:*	3S1 ? School completion
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Negotiated Performance: *	99.00
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Actual Performance: *	97.34
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General strategies planned to improve performance:

Through the disaggregation of the data, it has become apparent that both this indicator and the graduation rate indicator have been significantly impacted by our regional alternative learning centers, which are located in Perham, Moorhead, Detroit Lakes, and Fergus Falls and our one alternative learning program, Youth Educational Services, a LCSC program. Consortium leadership has started to engage in further conversations with the ALC's in providing consulting on how the consortium can be of assistance. More formal conversations are planned with strategy sessions to determine what can be done to assist program staff and administration.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:*	4P1 ? Student placement
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Negotiated Performance: *	84.8
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Actual Performance: *	80.85/77.59previous year data
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General strategies planned to improve performance:

Continue to increase targeted career placement services, workshops, events, and tracking to increase placement rates. Increase targeted efforts for programs that show the most discrepancy and potential for improvement using data. For us, we noticed dips in AAS programs and each program with a dip in AAS program rates is on an improvement plan.

More aggressively advertise the comprehensive placement information system for student resume creation and storage, job posting, career development resources/tools/videos, portfolio development, etc. Continue to expand on campus career fairs and organized interactions with employers and students, to facilitate the networking/career exploring/career planning process. Target programs for increased participation, particularly those with related placement rates of 80% or less.

Comments or context for actual performance (optional):

M State has significantly increased the number of career placement workshops, events, and services on all four campuses. The commitment to hiring a full time career services/placement director to implementing a comprehensive career services information system has placed greater emphasis on career preparation and placement services for students. Partnerships between the Career Services Director and faculty have increased also. We used data from our placement report analysis to specifically target programs for a placement improvement plan, which we will monitor to determine if it contributed to an improvement in results.

Improvement Report 6

Indicator Not Met:*	4S1 ? Student graduation rate
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Negotiated Performance: *	96.00
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Actual Performance: *	94.27
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General strategies planned to improve performance:

Through the disaggregation of the data, it has become apparent that both this indicator and the school completion indicator have been significantly impacted by our regional alternative learning centers, which are located in Perham, Moorhead, Detroit Lakes, and Fergus Falls and our one alternative learning program, Youth Educational Services, a LCSC program. Consortium leadership has started to engage in further conversations with the ALC's in providing consulting on how the consortium can be of assistance. More formal conversations are planned with strategy sessions to determine what can be done to assist program staff and administration.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met:*	5P1 ? Nontraditional participation
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Negotiated Performance: *	NA
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Actual Performance: *	NA
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General strategies planned to improve performance:

Not needed

Comments or context for actual performance (optional):

Improvement Report 8

Indicator Not Met:*	5P1 ? Nontraditional participation
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Negotiated Performance: *	17.5/17 in recent reporting year
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Actual Performance: *	15.21/16.10 in recent reporting year
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General strategies planned to improve performance:

We continue to seek ways to improve results with non-traditional participation. There may be factor's related to the student's own experiences, goals, cultural and gender influences that remain outside our control.

Comments or context for actual performance (optional):

Improvement Report 9

Indicator Not Met:*	5P2 ? Nontraditional completion
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Negotiated Performance: *	12.2/same
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Actual Performance: *	11.13/11.23 current reporting year
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General strategies planned to improve performance:

Our main strategy for this is to analyze the data more closely to see where we have the greatest opportunity for improvement and then to work collaboratively with program faculty and advisors to develop ways to increase this indicator. Collecting feedback from members of the Perkins team who work most closely with the impacted programs may also provide insights into opportunities for new approaches or improvement efforts.

Other strategies include:

Continue to use the Ruffalo Noel Levitz College Student Indicator as part of the first-term check-in advising initiative during the first four weeks of the team.

Continue to aggressively promote the academic bridge experience.

Aggressively promote the multiple measures for course placement process.

Use the Center for Teaching, Learning and Technology to provide professional development for faculty to promote increases in non-traditional completion.

Implement the College's strategic diversity and inclusion plan and fully support Perkins team member involvement in the strategic diversity and inclusion committee.

Expand capacity with development faculty and staff intercultural competence through investing in IDI assessment and coaching training.

Utilize comprehensive program review to analyze and suggest improvements in non-traditional participation and improvement.

Comments or context for actual performance (optional):

Improvement Report 10

Indicator Not Met:*	6S1 ? Nontraditional participation
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Negotiated Performance: *	38
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Actual Performance: *	37.08
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General strategies planned to improve performance:

We are so close! In our consortia, the nontrad participation is oftentimes measured with nontrad females in our programs, specifically many of our

ag courses. While we have an increasing number of female ag teachers, we are still falling short. Very few of our programs have courses that are nontraditional for males, with the exception of a few of the FACS courses our schools offer. We continue to work with our secondary teachers to encourage students from across the board to take courses, regardless of traditional gender-identified courses. Okay . . . I think we need a different name for nontraditional gender in this day and age . . . it implies something completely different now than it did in the Perkins IV reauthorization!

Comments or context for actual performance (optional):

Improvement Report 11

Indicator Not Met:*	6S2 ? Nontraditional completion
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Negotiated Performance: *	33.96
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Actual Performance: *	29.18
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General strategies planned to improve performance:

For several years the secondary programs of the consortium struggled with this core indicator, but was able to focus on the opportunities and strategies within the control of the consortia, and had success for several years. In the fall, consortia leadership will engage in professional development with program instructors simultaneous to the focus on reading/language arts & mathematics content as well as on nontraditional student strategies.

Comments or context for actual performance (optional):

With the size of schools in the Lakes Country Perkins Consortim, the consortium will always be on the verge of not meeting these expectations. Small schools generally equate to small programs, which equate to one-off courses and not sequences of courses that lead to the ability of programs to create completors, let alone nontraditional completors.

Statement of Assurances & Certifications

Description	File Name	File Size
SOA	LC Perkins FY19 SOA.pdf	4.4 MB
FY19 Secondary SOA's (for real this time)	Perkins SOAs 2018.pdf	2.8 MB
FY 19 Postsecondary Statement of Assurances Signed	statement-of-assurances-template-blank-revised.pdf	261 KB
FY 19 Postsecondary Statement of Assurances Signed	statement-of-assurances-template-blank-revised.pdf	261 KB

Attachments

Description	File Name	File Size
M State Academic Advising Syllabus	Academic_Advising_Syllabus.pdf	356 KB
M State Academic Advising Syllabus	Academic_Advising_Syllabus.pdf	356 KB
M State Academic Advising Syllabus	Academic_Advising_Syllabus.pdf	356 KB
Assessment of Student Learning - Action Plan	Action_Plan_Qualtrics_Example_2017-18.pdf	292 KB
Assessment of Student Learning - Action Plan	Action_Plan_Qualtrics_Example_2017-18.pdf	292 KB
Assessment of Student Learning - Action Plan	Action_Plan_Qualtrics_Example_2017-18.pdf	292 KB
Infographic: Articulation Agreement vs. Concurrent Enrollment	artic v concurrent infographic final.pdf	227 KB
Infographic: Articulation Agreement vs. Concurrent Enrollment	artic v concurrent infographic final.pdf	227 KB
Infographic: Articulation Agreement vs. Concurrent Enrollment	artic v concurrent infographic final.pdf	227 KB
Core Ability Assessment Checklist 2017-2018	Assessment_Checklist_2017-18.pdf	514 KB
Core Ability Assessment Checklist 2017-2018	Assessment_Checklist_2017-18.pdf	514 KB
Core Ability Assessment Checklist 2017-2018	Assessment_Checklist_2017-18.pdf	514 KB
M State Assessment Glossary of Terms	Assessment_Glossary_Terms.pdf	498 KB
M State Assessment Glossary of Terms	Assessment_Glossary_Terms.pdf	498 KB
M State Assessment Glossary of Terms	Assessment_Glossary_Terms.pdf	498 KB
Career Services Dept. Vision, Mission, Goals and Strategies (2016-2017)	Career_Services.pdf	2.0 MB
Career Services Dept. Vision, Mission, Goals and Strategies (2016-2017)	Career_Services.pdf	2.0 MB
Career Services Dept. Vision, Mission, Goals and Strategies (2016-2017)	Career_Services.pdf	2.0 MB
Example of a student survey we do for all events, workshops and clinicals.	Drafting Architecture Workshop Survey.pdf	50 KB
Example of a student survey we do for all events, workshops and clinicals.	Drafting Architecture Workshop Survey.pdf	50 KB
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Early College/Middle College Student Application	Early College _ Middle College Application.pdf	21.9 MB
Early College/Middle College Student Application	Early College _ Middle College Application.pdf	21.9 MB
Early College/Middle College Student Application	Early College _ Middle College Application.pdf	21.9 MB
Strategic Enrollment - College Communications Calendar - 2017-2018	Enrollment_Strat_Plan_Calendar1718.indd_(004) (2).pdf	153 KB
Strategic Enrollment - College Communications Calendar - 2017-2018	Enrollment_Strat_Plan_Calendar1718.indd_(004) (2).pdf	153 KB
Strategic Enrollment - College Communications Calendar - 2017-2018	Enrollment_Strat_Plan_Calendar1718.indd_(004) (2).pdf	153 KB
Experiential Learning through Mobile Manufacturing Labs	Exp Learning through Mobile Labs.pptx	7.8 MB
Experiential Learning through Mobile Manufacturing Labs	Exp Learning through Mobile Labs.pptx	7.8 MB
Experiential Learning through Mobile Manufacturing Labs	Exp Learning through Mobile Labs.pptx	7.8 MB
FY18 Technology/Trades Regional Networking Meeting	FY18 TechTrades RNM.PPTX	3.7 MB
FY18 Technology/Trades Regional	FY18 TechTrades RNM.PPTX	3.7 MB

Networking Meeting		
FY18 Technology/Trades Regional Networking Meeting	FY18 TechTrades RNM.PPTX	3.7 MB
Lakes Country Perkins Consortium FY19 PPT	FY19 presentation_V3_.pptx	14.6 MB
Lakes Country Perkins Consortium FY19 PPT	FY19 presentation_V3_.pptx	14.6 MB
M State FY18 Goals and Strategies	FY_18_Strategic_Goals_and_Stratagies.pdf	333 KB
M State FY18 Goals and Strategies	FY_18_Strategic_Goals_and_Stratagies.pdf	333 KB
M State FY18 Goals and Strategies	FY_18_Strategic_Goals_and_Stratagies.pdf	333 KB
LCSC: Alternative Teacher Preparation Institutional Report	LCSC Alt Prep Inst Report to PELSB.pdf	5.4 MB
LCSC: Alternative Teacher Preparation Institutional Report	LCSC Alt Prep Inst Report to PELSB.pdf	5.4 MB
LCSC: Alternative Teacher Preparation Institutional Report	LCSC Alt Prep Inst Report to PELSB.pdf	5.4 MB
Minnesota Teacher Licensure 2.0 _ Troy Haugen	LCSC Licensure Presentation.pdf	623 KB
Minnesota Teacher Licensure 2.0 _ Troy Haugen	LCSC Licensure Presentation.pdf	623 KB
Minnesota Teacher Licensure 2.0 _ Troy Haugen	LCSC Licensure Presentation.pdf	623 KB
M State College Catalog 2017-2018	M State College Catalog_2017_2018.pdf	6.8 MB
M State College Catalog 2017-2018	M State College Catalog_2017_2018.pdf	6.8 MB
M State College Catalog 2017-2018	M State College Catalog_2017_2018.pdf	6.8 MB
M State Diversity and Inclusion 2017-2019	M State Diversity and Inclusion Plan 2017-2019.pdf	573 KB
M State Diversity and Inclusion 2017-2019	M State Diversity and Inclusion Plan 2017-2019.pdf	573 KB
M State Diversity and Inclusion 2017-2019	M State Diversity and Inclusion Plan 2017-2019.pdf	573 KB
M State Job Search Guide	M State Job Search Guide Newsletter.pdf	3.4 MB
M State Job Search Guide	M State Job Search Guide Newsletter.pdf	3.4 MB
M State Job Search Guide	M State Job Search Guide Newsletter.pdf	3.4 MB
M State Magazine Fall 2017	M State Magazine Fall 2017.pdf	10.3 MB
M State Magazine Fall 2017	M State Magazine Fall 2017.pdf	10.3 MB
M State Magazine Fall 2017	M State Magazine Fall 2017.pdf	10.3 MB
M State Magazine Spring 2018	M State Magazine Spring 2018.pdf	7.5 MB
M State Magazine Spring 2018	M State Magazine Spring 2018.pdf	7.5 MB
M State Magazine Spring 2018	M State Magazine Spring 2018.pdf	7.5 MB
Minnesota Tiered Licensure Grid	Minnesota Tiered Licensure Grid.pdf	132 KB
Minnesota Tiered Licensure Grid	Minnesota Tiered Licensure Grid.pdf	132 KB
Minnesota Tiered Licensure Grid	Minnesota Tiered Licensure Grid.pdf	132 KB
M State Co-Curricular Assessment Model	MState_CoCurricularAssessmentModel_2018.pdf	454 KB
M State Co-Curricular Assessment Model	MState_CoCurricularAssessmentModel_2018.pdf	454 KB
M State Co-Curricular Assessment Model	MState_CoCurricularAssessmentModel_2018.pdf	454 KB
M State Core Abilities	M_State_Core_Abilities.pdf	106 KB
M State Core Abilities	M_State_Core_Abilities.pdf	106 KB
M State Core Abilities	M_State_Core_Abilities.pdf	106 KB
Descriptions of CTE Customizable Events	Our K12 Collaboration Options Are Endless.pdf	284 KB
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Descriptions of CTE Customizable Events	Our K12 Collaboration Options Are Endless.pdf	284 KB
Perkins Meeting Agenda 'Template'	Perkins agenda_TEMPLATE.docx	75 KB
Perkins Meeting Minutes 'Template'	Perkins agenda_TEMPLATE.docx	75 KB
Perkins Meeting Agenda 'Template'	Perkins agenda_TEMPLATE.docx	75 KB
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Consortium Collaboration Piece	Perkins Consortium We Collaborate for Students Piece.pdf	777 KB
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Consortium Collaboration Piece	Perkins Consortium We Collaborate for Students Piece.pdf	777 KB
POSTER: Steps to Core Abilities	Steps_of_Core_Ability_Assessment_Poster_2017-18.pdf	1.5 MB
POSTER: Steps to Core Abilities	Steps_of_Core_Ability_Assessment_Poster_2017-18.pdf	1.5 MB
POSTER: Steps to Core Abilities	Steps_of_Core_Ability_Assessment_Poster_2017-18.pdf	1.5 MB
Student Scholarships_Workforce Development Solutions	WDS Pilot Scholarship.pdf	1.0 MB
Student Scholarships_Workforce Development Solutions	WDS Pilot Scholarship.pdf	1.0 MB
Student Scholarships_Workforce Development Solutions	WDS Pilot Scholarship.pdf	1.0 MB
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