



# MINNESOTA STATE

## Career and Technical Education

### Grant Details

#### 02416 - FY19 PERKINS APPLICATION

#### 02637 - FY19 Mid-Minnesota Consortium Plan

#### Perkins IV Consortium

**Grant Title:** FY19 Mid-Minnesota Consortium Plan  
**Grant Number:** 02446  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Mid-Minnesota Consortium  
**Grantee Contact:** Jodi Jordon  
**Award Year:** 2018  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:** Contract Sent 08/08/2018 Contract Received 07/01/2018 Contract Executed 06/30/2019  
**Project Dates:** Proposal Date 08/08/2018 Project Start 07/01/2018 Project End 06/30/2019  
**Grant Administrator:** Jeralyn Jargo  
**Contract Number:** 02446  
**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)
Ridgewater College		
Atwater-Cosmos-Grove City (ACGC)	01 public school district	2396
Belgrade-Brooten-Elrosa (BBE)	01 public school district	2364
Bird Island-Olivia-Lake Lillian (BOLD)	01 public school district	2534
Buffalo Lake-Hector-Stewart (BLHS)	01 public school district	2159
Dassel-Cokato (DC)	01 public school district	466
Eden Valley- Watkins (EVW)	01 public school district	463
Glencoe-Silver Lake (GSL)	01 public school district	2859
Gibbon-Fairfax-Winthrop (GFW)	01 public school district	2365
Hutchinson (H)	01 public school district	423
Kerkhoven-Murdock-Sunburg (KMS)	01 public school district	775
Lester Prairie (LP)	01 public school district	424
Litchfield (L)	01 public school district	465
Maynard-Clara City-Raymond (MACCRAY)	01 public school district	2180
Willmar (W)	01 public school district	347
New London-Spicer (NLS)	01 public school district	345
Sibley-East (SE)	01 public school district	2310
DREAM Academy	07 charter school	4217

## Summary Narrative Part One

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### 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)]***

The consortium partners have identified effective strategies to support and improve CTE programming by continuing to strengthen relationships with business/Industry. A Minnesota legislative initiative (LYFT) included Mid-Minnesota Perkins Partnership schools to receive up to \$50,000 for implementing new programs that align with regional workforce trends and that partner with other school districts. **Launch Your Future Today (LYFT)** is a rural career and technical education (CTE) pathway initiative with the purpose of rebuilding CTE in southwest and west central Minnesota. The goal of LYFT Pathways is for every secondary student in the region to gain marketable skills through meaningful CTE courses and opportunities which lead to further education and careers that match our region's labor market needs. Several consortium members serve on the advisory board and several schools have either applied or will be applying for funding to be implemented in FY 19. The plan includes funding for LYFT meetings for collaboration and brain storming. The plan also includes funding for program approval updating and improving local advisory board membership. Consortium partners agreed to continue to include funding in the plan to upgrade equipment and add new technology/software to support and improve CTE programs specifically in the areas of regional workforce needs: health, agriculture and manufacturing. Partners also agree to continue to align with the post-secondary programs either through articulation, concurrent/PSEO. Furthermore, the plan includes funding for college instructors to learn more about business/industry by participating in externship experiences.

The consortium members approved continuing to provide Perkins funded events that brings postsecondary and secondary Instructors, paraprofessionals, counselors and administrators together for workshops focusing on education to career connections (Summer Institute, Regional FACS event, Ag Expo, Manufacturing Expo, Counselor Encounter, Articulation/Program of study meetings). The Regional career Exploration event on both campuses are included in the plan to provide consortium tenth graders with an opportunity to explore various Jobs and college programs. The consortium plan includes funding for MCIS/IDEAS at every school district.

Per the Mid-Minnesota monitoring review summary, it has been recommended to shift Perkins funds from academic support center Perkins funded staff to other initiatives/positions (Perkins funded position guidelines) This application will not have the final positions posted as the deadline for submitting the final position descriptions is Oct 15th.

### 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)]***

The consortium partners review the performance data at the partner's meeting to establish Initiatives and target funds for under-performing accountability Indicators. School districts are required to include Initiatives in their local plan that address under-performing Indicators. With several new high school Perkins contacts/teachers, the FY 19 plan includes training on the Perkins Performance indicators. Academic attainment (1S1 & 1S2) will be the focus for improvement. At the post-secondary level, 5P2 - Nontraditional Completion, continues to be an underperforming indicator. The plan will continue initiatives through the academic alert system and referrals targeting students in a program nontraditional for their gender.

### 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)]**

Joint advisory board meetings bring together secondary teachers and post-secondary instructors to confirm regional needs and identify specific course outcomes to be covered at each grade level with sequential alignment. The college utilizes DEED resources to ensure employer needs are addressed. The regional supervisor for Central Minnesota Jobs and Training and/or DEED area representative attend consortium meetings and workshops (Counselor Encounter, Summer Institute) providing updates on local/regional trends and forecasts for jobs and workforce needs. The regional DEED specialist and Central Minnesota Jobs & Training staff serve on the LYFT advisory board and assist the secondary schools with regional workforce data/trends for program development and collaboration.

Many consortium schools have active local advisory board participation and are involved in local and regional initiatives collaborating with business/industry to improve current and emerging workforce needs. Advisory boards are key to aligning rigorous content in the CTE programs. The plan includes funding for secondary instructors to attend the college advisory board meetings specifically for curriculum review resulting in seamless transition from high school to college and meeting the regional workforce needs. Articulation meetings between secondary and post-secondary instructors also provide a venue for aligning course content.

## **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)]**

At the secondary level students and instructors have opportunities to experience business/industry settings through field trips, business tours, special speakers, local/ regional career fairs, agriculture & manufacturing expo events. At the college level, students tour regional industries, industry experts come to the college as guest speakers, many participate in internship experiences, and faculty share their recent experiences with students. All postsecondary courses provide students with hands-on experiences in the labs and when available through work experiences designed to prepare students with the knowledge, understanding, and experience needed by the business/industry. The FY 19 plan will include funding for post-secondary instructors to participate in an externship experience. In addition, student clubs are active both at the secondary and college levels providing students with connections to business and industry opportunities.

## **Summary Narrative Part Two**

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### **Comprehensive Professional Development**

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

College faculty professional development is guided by a three-year plan with annual reports of activities accomplished. Areas of professional development include: content knowledge and skill in the discipline/program, teaching methods and instructional strategies, related work experience, and study appropriate to the higher education environment. Perkins funds are budgeted for secondary and post-secondary instructors, administrators, counselors to attend the CTE Works conference, TIES conference, FFA and BPA conferences. Consortium invites guest speakers to consortium meetings (DEED, Central MN Jobs & Training, MDE program specialists, Adult Basic Education programs) School districts request funding in their local plans for specialized training, FY 19 plan will include professional development on the Perkins indicators/measures for secondary partners. FY 19 plan will include funding for post-secondary instructors to participate in externships.

## 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))]**

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

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

## Evaluate Student Performance and Programs

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

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

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

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

## How Programs of Study Affects Outcomes

**Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for**

***your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]***

Ag programs in the consortium continue to be the most vigorous CTE programs both at the secondary and at the post-secondary level. At the secondary, 16 of 17 school districts have robust Ag programs offering courses from food science, plant science, animal science, agri-business, ag mechanics, wildlife/natural resources along with active FFA student organizations and advisory boards. The consortium selected Animal Systems as most schools offer a sequence of courses that transition into the post-secondary. Ridgewater College AG program is one of the largest in Minnesota that offers certifications, diplomas, AA, AAS degrees in Ag. According the Ridgewater College Ag instructors, there are more jobs in Ag than the college can fill. Ridgewater College has 4 graduate placements for every 7 jobs posted. The Ag dept has started a high school marketing/recruitment strategy, "You don't have to grow up on a farm, to have a career in agriculture". The theme is carried into the consortium sponsored career events and Counselor Encounter & Summer Institute presentations. In addition, Ridgewater College also has an award winning veterinary technician program. The consortium has 21 high school Ag teachers with 10 females/11 males, offering over 200 Ag program approved Ag courses. At the post-secondary the two AG educators are female and they share the department chair position. One of the two of veterinarians in the Vet Tech program is a female. The secondary and post-secondary Ag program female student participation greatly increase the percentages for the 6S1, 6S2, 6P1, and 6P2 Perkins indicators. Of the six school districts that have developed Programs of study in Animal Science, KMS was selected primarily as the Intro to Animal Science is a concurrent offering with Ridgewater College. Another consideration is the high school instructor is involved in local, regional, state initiatives both legislatively and in FFA leadership. Students at MACCRAY were assessed for Animal Systems in FY 18. The consortium worked on the rigorous program of study in Manufacturing Production Processes in FY 18 as this area continues to be a high skill, high wage and high demand career pathway for the region but specifically around the Ridgewater College- Hutchinson campus. Ridgewater College staff, Hutchinson High School (HHS) staff, and business/industry staff (3M) have been meeting for several years to develop the Tiger Path career pathways for all CTE courses. Manufacturing courses have been articulated with Ridgewater College courses to provide seamless transition to post-secondary. Post-secondary instructors have been assisting HHS teachers in developing curriculum that meets the regional industry needs. (see attachment- Tiger Path Summary) Other school districts, GSL, DC & Willmar are Project Lead the Way engineering programs that also align with the manufacturing production process career pathway.

## Goal 1 Narrative

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### 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)].

1) The consortium has identified 7 program of study areas from each career fields. The two rigorous program of studies are: Animal Systems & Manufacturing Production Processes both of which are high skill, high demand and high-wage occupations.

- 2) Consortium students have opportunities for early college credit through articulation agreements, concurrent enrollment and PSEO. (see Concurrent Mid-MN & Articulation Agreements attachments)
- 3) The faculty and high school instructors attend Articulation/Program of study meeting every two years to review and update curriculum for the various career pathways. Local and college advisory boards provide industry/business specific trends and changes in skills, job requirements for the programs of study. High school and college counselors attend a fall workshop on programs of study, articulation, career exploration opportunities, new college programs, admissions requirements and early college credit (PSEO, concurrent, AP)
- 4) Perkins funds are available for school districts and college programs to purchase equipment/software to meet the needs of business/industry. The upgraded equipment and software provide the most current level for developing skills and embedding contextual learning concepts (applied math, technical reading and writing) into the CTE curriculum. School districts are encouraged to develop CTE courses that meet the academic credit requirement for high school graduation (Animal Science, Food Science, Economics, Graphic Art, Plant Science, etc) School districts are also encouraged to pursue concurrent enrollment of CTE courses as early college credit for students (Animal Science, Plant Science, Welding, Entrepreneurship) or contracted PSEO at the schools (CNA, Early Childhood Ed)
- 5) The consortium provides funds for high school teachers and faculty to attend the career pathway articulation/program of study workshops - a specific career pathway is reviewed/updated every two years. The meeting includes information on the program of study process. The consortium coordinates/funds a Regional FACS workshop as well as provides funding for instructors to attend TIES conference, AG workshops/conferences, SWSC technology conference. Other instructors attend regional, state, and national student club meetings (FFA & BPA). The consortium plan includes funding for post-secondary instructors to be involved in an externship experience. The FY 19 plan will also include coordination/funding for high school CTE instructors to attend Ridgewater College targeted training workshops in Machining, Electrician, and Automotive.
- 6) Consortium programs provide technical skill assessment in the following programs at both the secondary/post-secondary levels: accounting, engineering, machining, early childhood ed, animal science, plant science and desktop publishing/photoshop, and nursing assistant. Other programs at the post-secondary level have assessed using national certification assessment NATEF, National and Veterinary Registry exam.
- 7) The regional workforce center has offices located on both college campuses which provides linkage non-credit training (customized) and other certification programs. The post-secondary recruiting event, Discover Ridgewater, has included break sessions in career exploration/interest assessing for adult learners. The adult basic ed staff work with the post-secondary academic support staff coordinating efforts for student success. The increase in ELL students matriculating from Willmar High school to Ridgewater College will be the focus of program planning/coordination between WHS, Adult Basic Ed and Ridgewater College for FY 19.
- 8) Perkins funding is available for secondary students to explore business/industry through field trips, career careers, business tours, Funds have been included for recruitment/retention events specific to a program area ( Manufacturing Expo, Ag Expo and others) The goal will be to provide career exploration for all students but specifically marketing to ELL students who typically enroll in liberal arts courses. Regional career exploration events are also available to all consortium 10th graders to learn/explore a variety of careers. High school instructors are invited to attend the Summer Institute event to explore careers outside their instruction area; the event focuses on a specific career cluster: health careers, manufacturing careers, agriculture careers, etc)
- 9) Career counseling occurs at the high school level for CTE students by assisting students to develop/implement a Personal Career Plan, Ramp-Up-to-Readiness curriculum, MCIS/IDEAS, encouraging students to attend career fairs, Ag Expo, Manufacturing Expo, and Discover Ridgewater events. At the post-secondary, students are advised through program instructors, college advisors.
- 10) High school counselors attend the Counselor Encounter each fall to learn about new programs, articulation, programs of study including opportunities for students to enroll in college level courses through PSEO. CTE secondary instructors are encouraged to develop courses that meet the credits for the core academic subjects: animal science, food science, economics, plant science, for example.

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

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**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R6 , R10 , R11 , P2, P5, P6, P7, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P14, P16
<b>Strategies</b>	
<p>1. Consortium partners will strengthen CTE programs at secondary and postsecondary levels, with emphasis on existing POS and Rigorous POS, and college credit opportunities for high school students and adult learners. Strategies include secondary and postsecondary access Perkins funds to develop and/or upgrade identified programs of study that need Improvement to meet the Industry standards - new equipment, staff training, upgrade software, and curriculum revisions. At the post-secondary, funds will be available to expand the Manufacturing Production Process POS such as Automation/Robotics equipment and machining technology equipment.</p> <p>2)Perkins funds will be available for planning high school teacher workshops for FY 20 in specific programs areas: automotive, electrician, and machining. Machining workshop will occur summer of FY 19.</p> <p>3) College and high school instructors will evaluate articulation agreements and explore potential opportunities to increase the effectiveness of POS through the local and/or regional articulation process. Consortium schools will access online articulation certificate ordering/managing system. Perkins funds will be available for high school instructors to attend articulation/program of study meetings (sub pay and travel). Consortium will continue to broker with other school districts specifically in cosmetology and agriculture courses and new course/programs being developed and implemented through the LYFT grant. Concurrent technical courses are evaluated and updated. Perkins funds are available to school districts to add new courses, upgrade courses, and staff development to meet articulation and concurrent guidelines. ( Machining workshop summer FY 19)</p> <p>4. CTE students will be assessed In technical skill attainment through state approved TSA. Consortium will review/evaluate assessments for the best assessment for the course. The consortium will add a welding TSA at Hutchinson High school for assessing the Manufacturing Production Process program of study.</p> <p>5. Perkins funds will be available to enhance teaching and learning through sustained professional development activities ( CTE Works, Regional FACS meeting, advisory board meetings, articulation/program of study workshops, TIES workshop, SWWC technical workshops - funds included in supplemental Goal #4) Perkins funds are available at the post-secondary level for instructors to participate the externships (8 externships X \$500/each )</p> <p>6. Retention, academic and skills attainment, and completion rates of CTE learners through targeted retention/academic support will increase (Perkins data) Perkins funds along with post-secondary multicultural funds will provide opportunities (events) for ELL students to learn about CTE college programs. Non-traditional students by gender in programs will be targeted for academic support services through the academic alert system and referrals to other support services. (see 5P2 improvement plan).</p>	
<b>Outcomes</b>	
<p>r1 . Current program of study career pathways will be reviewed and mini grant available for advanced course offerings. •POS efforts will be coordinated and aligned with industry needs in the following POS career pathways: •Plant Systems •Animal Systems Rigorous POS •Manufacturing Production Process ( New rigorous program of study) •Accounting •Therapeutic Services</p> <p>With the new or upgraded equipment, software or curriculum, more students will participate in CTE courses. (the percentage of participants in CTE courses will increase by 1%) Furthermore, CTE concentrators will Increase by 1% Agriculture and Manufacturing career cluster.</p> <p>2. Record minutes of planning meetings and timelines for completion of project,</p> <p>3. The number of articulation agreements ordered and the number of certificates downloaded will increase for FY 19 over FY 18 data by 1%.</p> <p>4. Penkins indicators performance levels for technical skills assessment will increase by 2% over FY 18 data</p> <p>5. Instructors will participate in consortium sponsored professional development opportunities. (see Goal #4 supplemental for secondary Perkins instructor outcomes and measures) Eight college instructors will participate in the externship experience and 90% will indicate on the survey (strongly agree or agree) that the experience provided meaningful information that can be incorporated into curriculum.</p> <p>6. WHS ELL students will enroll in Ridgewater College technical programs.</p>	



Measures	
<ol style="list-style-type: none"> <li>1. 100% of current programs or study will be updated as measured by approval from consortium coordinator. At the secondary level, non-duplicative participation will increase by 1% over FY 18 data.</li> <li>2. Timeline for planning of instructor workshops in FY 20 is met.</li> <li>3. Increase in the number of articulation agreements ordered and increase in the number of articulated credits certificates downloaded by students by 1% over FY 18 year end data. Hutchinson High school students presenting local welding agreements at Ridgewater College will increase by 1% over FY 18 baseline data</li> <li>4. Perkins data for technical skill attainment 2S1 will increase by 2% over FY 18 data</li> <li>5. Number of high school instructors who become members of college advisory boards will increase by 2 members over FY 18 participation. Six college instructors will participate in the externship experience and 90% will indicate on the survey (strongly agree or agree) that the experience provided meaningful information that can be incorporated into curriculum.</li> <li>6. Collect baseline data of numbers of WHS ELL students in technical programs.</li> </ol>	
<b>Post-Secondary Required Activities</b>	\$30,000.00
<b>Post-Secondary Permissible Activities</b>	\$64,109.70
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$33,925.88
<b>Post-Secondary Total</b>	\$128,035.58
<b>Secondary Required Activities</b>	\$47,787.00
<b>Secondary Permissible Activities</b>	\$45,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$92,787.00
<b>Total</b>	\$220,822.58

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

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## Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R5 , R6 , R8 , R9 , R10 , P1 , P4, P5, P6, P7, P8, P16
Strategies	
<p>1) Consortium will coordinate career/education exploration events that expose students to career opportunities through a variety of options including: college career exploration events, career fairs, field trips, business tours, skills competitions, work experience activities, and student clubs. Perkins funds are available for school districts to provide field trips, business tours, work experience activities, and students clubs. (Sec- \$12,000)</p> <p>2) Ridgewater College will host a Summer Institute for high school counselors, high school instructors and administrators to meet with post-secondary colleagues and Workforce center partners (CMJT) to more effectively serve current regional workforce occupations trends, and transitions for high school students. (Funding in Goal #4- 2)</p> <p>3) School districts and college will continue to collaborate on advisory boards. Perkins funds are available for advisory board meetings; high school instructors are encouraged to attend college meetings when appropriate. School districts will have funds FY 19 to improve local advisory board membership (Funds included in Goal #4-2)</p> <p>4) School districts collaborate and apply for LYFT funding</p>	
Outcomes	
<p>1) College, high school and business/industry partners will provide students with increased knowledge of career options and educational pathways.</p> <p>2) High school participants in the Summer Institute will indicate that the event has increased their knowledge of the education to careers connection</p> <p>3) High school instructors become members of the college advisory boards to further develop relationships with local and regional business and industry.</p> <p>4) Six school collaborate with other school districts to apply for LYFT funding</p>	
Measures	
<p>1) Maintain or increase student survey responses for the Regional Career Exploration event in the following areas: <i>My event experience was positive ( FY 18 -94%); I gained more direction about a future career by attending this event (FY 18- 86%); This event will help me choose high school courses to prepare for my future (FY 18- 85%); I am more likely to pursue post-secondary education because of my experience at this event (FY 18- 73%)</i></p> <p>2) Survey of participants indicating that the event has increased understanding of the education to work connection (see attachment for event survey FY 18) Rating on a scale form 1-5.</p> <p>3) High school instructor membership on college advisory boards increases by 2 members in FY 19.</p> <p>4) Application for LYFT funds has been submitted and approved.</p>	
Post-Secondary Required Activities	\$14,432.86
Post-Secondary Permissible Activities	\$6,500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$20,932.86
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$6,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$12,000.00
Total	\$32,932.86

## Goal 3 Narrative

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

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

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. 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)].

1) MidMN Perkins Partnership will continue with Initiatives that encourage nontraditional by gender program participation and completion at both secondary and post secondary levels. Perkins partners review Perkins data specifically for under-performing indicators and school districts are required to earmark funds in their plan that would address under-performing areas such as nontraditional by gender participation and completion. Perkins data for the 561 and 562 have improved over the past years. Perkins funds are available for school districts to include Initiatives that promote nontraditional by gender activities (female speakers, attending skills events, staff development for instructors). At the post-secondary, our efforts to increase nontraditional participation and completion have focused on using the academic alert system for students in programs non-traditional for their gender. Academic support staff tracks students in programs non-traditional for their gender and provides assistance for academic support and referral for other needs such as counseling or personal issues. For the past year, we have been concentrating additional effort on healthcare and manufacturing areas that we believe will have the highest potential for enrollment and completion. (more explanation in the Improvement Report for 5P2). The female Ridgewater College instructors in nontraditional by gender fields (Machining, Non-destructive Testing, Drafting and Agriculture) do presentations at the regional career fairs as well as the Manufacturing and Ag Expos. The female instructors encourage female high school students to explore nontraditional careers. The female college instructors also provide support services for female students in their programs. In FY 18, the college automotive programs and the manufacturing provided career exploration for middle school students. The events will occur again in FY 19.

2 & 3) Ridgewater College Office of Multicultural Affairs works with the Perkins coordinators to promote CTE programs through the high schools through various events, specifically activities with focus on Somali and Latino students. For FY 19, Perkins funds will be used to provide recruitment and retention activities for ELL students in the Willmar High School (WHS). The number of ELL students matriculating from (WHS) is projected to increase. Perkins funds will be used to provide career exploration information regarding Ridgewater College technical programs specifically for ELL students. Although not Perkins funded, other initiatives for ELL students such as providing pre-college reading, language comprehension, and math will be a focus for the academic support staff, college multicultural affairs department, Glacial Lakes Adult basic ed staff and the WHS student liaison. The TRIO grant at Ridgewater also funds and has developed Initiatives to promote college readiness for special population students. Special population students (ESL and students with disabilities) access Academic Support Services at Ridgewater College. Access and Opportunity grant funds at Ridgewater College are also used to provide student retention for special population learners.

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

At-risk students along with their instructors and counselors from area learning centers (ALC) are invited to all consortium sponsored events. Perkins funds are available for ALC to purchase MCIS & IDEAS.

4) The college programs are in the process of converting all CTE lecture/curriculum into closed captioning for visual learners. Furthermore, disability services work with programs to make adaptations such as test taking available for special population students.

5) All high schools include nondiscrimination policies either in the student registration guide or student handbook or both. The policies are also listed in district school board policy manuals. At the post-secondary, the nondiscrimination policy can be found at [http://ridgewater.edu/more-rc/Documents/Chapter\\_1\\_College\\_Organization](http://ridgewater.edu/more-rc/Documents/Chapter_1_College_Organization)

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

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

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

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**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , P1 , P6, P8, P12, P13, P17
<b>Strategies</b>	
<p>1) Increase enrollment and success of nontraditional and special population learners at the college through interventions and support services provided by counselors, advisors, high school students liaison, academic support and multicultural student staff. Target focus for FY 19 will be the Willmar High school (WHS) ELL students - providing career exploration for college technical programs and working with WHS student liaison to provide college readiness systems specifically in reading, comprehension and math.</p> <p>2) Continue to encourage high schools to develop courses and events that will attract nontraditional by gender students, special population students (ESL and students with disabilities) to participate in CTE courses.</p> <p>3) Provide Counselor Encounter event for counselors (high school &amp; college) to better strategize for special population student success. Perkins funds are available for school districts to market nontradition by gender programs/courses ( poster, speakers, Girls in Manufacturing event, NITRO X event) Assist Lester Prairie in developing an Ag program with Holy Trinity High School.</p> <p>4) Nontraditional by gender in a program students at the post-secondary will have support/referral services through academic support staff contact using the academic alert system. (See 5P2 for details)</p>	
<b>Outcomes</b>	
<p>1a) Participation, retention and completion rates of special population ELL students will show improvement.</p> <p>1b) Discussion regarding ELL college readiness will occur with potential for improved assessments at the high school level.</p> <p>2) More special population learners will enroll in CTE courses at the high school.</p> <p>3) The number of nontraditional by gender in a program students will increase in both participation and completion at the secondary level. (6S1 &amp; 6S2)</p> <p>4) The number of nontradational by gender students in a program will increase in both participation and completion at the post-secondary level ((5P1 &amp; 5P2)</p>	
<b>Measures</b>	
<p>1a) Students who take the ESL accuplacer will be cross referenced with student contact documentation in the college academic support center. Students will be tracked for academic alerts and completion. Perkins data cohort group 2P1 will show improvement.</p> <p>1b) Willmar High school students matriculating to Ridgewater College will enrollment in technical courses both at the high school and the college. ELL students will be assessed for college readiness at the high school.</p> <p>2) Numbers if special population students who take CTE courses at the secondary level will increase. (participants)</p> <p>3) The number of nontraditional by gender in a program students will increase in both participation and completion at the secondary level. (6S1 &amp; 6S2)</p> <p>4) The number of nontradational by gender students in a program will increase in both participation and completion at the post-secondary level ((5P1 &amp; 5P2)</p>	
<b>Post-Secondary Required Activities</b>	\$43,180.77
<b>Post-Secondary Permissible Activities</b>	\$14,963.78
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$58,144.55
<b>Secondary Required Activities</b>	\$2,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,000.00

Total	\$60,144.55
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## Goal 4 Narrative

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

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

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

1) To accommodate students need for flexibility in scheduling and different formats, Ridgewater College offers online, blended and traditional classroom options for students. Several college programs are completely online; health information technology, law enforcement (skills is on Alex Tech site), drafting and multimedia design.

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

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

4) Transition of adult learners to new or enhanced career pathways will continue to occur through partnership activities with Central Minnesota Jobs & Training Services (CMJT) and Glacial Lakes Adult Basic Ed as appropriate. The Bridges to Prosperity (adult basic ed) program and the MNamp grant offer students opportunities to earn 8 credits in the manufacturing field. Support services through the academic support center will support student success for adult learners including veterans, underemployed and unemployed. The college recruiting event, Discover Ridgewater, will be held on Saturdays in FY 19 to accommodate working adults. Discover Ridgewater has expanded marketing efforts to potential adult learners and offers career exploration and interest assessments along with resources/referrals to CMJT and adult basic ed.

5) Mid-Minnesota brokers with other consortium for articulation: Cosmetology brokering with Bloomington High School, Wright Technical Center, NE Ed Cooperative, SW Ed Cooperative, career exploration event with Anoka STEP program. Articulation as a member of the Southern Minnesota Articulation group provides brokering with the bottom half of Minnesota with college and high school instructors from nine consortia attending articulation meetings. School districts outside of the Southern Region that are close geographically are also invited, Paynesville & Kimball. MN West consortium and Mid-MN collaborate to provide the regional FACS meeting for the high school instructors, and on regional initiatives to promote workforce development (Workforce Summit event) The regional career exploration events have presenters from ATCC- Interior Design, Fashion Management; SCTTC- Land Surveying/Civil Engineering, Plumbing; MN West Radiologic technician, Blofuel, Fluid Power. Students from KMS and NLS Schools attend the ATCC Small Gas Engine training. Furthermore, MN West consortium and Mid-MN were awarded a \$3 million grant for the collaboration and development of technical programs in the southwest/central MN region. The grant has provided opporunities for school districts to collaborated outside of the consortium: MACCRAY and BOLD schools districts have collaborated with MN Tech Technology campus for health careers courses.

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

classrooms on both Ridgewater campuses and refer students to the Academic Support Center for additional retention services. Veteran's services are provided on both campuses as well and refer students to the Academic Support Center for services. Admissions and academic support staff refer student to the appropriate service provider.

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

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## Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R3, R5 , R6 , R8 , R10 , R11 , P2, P3, P8, P10
Strategies	
<p>1) Provide students, and those who influence their education/career decisions, with career assessment resources such as MCIS, Kuder, Ideas (\$22,000 MCIS/IDEAS) to compare the sequence of high school and college courses and activities within the Program of Study plans</p> <p>2.a. Reserve Funds - Perkins Fund for Counselor Encounter event (\$400)</p> <p>2. b. Reserve Funds-provide activities that address the rural needs of consortium coordinating two regional career exploration events (\$10,000) See Goal 2.a</p> <p>2.c.Reserve Funds -Regional Articulation &amp; Program of study meetings will strengthen high school to college articulation options-Funds available for sub, mileage \$4,000</p> <p>2.d Reserve Funds -High school instructors attend college advisory board meetings sub pay and mileage \$1,000.</p> <p><b>2.e.</b>Reserve Funds-High school instructors attend staff development meetings to build technical skills in using Smart Boards and other classroom technology -TIES conference -\$3,000</p> <p>2.f. Reserve Funds -consortium funds are available for instructors to attend the regional FACS meeting</p> <p>2.g. Reserve Funds - consortium funds are available for instructors to update/submit program approvals summer FY 19 as part of the 5-year cycle. (stipends - \$3,000)</p>	
Outcomes	
<p>1) Students utilize MCIS/ I to develop explore careers and develop personal career plans</p> <p>2.a. Counselors gain knowledge on high school to college transitions and the education to work connection.</p> <p>2.b.Consortium 10th graders Indicate that the event had a positive impact on their future plans: college, military</p> <p>2.c. All partners continue to participate in consortium end district Perkins meetings. The number of secondary end postsecondary instructors who attend articulation/PCS meetings will increase and participants will indicate gaining a better understanding of articulation and programs of study.</p> <p>2.d. School districts will continue to meet with industry and educational partners in Joint advisory board meetings.</p> <p>2.e Instructor will gain an Increased proficiency in the use of instructional technology collection/measures</p> <p>2.f. FACS instructors gain a better understanding of rigor/content in FACS curriculum, MDE initiatives and professional development opportunities.</p> <p>2.g. CTE high school instructors update/submit program approval forms to MDE by Nov 1, 2018</p>	
Measures	
<p>1) Number of students who use the MCIS /IDEAS to explore careers and develop personal career plans/portfolios will increase over FY 18 use (FY 18 data not available at this time)</p> <p>2.a. 50% of Counselors surveyed will rate 4 &amp; 5 (1-5 scale) that by attending the Counselor Encounter they are more knowledge on high school to college transitions and the education to work connection.</p> <p>2.b.Survey of consortium 10th graders who attend the regional career exploration events -see Goal 2 - Measure #1 for measures.</p> <p>2.c. All partners continue to participate in consortium and district Perkins meetings - Goal of 80% of partners will attend Perkins Partners meetings. The number of secondary and postsecondary Instructors who attend articulation/POS will increase by 2% over FY 18 attendance records. Attendance records/survey. 44% of college and secondary instructors invited attend the meetings. (FY 18 - 24 instructors attended out of 48 invites - 50%)</p> <p>2.d. School districts will continue to meet with industry and educational partners in joint advisory board meetings. Advisory board meeting notes and attendance records. FY 19 - high school membership on college advisory boards increases by 2. FY 18- 11 high school instructors attended</p>	



2.e Instructor will gain an Increased proficiency in the use of instructional technology collection/measures. Schools participating will be surveyed following the training. FY 18 GSL surveyed following attendance at TIES conference.

2.f FACS instructors gain a better understanding of rigor/content in FACS curriculum, MDE initiatives and professional development opportunities. FACS instructors include CTE standards in the the program approvals.

2.g. 100% of CTE instructors update/submit program approvals forms to MDE by Nov 1, 2018. Submission information from MDE specialist

Post-Secondary Required Activities	\$11,604.95
Post-Secondary Permissible Activities	\$200.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$11,804.95
Secondary Required Activities	\$22,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$24,567.01
Secondary Total	\$46,567.01
Total	\$58,371.96

## Goal 5 Narrative

### Narrative for Goal 5: Sustain the Consortium

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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]

1) School districts are required to submit a end of year report which includes: how Perkins funds were used the previous year, challenges for CTE programs, expansions/downsizing of CTE programs, special population student changes in demongraphics/ issues, advisory board meeting minutes. For FY 19, consortium partners will do a needs assessment (included in the monitoring review summary). The needs assessment will focus on emerging workforce needs and relevant high school CTE courses, student demographics, collaboration/partnering efforts, etc) The assessment will also focus on funding, different system for distributing, meeting the needs of the consortium students.

2) Perkins partners discuss the Perkins data at Perkins Partners meetings. School district that are under-performing are required to submit initiatives for under-performing indicators. Perkins partners also review new programs, possible collaboration between school districts, new college programs, changes in early college credit (PSEO, concurrent, articulation), DEED and Central MN Jobs and Training staff attending the Partners meetings and update on workforce trends, demographic changes for the region.

3) Consortium partners have an annual meeting in the fall following the Perkins state mandatory meeting and the CTE Works conference. At the meeting, the Perkins coordinator reports back to the partners on policy, political, state-wide Initiatives. Consortium members who also attended the CTE Works conference share their information. At the annual meeting, members discuss the consortium structure and procedures. A leadership group (5 school district rep) approve the meeting agenda and make suggestions for agenda items. The leadership group also makes decisions regarding Issues outside of the consortium plan (application).

4) Consortium partners also decided what consortium funded event/activities should be included in the annual plan (regional career fairs, Summer Institute , Counselor Encounter, Ag Expo, Manufacturing Expo, FACS regional meeting and other consortium sponsored staff development activities). The partners also suggest speakers for the annual meeting:

DEED, Central MN Jobs & Training, MDE specialists, school district administrator with a new Initiative, etc. School districts prepare a local plan for the upcoming fiscal year with equipment/software needs, staff development requests, advisory board requests, career exploration plans, and Include initiatives to address under-performing Perkins indicators. The local plan is a preliminary plan to guide decision-making & planning at the local school district. School districts are required to complete a Funds Request form when requesting a specific purchase. Any issues in funding during the year will be dealt with through the leadership group. The Perkins partners meet again in the spring via WebEx. This meeting focus is again approval of consortium sponsored events to be included in the Perkins application and any other year-end business that needs to be addressed. The Perkins coordinator has frequent contact with the partners and assist in helping school district administrators/CTE Instructors to build their CTE programs within the Perkins guidelines. The secondary Perkins coordinator visits school periodically to review equipment inventories and assist with any issue: understanding variances, CTE levy questions, Perkins 101 for new administrators, instructors, and counselors, developing a program of study, adding new courses or a new program, assisting with changes in programs (eliminating a program - equipment reassignment, for example)

5) Central MN Jobs & Training business specialist is a member of the consortium and informs the group on local/regional workforce needs. The regional DEED specialist attends meeting with information regarding demographic changes for workforce development. At much broader level, Mid-Minnesota consortium is partnering with MN West Consortium in the LYFT initiative. **Launch Your Future Today (LYFT)** is a rural career and technical education (CTE) pathway initiative with the purpose of rebuilding CTE in southwest and west central Minnesota. The goal of LYFT Pathways is for every secondary student in the region to gain marketable skills through meaningful CTE courses and opportunities which lead to further education and careers that match our region's labor market needs. The advisory board for LYFT includes six economic development agencies, two adult education agencies, four post-secondary partners, 5 secondary school district representatives and education service cooperative representatives. The advisory board is responsible for administering \$3 million dollars funded through the MN legislature. The only requirement mandated through the legislation is that school districts are required to partner with one other school district to provide new courses, collaborative agreements for work experience and to enhance business/industry role in technical education. The consortium is collaborating with school districts outside the consortium boundaries and has also expanded possible collaborations with private school districts. The LYFT grant has provided an opportunity for all stakeholders to "think outside the box" creating different models for learning technical skills. Currently, ten projects have been approved with several others in process.

6) Consortium CTE vision is promoted through program of study posters, newspaper photos/articles on various events (regional career exploration event, Skills Fest event, Girls in Manufacturing). Student clubs specifically FFA competition winners are featured in many local newspapers. Several schools include articulated college credit certificates as part of the awards ceremony. Mid-Minnesota Perkins Partnership has a website with pertinent consortium information. Mid-Minnesota Perkins Partnership has a logo which is included on all marketing materials for Perkins funded events.

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

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**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissible Uses of Funds*</b>	R3, R5 , R6 , R8 , R10
<b>Strategies</b>	
1) Encourage Perkins partners to attend meetings or send another school representative. 2) Develop succession plan (per Monitoring Review summary) 3) Update Perkins equipment and combine post-secondary/secondary (per monitoring Review summary) 4) Meet with new high school Perkins contacts and CTE instructors and discuss Perkins plan/process. 5) Provide transition training for new post-secondary Perkins coordinator	
<b>Outcomes</b>	
1) 80% of all Perkins partners will attend Perkins meetings or send a representative from the school district. 2) Succession planning will be completed and documented/submitted to MDE/MinnState by Oct 15th 3) Perkins equipment will be combined into one document. Perkins coordinator will be assigned to oversee the combined Perkins equipment lists. 4) Perkins coordinator will have met with all new Perkins contacts/CTE instructors before Jan 1, 2019 5) New post-secondary Perkins coordinator mentored for the position.	
<b>Measures</b>	
1) Attendance records/minutes from Perkins meeting. 80% or 14 partners will attend the meetings (or a representative) 2) Document submitted to MDE/MinnState by Oct 15th. 3) Equipment lists combined by Oct 15th. 4) Notes from visits. 5) New post-secondary Perkins coordinator mentored - Attendance at state meetings, webinars.	
<b>Post-Secondary Required Activities</b>	\$60,801.50
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$8,500.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$69,301.50
<b>Secondary Required Activities</b>	\$7,975.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$5,041.52
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$13,016.52
<b>Total</b>	\$82,318.02

**Administrative Cost**

<b>Row</b>	<b>Amount</b>
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	\$30,000.00	\$64,109.70	\$0.00	\$33,925.88	\$128,035.58	\$47,787.00	\$45,000.00	\$0.00	\$0.00	\$92,787.00	\$220,822.58

**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	\$14,432.86	\$6,500.00	\$0.00	\$0.00	\$20,932.86	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$12,000.00	\$32,932.86

**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	\$43,180.77	\$14,963.78	\$0.00	\$0.00	\$58,144.55	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$60,144.55

**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	\$11,604.95	\$200.00	\$0.00	\$0.00	\$11,804.95	\$22,000.00	\$0.00	\$0.00	\$24,567.01	\$46,567.01	\$58,371.96

**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	\$60,801.50	\$0.00	\$8,500.00	\$0.00	\$69,301.50	\$7,975.00	\$0.00	\$5,041.52	\$0.00	\$13,016.52	\$82,318.02

**Goal Totals**

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost								
Goal Total	\$160,020.08	\$85,773.48	\$8,500.00	\$33,925.88	\$288,219.44	\$85,762.00	\$51,000.00	\$5,041.52	\$24,567.01	\$166,370.53	\$454,589.97

**Secondary Supplemental Budget Sheet**

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Description	File Name	File Size
Mid-Minnesota FY 19 Secondary Budget Summary	Mid-Minnesota FY 19 Secondary Final.xlsx	53 KB
Mid-Minnesota FY 19 Secondary Budget Summary	Mid-Minnesota FY 19 Secondary Final.xlsx	53 KB
Mid-Minnesota FY 19 Secondary Budget Summary	Mid-Minnesota FY 19 Secondary Final.xlsx	53 KB

**Perkins Grant Collaboration with WorkForce Centers**

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

**Coordination Time for Perkins Grant**

**Secondary**

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

Total percentage of time for Coordinators of Perkins:\* 100.0%

Coordinator Budget:\* \$70,027.45

**Post-Secondary**

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

Coordinator Budget:\* \$8,500.00

**Perkins Dollars**

**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
All post-secondary positions are being revised	Will be submitted before Oct 15 - monitoring review		\$0.00	
			\$0.00	

**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
1S1 ? Academic Attainment in Reading/ Language Arts	Underperforming individual school district must include initiatives to improve academic attainment in Reading/language	Staff development time and funds to embed more applied learning into CTE courses.	Discuss the low performing courses with high school instructors. Meet with administration for time and funds for staff to revise	Perkins coordinator, high school instructors, high school administrators	Completion of the curriculum	Black, LEP and Males	Many black students are ELL and reading below grade levels.	Perkins coordinator will meet with school instructors, administration and discuss the low performing indicators. Perkins coordinator will

	<p>arts in their individual program plans for Perkins funds. Willmar High School data shows a lower percentage for students in the Black and LEP cohort groups. For KMS and BOLD the under-performing cohort group are the males. Schools will be encouraged to include initiatives in the CTE programs that specifically focus on the cohort groups.</p> <p>1) Meet with WHS student liaison and discuss the reading scores for students of color (black) . WHS data shows 25% of all students of color have a minimal reading level. Work with the liaison to embed more contextual learning into the CTE high school courses. The same strategy would be beneficial for the LEP cohort group in improving reading scores.</p> <p>2) Discuss issue with KMS and BOLD instructors and again encourage instructors to embed contextual learning into CTE courses.</p>		<p>curriculum by Oct 1, 2018</p>					<p>provide instructors with resources for embedding more applied learning/contextual learning into CTE courses.</p> <p>Instructors will revise the curriculum and use the curriculum for the CTE course.</p>
<p>1S2 ? Academic Attainment in Math</p>	<p>In reviewing the data, BOLD ALP and Willmar - ALC were included as a separate report (not part of the high</p>	<p>Staff development time for revising curriculum. Meeting time with school district data person High school</p>	<p>Discuss data with MDE staff by Oct 1, 2018 Discuss data entry with high school staff by Oct 1, 2018 Assist ALC</p>	<p>Perkins coordinator, ALC staff, high school data person</p>	<p>Data will be revised if Perkins data is inaccurate Curriculum will be revised</p>	<p>Not enough subjects in data poll for cohort sub groups</p>	<p>Not enough subject in data poll for determining contextual factors</p>	<p>Perkins coordinator to contact MDE as to what data was pulled for the indicator. If correct, the Perkins</p>



	<p>school report) The schools do not offer CTE courses and therefore, do not have any participants or concentrators. For both alternative learning sites, only one student took the the MCA in Math and since there are not any CTE courses, the numerator is 0. There may have been one students who was included in the Willmar School district AYP.</p> <p>1) Discuss the data collection with MDE staff. Work with MARSS person at the school district for accurate reporting.</p> <p>2) If the data is correct, work with ALC instructors/CTE instructors to embed more applied math into all subjects.</p>	<p>instructor time for embedding applied math into curriculum</p>	<p>instructors with embedding more applied math into all subjects</p>				<p>coordinator will provide the ALC instructors with resources for embedding applied math concepts into ALC courses.</p>
<p>2S1 ? Technical Skill Attainment</p>	<p>In reviewing the Perkins data, it appears that two schools were under-performing Willmar High School and Dassel-Cokato. Willmar High school accounting II students were assessed in Precision Exam Accounting I exam. Many of the students did not complete the exam in the allotted time and resulted in a low score as questions not</p>	<p>Time to meet with WHS student liaison and instructors to strategize about ELL reading comprehension proficiency.</p>	<p>Meeting with WHS staff will occur before Jan 1, 2019</p>	<p>Perkins coordinator, WHS student liaison, WHS administration, college academic support staff &amp; college multicultural staff.</p>	<p>Students will improve in test taking skills at WHS</p>	<p>ELL students</p>	<p>Willmar High school instructors, students liaison, Perkins coordinator, college academic support staff, college multicultural staff. WHS has data on reading skill level for all students and has had many surveys evaluations done specifically on the ELL cohort group. Discussions regarding college readiness for ELL students is on-going for all stakeholders.</p>

	<p>answered are consider incorrect. Most of the students who didn't complete the exam were ELL students and they did not comprehend the questions in the exam (I was the proctor). The other school district Dassel- Cokato were assessed in Early Childhood Ed. This course is a contracted PSEO courses and in previous years, the students have done well. Nothing in the data indicates issues with a particular cohort group. The instructor was given the composite scores and again nothing to explain the low scores.</p> <p>1) Accounting I exam will be administered again at WHS. Students will be given the option to have the questions read to them via headphones.2) Continue to work with WHS student liaison to assist in reading comprehension skills for ELL students.</p>							
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<p>5P2 ? Nontraditional completion</p>	<p>1. We will be monitoring performance of non-trad students to identify those who are in need of additional support or advising to ensure either graduation or</p>	<p>Data from Institutional Effective office, assistance in interpreting the data. Academic support staff early academic alert system in place, assign a staff in the academic support center to be responsible for contacting students and</p>	<p>Meet with Institutional Researcher by Oct 1, 2018 Make assignment for academic support staff by Aug 15, 2018</p>	<p>CTE Deans, Perkins coordinator, Institutional research staff, academic support staff</p>	<p>Academic support staff will log contacts</p>	<p>Males in nursing</p>	<p>The program has is difficult and students may need additional academic support to be successful</p>	<p>Perkins coordinator to meet with Technical program deans to establish and interpret the data from the institutional research staff. Programs with non-completers identified as nontraditional by gender in a program</p>
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transfer as is most appropriate.

making referrals to appropriate department (counseling, financial aid, academic tutoring, etc)

2. We have added shorter credentials in some program areas for those students who have met their educational goals and are heading into the workforce without completing a 2-year diploma or AAS degree.

3. Historical data for programs will be used to identify those programs and those credentials that are most challenged by non- traditional completion. Our office of institutional effectiveness will assist in strategies to improve this performance.

4. In reviewing the data generated through institutional research office, it appears that what is measured is number of nontrad by gender completers in program as a percentage of the total completers (male and female). Nursing Assistant program, for example, has four male completers as a percentage of all completers in that program.

will be determined. Academic support staff will be assigned the task to connect with the nontrad students and to be watchful for academic alerts for the cohort group. The academic support staff will contact the student(s) and offer academic support and/or referral to other resources at the college (counseling, financial aid, TRIO, disability services, etc). The academic support staff will also communciate with program instructors regarding the student(s) progress.

	<p>4/45 or 9%. However, not knowing how many males were in the program that did not complete would seem to be a better measure of the program success for completers. For example, if there were 5 males in the Nursing assistant program and 4 completed or earned the certificate, the percentage of success would be 80% of all males in the nursing assistant program. The Perkins performance measure based on this data for nontrad by gender would give a better overall snapshot of individual programs with issues of non-completion. If all the males were non-completers and the females in the program completed, that would indicate a problem and strategies could be implemented that address male non-completers.</p>							
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***Related Improvement Plan documents***

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**Upload any additional supporting documents here.**

**Upload any additional supporting documents here.**

**Upload any additional supporting**

documents here.

**Improvement Report**

<b>Improvement Report 1</b>	
<b>Indicator Not Met:*</b>	1S1 ? Academic Attainment in Reading/ Language Arts
<b>Negotiated Performance: *</b>	60.79%
<b>Actual Performance: *</b>	53.41%
General strategies planned to improve performance:	
Underperforming individual school district must include initiatives to improve academic attainment in Reading/language arts. Willmar High School shows a lower percentage for students in the Black and LEP cohort groups. For KMS and BOLD the under-performing cohort group are the males. Schools will be encouraged to include initiatives in the CTE programs that specifically focus on the cohort groups.	
Comments or context for actual performance (optional):	

<b>Improvement Report 2</b>	
<b>Indicator Not Met:*</b>	1S2 ? Academic Attainment in Math
<b>Negotiated Performance: *</b>	50.94%
<b>Actual Performance: *</b>	42.83%
General strategies planned to improve performance:	
In reviewing the data, BOLD ALP and Willmar ALC were included as a separate report. The schools do not offer CTE courses and therefore, do not have any participants or concentrators. For both alternative learning sites, only one student took the MCA in Math and since there are not any CTE courses, the numerator is 0. There may have been one students who was included in the Willmar School district AYP.	
Comments or context for actual performance (optional):	

<b>Improvement Report 3</b>	
<b>Indicator Not Met:*</b>	2P1 ? Credential, certificate, or degree
<b>Negotiated Performance: *</b>	62.40%
<b>Actual Performance: *</b>	56.47%
General strategies planned to improve performance:	
2P1- In analyzing the courses at Ridgewater College that are under-performing - below the target for completers; it was noted that courses may be under-performing due to students finding employment prior to receiving a credential. This would indicate that the program is providing a high level of technical skill attainment earlier in the program and that the program is viewed positively by industry. It will be necessary to develop a system to review this data and the programs that are experiencing non-completion due to employment.	
Analysis of student completion of their chosen credential is ongoing. Programs with less than 90% completion will be provided assistance through our academic support center and provided data through our office of institutional research. The goal will be to identify specific strategies and provide assistance to ensure students are on track to complete their educational goals. For FY 19, additional focus will be placed on advanced manufacturing and healthcare programs. Responsibility to accomplish these goals is assigned to the supervising academic deans.	
Comments or context for actual performance (optional):	

<b>Improvement Report 4</b>	
<b>Indicator Not Met:*</b>	2S1 ? Technical Skill Attainment
<b>Negotiated Performance: *</b>	85%
<b>Actual Performance: *</b>	50%
General strategies planned to improve performance:	
In reviewing the Perkins data, it appears that two schools were under-performing Willmar High School and Dassel-Cokato. Willmar High school accounting II students were assessed in Precision Exam Accting I. 50% the students did not complete the exam in the allotted time and failed. Most of these students were ELL students and they did not comprehend the questions in the exam (I was the proctor). The other school district Dassel- Cokato was assessed in Early Childhood Ed. This course is a contracted PSEO courses and	

in previous years, the students have done well. Nothing in the data indicates issues with a particular cohort group. The instructor was given the composite scores and again nothing to explain the low scores.

Comments or context for actual performance (optional):

#### Improvement Report 5

<b>Indicator Not Met:*</b>	5P1 ? Nontraditional participation
<b>Negotiated Performance: *</b>	11.50%
<b>Actual Performance: *</b>	11.31%

General strategies planned to improve performance:

Recruit and retention efforts for students in programs non-traditional for their gender will continue into FY 19. An initiative of providing career exploration for ELL students from the Willmar School district may result in more students selecting CTE programs non-traditional for their gender such as nursing for males. Other initiatives such as incorporating efforts to recruit adult learners in Discover Ridgewater event may result in more adult learners in non-trad for their gender programs. Female instructors in non-traditional for their gender programs (machining, drafting, nondestructive testing and ag) provide excellent role models for career exploration events.

Comments or context for actual performance (optional):

#### Improvement Report 6

<b>Indicator Not Met:*</b>	5P2 ? Nontraditional completion
<b>Negotiated Performance: *</b>	9.28%
<b>Actual Performance: *</b>	8.04%

General strategies planned to improve performance:

1. We will be monitoring performance of non-trad students to identify those who are in need of additional support or advising to ensure either graduation or transfer as is most appropriate.
2. We have added shorter credentials in some program areas for those students who have met their educational goals and are heading into the workforce without completing a 2-year diploma or AAS degree.

Historical data for programs will be used to identify those programs and those credentials that are most challenged by non-traditional completion. Our office of institutional effectiveness will assist in strategies to improve this performance.

Comments or context for actual performance (optional):

#### Improvement Report 7

<b>Indicator Not Met:*</b>	6S1 ? Nontraditional participation
<b>Negotiated Performance: *</b>	37.87%
<b>Actual Performance: *</b>	33.87%

General strategies planned to improve performance:

In reviewing the data, it appears that Lester Prairie scored low for this indicator. Lester Prairie does not have an Ag program which greatly increases the number of non-trad participants for the females in other consortium school districts. Lester Prairie will be adding an AG program fall of SY 19 which should greatly improve the performance for this indicator.

Comments or context for actual performance (optional):

### Statement of Assurances & Certifications

Description	File Name	File Size
Mid-Minnesota Statements of Assurance & Certifications FY 19	Mid-Minnesota A & C FY 19.pdf	1.1 MB

**Attachments**

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<b>Description</b>	<b>File Name</b>	<b>File Size</b>
Mid-MN Articulation certificates	Articulation Agreements High Schools 2016-2017.csv	19 KB
Mid-MN Articulation certificates	Articulation Agreements High Schools 2016-2017.csv	19 KB
Mid-MN Articulation certificates	Articulation Agreements High Schools 2016-2017.csv	19 KB
Ridgewater College Concurrent Courses	Concurrent - Mid-Minnesota 2017.pdf	60 KB
Ridgewater College Concurrent Courses	Concurrent - Mid-Minnesota 2017.pdf	60 KB
Ridgewater College Concurrent Courses	Concurrent - Mid-Minnesota 2017.pdf	60 KB
Tiger Path Summary	Hutch High School Tiger Path Initiatives.pdf	875 KB
Tiger Path Summary	Hutch High School Tiger Path Initiatives.pdf	875 KB
Tiger Path Summary	Hutch High School Tiger Path Initiatives.pdf	875 KB

