



# MINNESOTA STATE

## Career and Technical Education

### Grant Details

#### 02416 - FY19 PERKINS APPLICATION

#### 02629 - FY19 Riverland Consortium Perkins Plan Perkins IV Consortium

**Grant Title:** FY19 Riverland Consortium Perkins Plan  
**Grant Number:** 02438  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Riverland Consortium  
**Grantee Contact:** Jean Kyle  
**Award Year:** 2018  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:**

Contract Sent	08/08/2018	07/01/2018	06/30/2019
Proposal Date		Project Start	Project End

  
**Contract Received:** Contract Executed  
**Contract Dates:**

Contract Sent	08/08/2018	07/01/2018	06/30/2019
Proposal Date		Project Start	Project End

  
**Contract Executed:**  
**Contract Dates:**

Contract Sent	08/08/2018	07/01/2018	06/30/2019
Proposal Date		Project Start	Project End

  
**Grant Administrator:** Jeralyn Jargo  
**Contract Number:** 02438  
**Award Year:** 2018  
**Contract Dates:**

<b>Contract Sent</b>	<b>Contract Received</b>	<b>Contract Executed</b>	<b>Contract Legal</b>
<b>Project Dates</b>	07/01/2018	06/30/2019	
<b>Project Start</b>		<b>Project End</b>	
<b>Comments</b>			

### Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Austin High School	01 public school district	492
Albert Lea High School	01 public school district	241
Glenville-Emmons High School	01 public school district	2886
Grand Meadow High School	01 public school district	495
Kingsland	01 public school district	2137
LeRoy-Ostrander High School	01 public school district	499
Lyle High School	01 public school district	497
Owatonna High School	01 public school district	761
Southland High School	01 public school district	500
Riverland Community College		

### Summary Narrative Part 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)]**

The Riverland Consortium Plan supports career and technical education programs at both secondary and postsecondary levels by providing a structure for collaborative program development and program improvement. The consortium is working closely with regional partners to make sure that the most recent LMI and economic data are used in programming decisions. This year we have worked with RealTime Talent to assess our regional needs and to develop our Programs of Study in light of our research regionally. The consortium is placing a continued focus on enhancing the advisory committee structure and work through an extensive professional development project for postsecondary which will involve secondary programs. This new advisory committee process will give CTE programs more connections to business and industry input on curriculum relevance and importance, and will provide for partnerships that are conducive to experiential learning opportunities for students. The college is working with member districts to develop more Early Middle College opportunities for technical programs, and have added three more ALC EMC programs in addition to the one that was approved. The consortium has a pilot PSEO CTE program (cosmetology) that started consortium students in the fall of 2017, and involves students from several high schools. The second cohort of this program will start in fall 2018. Using a legislative grant for CTE courses for concurrent enrollment (CE) programs The college has added 4 introductory CTE courses (Introduction to Health Careers, Introduction to Construction Careers, Introduction to Transportation Careers, Introduction to Information Technology Careers) which are available to our area high schools to foster interest in CTE careers while earning postsecondary college credit. These introductory courses will also be used on campus and will be ideal for our ABE/Adult students that are deciding on career pathways.

The consortium is reviewing and revising the programs of study using current labor market information that helped identify the POS that would be the best fit for the region and that will lead to seamless pathways for students from secondary to postsecondary to high wage, high skill, high demand careers. The programming focus will be on Maintenance, Installation and Repair, Manufacturing, Business, Agriculture and Health Therapeutic Services and Health Informatics. The consortium as a whole will benefit from the revised POS work, and there will be a more clear focus on pathways going forward.

## **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)]**

Both secondary and postsecondary consortium members have worked with the data on performance accountability indicators and the FY 18-19 plan is written to address the areas where the performance data indicates the focus of the consortium needs to be sharpened. The postsecondary data has been analyzed in depth by the postsecondary Perkins coordinator in collaboration with the College VP and the Institutional Researcher (IR) and the results were shared with the consortium Operations Team and Executive Board. The post secondary data points to a renewed effort to be made on technical skill attainment, placement, and over-all nontraditional participation and completion. This data has driven the postsecondary effort to move to an intrusive (engaged) advising model to support the progress needed to improve consortium performance in these indicators. The college is working closely with the Admissions office, program faculty, Advising Services and secondary partners to implement strategies to raise TSA performance while increasing placement, and nontraditional participation and completion rates.

At our winter Executive Board Meeting, we presented the results of last year's performance indicators to the Executive Board and had some discussion about how to improve in the areas we were not meeting targets. We received some feedback from the Executive Board and secondary decided to request a lower negotiated target in some areas. We are continuing to recruit non-traditional students in our CTE programs through four-year plans for students and our advisement programs. We have supported field trips for non-traditional students for college/technical school visits, Mayo Career Day in Rochester, Engineering Day for Latino Students, Teacher Cadet College Visit and will continue to support things like this in the future.

Secondary and Postsecondary coordinators worked together in January to review data and to prepare the negotiated targets for review and recommendation to accept by the Executive Board of the consortium. All of our consortium coordinators have worked together to discuss and implement strategies and collaborations that will improve performance for both systems.

## **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)]**

The Riverland consortium works with LMI and uses that to review and revise programs. We also review and share POS/ TSA documents and other pertinent Perkins data with secondary and postsecondary Administrators, CTE teachers/ faculty/instructors & staff.

We are, as a consortium, connecting funding requests for support to be related to Program of Study Areas.

The Consortium is a member of the Southern Minnesota Regional Advanced Standing Articulation Coalition and supports participation by faculty and teachers in meetings each year where CTE programs from secondary and postsecondary meet to review courses for articulation recommendation. These agreements provide for approval for inclusion in the CTECreditMN.org system. Attention is paid to curriculum alignment to facilitate articulated college credit between high schools and member colleges in the region.

Programs at secondary and postsecondary review POS/TSA data, as well as other related data to inform teachers and instructors to make changes that would lead to improvement in curriculum and instruction for their programs and would support alignment with recognized certifications and national standards, including accreditations such as the NACEP for our concurrent enrollment offerings.

The college is adding additional CTE courses to concurrent enrollment partnerships for the coming year. These provide students with dual credit and advanced standing for a career interest area.

## 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)]***

The consortium is placing emphasis on experiential learning by providing students with a variety of Perkins supported activities and other supported activities at secondary and post-secondary levels that will include more “hands-on” career exploration experiences through high school career fairs, a variety of work-place connections for job shadowing, internships and work-based learning education experiences. CTE courses include more industry speakers and connections, and several consortium schools are engaged with industry through the BestPrep eMentors program to give students a chance to connect with industry professionals about careers in various industries and all aspects of these career areas.

The college is moving toward a "Bridges Career Fair" model similar to the one at Central Lakes that provides students with a hands-on experiential career fair that is heavily supported by business and industry, faculty, and community stakeholders. In October 2017, Riverland hosted 1100 high school juniors for our first career fair of this type and received positive feedback from students, counselors, and administrators regarding the value and usefulness of the new model.

Austin High School has contacted Construct Tomorrow and is considering hosting an event next fall in Austin for the consortium.

The Consortium through Advisory Board connections, CTE courses and efforts of teachers and faculty continue to develop opportunities to bring industry professionals into the classroom and to create opportunities for students to experience “all aspects of the industry through these many and varied connections and initiatives. Secondary consortium members have Mentorship Programs, Youth Apprenticeship, Job Shadowing experiences, Work Based Learning, Industry Tours, welding competition, speakers from business and industry in various career areas, and get exposure to business and industry through student organizations like DECA, FFA, Skills USA, and Robotics.

## 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)]***

Our consortium continues to support high-quality professional development for its members. These opportunities include support for attendance at state and national conferences that address career and technical education such as ACTE or occupational specific conferences. The expectation and practice is that attendees share teaching and learning strategies, best practices, trends and outlook information gained with consortium members through collaboration with members.

Consortium members also participate in sustained, high-quality professional learning communities with the focus on high-impact instructional strategies and assessment data.

Postsecondary is engaging in a very deliberate and planned effort to integrate the new Advisory Committee Handbook and other employer engagement tools into the Consortium. We plan to continue our series of planned professional development on this topic for FY19. The PD planned will be integrated into regular CTE program meetings and the postsecondary coordinator will work with the deans to implement this planned activity. The postsecondary coordinator will attend most CTE program advisory committee meetings in FY19.

### 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))]**

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

Human Resources departments follow all rules and regulations for employment. When there is an opening, the networking between administrators is also helpful. School districts participate in job fairs regionally to recruit new teachers and we are trying to grow our own teachers via the Teacher Cadet Program in some of our consortium schools. The college is expanding 2+2 agreements beyond the current elementary education 2+2 program that is in place with Winona State.

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

Our HR departments in our schools work with business industry specialists to get the appropriate licensure to teach in various content areas and then continue to support the transition to full licensure.

## 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.**

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

**Secondary:** Graduation Rate, Grading Systems, Projects, Student Organizations Success, Industry Skills Checklists, Attendance

At secondary student success goes far beyond a Technical Skills Assessment or a Grade. There are successes and failures for students every day in projects and classes, and sometimes the greatest success is the connection between the teacher and the student which is always tough to measure. Survey and reflection data are used to measure student success for their Mentorship, Work-Based Learning, Youth Apprenticeship, and other student experiences.

The successes and failures learned from our data will always drive what we do in our classrooms and schools, so we are continuing to support the programs that are helping our students achieve success.

## 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)]**

Starting in the fall, we began our implementation of our CPIP Grant to improve our Programs of Study. During this time, we covered POS and made a change for our RPOS.

- 1) We applied for and received CPIP Grant
- 2) Met as a team to review relevant data and to determine plan for the year based on our self-assessment of our POS and our LMI information.
- 3) Met with consultant (Ginny Karbowski) to develop POS and determine what we should do with RPOS going forward. This assessment process included further reviewing Labor Market Information, Chamber of Commerce Input, Real-Time Talent tools, Advisory Committees, and Community Stakeholder Input.

- 4) Determined that we should recommend RPOS should be Installation, Maintenance, and Repair instead of Accounting because of the strong programs at the secondary level and the college and employment needs in the region. Our previous RPOS was Accounting, which is still strong at the college but is less available at partner high schools and has fewer employment opportunities in the region.
- 5) Executive Board reviewed and approved the change to Installation, Maintenance, and Repair as our RPOS.
- 6) Meeting with RPOS team to start implementation (spring 2018)

We are just getting started with the new RPOS and we're going to keep the 10 elements of the RPOS in mind with a focus on teaching and learning strategies to guide our activities. We are excited to work on the new RPOS in the consortium and feel we have strong programs, administration, faculty, teachers and industry support that will help develop a seamless pathway for our students.

## 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. We met 3 times over the course of the year as part of CPIP grant and determined the following in our POS work:

RPOS-Maintenance, Installation, and Repair

#### Programs of Study

Accounting

Health Informatics

Construction

Facility and Mobile Equipment Maintenance

Production

Therapeutic Services

(See attached document--FY19 Programs of Study)

#### 2. Early College Credit-

Riverland College has created 4 Introductory CTE courses for concurrent enrollment offerings: Construction (Electrical and Carpentry) Careers, Health Careers, Transportation Careers, Information Technology Careers

PSEO Program for high school students for cosmetology entering 2nd cohort year

Partnerships for concurrent enrollment from 12 high schools to 22 high schools and many include CTE courses

Early Middle College expanded from 1 district to 4 models in partnership with District ALC's and Riverland

PSEO programs are available at all high schools in our consortium

Summertime Be Your Best Program

3. We met 3 times over the course of the last year with secondary and postsecondary to evaluate and redesign consortium Programs of Study. Districts and counselors also work with programs such as MCIS and Naviance to develop 4-year plans for students. We are in the process of updating the POS web site for all consortium member schools. The Riverland counselors are also involved with the Early Middle College model. Riverland has implemented an engaged advisory model based on the programs of study. (see attached document-Riverland's Advising Aligned doc)

4. Secondary Professional Learning Communities are meeting with a focus on teaching and learning, both staff development and Perkins dollars are used for continuing education in respective fields. The college has added a course called Freshman Experience using the "On Course" materials to improve academic success of CTE learners. We are using feedback from TSA's to determine what needs to be added to the curriculum.

5. Mentoring programs for new teachers, PLC's, technology training, mentoring teachers for concurrent enrollment by college faculty. Teachers meet with business and industry to determine needs for training of students and teachers. Post secondary continues to support additional training needs for faculty for changing industry standards and requirements.

6. See attached document under Secondary TSA (F19 Programs of Study)

7. We continue through the college to build our relationship with ABE Adult Education Programs and to link students to programs with high wage, high skill, high demand careers. The consortium has representation on its executive committee from the Workforce Development Center, which assists in serving these students. The consortium is using Talentneuron through Real Time Talent to enhance opportunities for this population.

8. The college is implementing an engaged advising model to support student understanding of all aspects of industry. We are offering our secondary partners intro to careers courses that cover all aspects of industry. Secondary schools offer career explorations courses and training using tools like MCIS, Naviance, Post Secondary Career Readiness, and our career centers at our schools to help guide our students.

9. The college is implementing an engaged advising model to support student understanding of all aspects of industry. We are offering our secondary partners intro to careers courses that cover all aspects of industry. Secondary schools offer career explorations courses and training using tools like MCIS, Naviance, Post Secondary Career Readiness, and our career centers at our schools to help guide our students.

10. Through registration processes at the high schools and informative meetings for families, we encourage our students to have a career plan that includes rigorous and challenging courses. We have implemented 4-year plans at the high schools so the students can prepare for their future schooling and careers.

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### ***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>	R2 , R3, R4, R5 , R6 , R7 , R8 , R10 , R11 , P1 , P3, P5, P7, P8, P10, P11
Strategies	
<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1) Continue and expand Professional Development for secondary and postsecondary instructors, and counselors around the POS process, Articulation process, Career Development process and Experiential Learning.</li> <li>2) Continue to find Precision Exams TSA that will be implemented in many of the schools.</li> <li>3) Build capacity for concurrent enrollment CTE courses throughout the consortium and identify secondary educators that meet credentialing requirements for Concurrent Enrollment in collaboration with the MOHE Grant for CTE Concurrent courses.</li> <li>4) Prioritize approval of equipment requests, curricular resources and technology to support student learning that align with approved POS/RPOS.</li> <li>5) Develop and engaged advising model at postsecondary that assists students with program selection, retention and completion.</li> <li>6) Develop a relationship with ABE/adult education programs and Workforce Centers to link students to programs where there are high wage, high skill high demand careers available.</li> </ol>	
Outcomes	
<ol style="list-style-type: none"> <li>1) POS/RPOS to continue to align with Regional Labor Market Information to further develop our program of study and there will be more clear alignment with postsecondary POS, and brokering of services with other consortia will be available.</li> <li>2) Will use TSA Data to improve curriculum, instruction, and assessment at Secondary and Post-Secondary</li> <li>3) Increased enrollment for concurrent CTE courses and more opportunities for students to accrue advanced standing in CTE programs.</li> <li>4) More involvement in decision making from all consortia members and targeted use of funds.</li> <li>5) Postsecondary will measure the effect of the engaged advising model by comparing data for programs and target services toward gaps</li> <li>6) We will have continue to use data from workforce centers on ABE/adult students that enroll and progress in a POS</li> </ol>	
Measures	
<ol style="list-style-type: none"> <li>1) All Consortium member schools (including the college) will participate in POS and all schools will be working on the framework for implementing the RPOS including offering professional development related to POS consortium has decided to work on first.</li> <li>2) Increase number of TSA's given in our consortium by 10% from 2017-18.</li> <li>3) Increase number of opportunities for students and schools for concurrent enrollment from 14 high school partners to 20 for the college and the college will add 4 new introductory CTE courses for Concurrent Enrollment in FY19</li> <li>4) Increased involvement from member schools to determine the allocation of funds based on regional needs and goals by meeting 4 times a year as an operations team and by surveying districts regarding needs.</li> <li>5) Postsecondary will see a 10% increase in retention, transfer, and completion of CTE students as well as increased success in meeting 5P1 and 5P2 targets</li> <li>6) We will continue to use data from workforce centers on ABE/adult students that enroll and progress in a POS and will review enrollment data for numbers of students in these pathways.</li> </ol>	
<b>Post-Secondary Required Activities</b>	\$29,000.00
<b>Post-Secondary Permissible Activities</b>	\$15,000.00
<b>Post-Secondary Admin Cost</b>	\$1,409.58
<b>Post-Secondary Reserve</b>	\$17,109.61
<b>Post-Secondary Total</b>	\$62,519.19
<b>Secondary Required Activities</b>	\$50,000.00
<b>Secondary Permissible Activities</b>	\$22,544.58
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$11,770.24
<b>Secondary Total</b>	\$84,314.82
<b>Total</b>	\$146,834.01

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

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## Goal 2 Objectives

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R5 , R6 , R11 , P1
Strategies	
<p><b>Strategies:</b></p> <p>1) Build our program advisory committees and councils into a meaningful and productive resource (combine advisory committee/councils between secondary and postsecondary) and program advisory committees will meet at least bi-annually and will keep accurate meeting minutes.</p> <p>2) Continue to with and communicate with Chambers of commerce and industry to develop channels to inform, familiarize and engage students and stakeholders (especially parents) about CTE careers and experiential learning in CTE.</p> <p>3) Postsecondary is transitioning to a Bridges Style Regional career fair and secondary is investigating bringing in Construct Tomorrow for more experiential opportunities for students</p> <p>4) Post secondary will continue a professional development plan for implementing the new advisory committee handbook tool and will continue a targeted effort to build regional employer engagement using the handbook and other resources.</p>	
Outcomes	
<p><b>Outcomes:</b></p> <p>1) Chambers, workforce center, industry, and schools and the college will share up to date information about CTE careers that can be provided to their community and stakeholders, especially parents.</p> <p>2) Increase all types of experiential learning opportunities for secondary postsecondary students.</p> <p>3) Increased community engagement for post secondary programs, especially with the industries and employers in the sectors that represent our revised programs of study.</p> <p>4) Postsecondary will have stronger relationships with business and industry</p>	
Measures	
<p><b>Measures:</b></p> <p>1) Data and information from chambers and workforce centers will be shared with each school in the consortium through intentional reports quarterly by representatives from each school that serve on the Administrative Board (Operations Team)</p> <p>2) Increased number of students with experiential learning opportunities consortium will gather data on how many students participate in these and will use this as a baseline data for measuring the increase which has been largely anecdotal reporting in the past.</p> <p>3) Increased community engagement for post-secondary programs, especially with the industries and employers in the sectors reflected in our revised POS and this will be measured by completion of the CTE program self-assessment survey for gathering baseline data that will give us information going forward. We are being intentional about more interaction between secondary and postsecondary advisory committees.</p> <p>4) The number of business connections and support for CTE will increase this will be measured by increased participation by business and industry on local advisory committees and by increased value in donations (both equipment, scholarship and monetary contributions) to the college as tracked by our Foundation Office and which is always included in our Annual Performance Report.</p>	
<b>Post-Secondary Required Activities</b>	\$5,000.00
<b>Post-Secondary Permissible Activities</b>	\$1,000.00
<b>Post-Secondary Admin Cost</b>	\$1,409.58
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$7,409.58
<b>Secondary Required Activities</b>	\$2,500.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,500.00
<b>Total</b>	\$9,909.58

## 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)].

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

Increasing enrollment for nontraditional students by gender is always a challenge. We are using 4-year plans to help students sign up for and explore courses in a variety of career areas, rather than just taking classes their friends take. Attacking this early will give these students a plan rather than making last-minute decisions. Our instructors are always encouraging nontraditional students to try out their courses and have held open houses and promoted classes by sharing projects with the schools.

Secondary works with Cedar Valley Services, some schools have a PAES Lab, 18-21 year-old program, supports the Work Skills Competition, and continues to work with the community to help meet the needs of our students.

Riverland is in the initial stages of developing a special needs support program focusing on vocations and employability. These programs ensure these students are meeting the core standards through their standards-based IEP..

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

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

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

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

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## Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R2 , R5 , R9 , R10 , P3, P4, P6, P10
Strategies	
<p><b>Strategies:</b></p> <p>1)The consortium will continue to update and provide information to College/School Counselors, college and secondary administrators, teachers/faculty and staff on non-traditional careers and options for Special Populations.</p> <p>2) Continue the “Be Your Best” program at Riverland which targets underserved populations and academically disadvantaged students to participate in a college prep program during the summer. The college is now partnering with four area learning centers to implement an early middle college model to serve students.</p> <p>3) Riverland is implementing an engaged advising model to support CTE students to succeed in post secondary.</p>	
Outcomes	
<p><b>Outcomes:</b></p> <p>1)Counselors/Deans and administrators will be updated about non-traditional careers, poverty, and cultural diversity in the consortium.</p> <p>2)Additional students from special populations will have more opportunities for college credit in CTE</p> <p>3)Data will support that special populations are retained, transferring or completing programs in greater numbers.</p>	
Measures	
<p><b>Measures</b></p> <p>1) Consortium activities will focus on sharing progress on services to special population as will be measured at the college by the number of ABE students who participate in programs</p> <p>2) Increased number of students with advanced standing The college and high school partners will be able to access the number of students who take PSEO/concurrent courses by reviewing data from the college registrar, and we anticipate that this will have a 5% increase in FY19.</p> <p>3) Data will reflect greater numbers of students successfully continuing in POS pathways and completing programs. The consortium will establish baseline data this year for the new POS revisions and will be able going forward to make comparisons.</p>	
Post-Secondary Required Activities	\$3,000.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$1,409.58
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,409.58
Secondary Required Activities	\$2,300.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,300.00
Total	\$7,709.58

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

Our Advisory Committees have input into review and revision of curricular materials, and efforts to expand the advisory committee process and employer engagement with CTE programs is a major emphasis of this plan. We are continuing our PSEO program for FY 19 that will have consortium secondary students attend the college 4 days a week to start a program that will lead (if started in 11<sup>th</sup> grade) to having one fourth of program components met by the time the student graduates. To support transitions, the college has eliminated the \$20.00 admission fee and have implemented full year scheduling of courses. In addition, for students whose financial aid is not yet available, there is a process for a student to access up to \$800.00 book store credit. This enables students to have materials when courses start, and thus support the students' ability to successfully engage in the course from the start.

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

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

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**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 , R4, R8 , R10 , R11 , P2, P6, 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, P10
<b>Strategies</b>	
<p>Strategies:</p> <ol style="list-style-type: none"> <li>1) An enhanced effort to secure more articulation and concurrent enrollment throughout the Riverland Consortium will be implemented.</li> <li>2) Consortium will actively engage in efforts to implement the Bridges Style Career Fair next year with more business and industry participation programs.</li> <li>3) Utilize software to assist in course and career planning at the middle and high school levels (MCIS, Naviance, IDEAS, ACT prep)</li> <li>4) Riverland is implementing a robust engaged advising model and also offering an On Course Student Success Course to high school students through concurrent enrollment.</li> <li>5) Riverland has discontinued the admissions fee and has implemented year long scheduling and a book store credit policy to assist students in accessing materials when classes start.</li> <li>6) Through engaged advising at the college students are made aware of the Minnesota Transfer curriculum, and also of various programs, such as our business department's Flex Pace option.</li> </ol>	
<b>Outcomes</b>	
<p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1) Increase the number of options available for students for advanced standing</li> <li>2) Through a career fair designed to be experiential, students will have more access to career information that will expand choices for career pathways in high-skill occupations.</li> <li>3) Students will continue to update their 4-year plans and gain information on career pathways and choices.</li> <li>4) Students will experience more support and have opportunity to ladder 2+2+2 education sequences (with multiple on/off ramps or stop out places) that will lead to successful outcomes and employment for students.</li> <li>5) Students will have fewer barriers to admissions and enrollment in post-secondary</li> <li>6) More students will have multiple options to transition from secondary to postsecondary to careers in a more seamless fashion.</li> </ol>	
<b>Measures</b>	
<p><b>Measures</b></p> <ol style="list-style-type: none"> <li>1) <b>Riverland (correct spelling in webgrants)</b> consortium member schools will have increased forms of postsecondary credit bearing options. The college is implementing a Minnesota Office of Higher Education Grant to offer more CTE courses for concurrent enrollment, and we anticipate the number of schools offering CTE courses (14 current high schools) will increase to 20 for FY19 and in those schools there will be multiple options for students to achieve postsecondary credit through PSEO on campus or online, concurrent enrollment. Riverland continues to publish the "Get the Edge" brochure (found in the attachments section) that outlines our efforts to inform students and stakeholders of postsecondary options and ways to achieve advanced standing. We continue to offer articulated credit for students to achieve advanced standing by a partnership with MNCREDIT.org.</li> <li>2) Regional students will be able to participate in a career fair that offers a full range of career exploration the college will host a "bridges Career Fair in March 2019 that will offer regional students (we anticipate at least 1,200 to attend) the opportunity to do "hands on" self-selected career exploration.</li> <li>3) Increase number of students meeting the guideline for the 4-year plan for career preparation by 5%.</li> <li>4) TThe data on post-secondary enrollment will show that more students are retained, transfer successfully, or complete program requirements we anticipate that our data will reflect at least a 5% increase in students transferring or completing program requirements.</li> <li>5) Fewer students will leave programs because of barriers to success through the engaged advising model we will track the data on students who leave programs and will measure success if fewer students leave before completion. Part of the difficulty of measuring this is the way the system uses cohort data and the way the college looks at data by enrollment in programs. The college is looking at setting program targets within the college to make use of registration data that are not as easily tracked in the system cohort model.</li> <li>6) We will increase options for students to transition from secondary to postsecondary to careers in a more seamless fashion. The college will look at regional placement data to assess this measure.</li> </ol>	
<b>Post-Secondary Required Activities</b>	\$36,000.00
<b>Post-Secondary Permissible Activities</b>	\$20,000.00

Post-Secondary Admin Cost	\$1,409.58
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$57,409.58
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$3,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$13,000.00
Total	\$70,409.58

## Goal 5 Narrative

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### 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]

The Riverland Perkins Consortium has a history of collaboration and cooperation to benefit participating members and most districts and the college collaborate in other endeavors as well as Perkins. The 2019 consortium includes the college and 9 member school districts. We have now added Kingsland as part of our consortium and their representative has been included in the planning for FY19. This district has an approved Agriculture program and fits with the Riverland consortium POS/TSA plans.

The governance documents for the Consortium have been revised and were submitted to the system office as shown in the attachments. The Operations team will continue to work with the Executive Board to implement the Perkins plan for the consortium, and communication between the board and the operations team will continue to strengthen. Plans are to make stronger connections to the three regional Chambers of Commerce and business and industry partners, as the consortium explores instituting a "Bridges" style career fair, based on the Central Lakes College model. Also planned is more inclusion and input from Adult Basic Educations programs (ABE), Regional Workforce Centers, DEED and other relevant agencies. This year we added representatives to the Executive Board from two major regional employers, Hormel Foods and Mayo Clinic Health Systems.

The Operations Team will continue to meet quarterly and more often in necessary. The Executive Board which meets quarterly, provides the oversight and big picture guidance and the Operations Team carries out the implementation duties under the plan as it is approved.

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

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

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

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

## 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/Permissive Uses of Funds*</b>	R6 , R10
Strategies	
<b>Strategies:</b>	
<p>1) Integrate new member Kingsland District into the consortium</p> <p>2) Revisit governance document for the consortium and revise as needed to reflect changes and to continue to develop the shared responsibility among all partners</p> <p>3) Continue to partner with other consortia to work regionally when possible</p>	
Outcomes	
<b>Outcomes:</b>	
<p>1) Kingsland representative will serve on the Operations Team</p> <p>2) Continue to revise governance document as needed</p> <p>3) Work with POS to include pathways available in the region which might include joint activities with other consortia.</p>	
Measures	
<b>Measures</b>	
<p>1) Kingsland fully integrated in consortium with representation on the Consortium board and as measured by the participation of their district in the FY19 plan and by their partnership with the college for PSE)/Concurrent Enrollment courses. Kingsland fully integrated into the consortium with representation on the Consortium board and as measured by the participation of their district in the FY19 plan and by their partnership with the college for PSE)/Concurrent Enrollment courses.</p> <p>2) Revised and updated governance document as the board will meet in FY19 and will amend or change as they wish, coordinators will submit any new versions of the document as board approves.</p> <p>3) Successful partnership activities and connections with other consortia the consortium will continue to broker services with other consortia and will continue to explore ways to work regionally (as we did this year by meeting with neighboring consortia for staff development and idea exchanges) and will continue to record these connections in our annual performance report. We will plan at least two events that are open to other consortia.</p>	
<b>Post-Secondary Required Activities</b>	\$30,000.00
<b>Post-Secondary Permissible Activities</b>	\$1,329.33
<b>Post-Secondary Admin Cost</b>	\$1,409.58
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$32,738.91
<b>Secondary Required Activities</b>	\$12,000.00
<b>Secondary Permissible Activities</b>	\$6,900.00
<b>Secondary Admin Cost</b>	\$6,369.19
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$25,269.19
<b>Total</b>	\$58,008.10

## 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	\$29,000.00	\$15,000.00	\$1,409.58	\$17,109.61	\$62,519.19	\$50,000.00	\$22,544.58	\$0.00	\$11,770.24	\$84,314.82	\$146,834.01

**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	\$5,000.00	\$1,000.00	\$1,409.58	\$0.00	\$7,409.58	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$9,909.58

**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	\$3,000.00	\$1,000.00	\$1,409.58	\$0.00	\$5,409.58	\$2,300.00	\$0.00	\$0.00	\$0.00	\$2,300.00	\$7,709.58

**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	\$36,000.00	\$20,000.00	\$1,409.58	\$0.00	\$57,409.58	\$10,000.00	\$3,000.00	\$0.00	\$0.00	\$13,000.00	\$70,409.58

**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	\$30,000.00	\$1,329.33	\$1,409.58	\$0.00	\$32,738.91	\$12,000.00	\$6,900.00	\$6,369.19	\$0.00	\$25,269.19	\$58,008.10

**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	\$103,000.00	\$38,329.33	\$7,047.90	\$17,109.61	\$165,486.84	\$76,800.00	\$32,444.58	\$6,369.19	\$11,770.24	\$127,384.01	\$292,870.85

**Secondary Supplemental Budget Sheet**

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Description	File Name	File Size
2018-19 Perkins Budget Summary	2018-19 Perkins Budget Summary.xlsx	53 KB
2018-19 Perkins Budget	2018-19 Perkins Budget.xlsx	74 KB
Loaded by Michelle K.	Riverland FY18-19 Allocation.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	\$1,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$3,000.00
Totals	\$4,000.00

**Coordination Time for Perkins Grant**

**Secondary**

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

**Total percentage of time for Coordinators of Perkins:\*** 7.0%

**Coordinator Budget:\*** \$6,000.00

**Post-Secondary**

**Total percentage of time for Coordinators of Perkins:\*** 40.0%

**Coordinator Budget:\*** \$35,000.00

**Perkins Dollars**

**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Amanda Mathews	Director of Advising		\$39,000.00	
Nicole Nelson	Enrollment Advisor		\$22,000.00	
Jean Kyle	Postsecondary Coordinator		\$35,000.00	
new hire Part Time	CTE Career Fair coordinator		\$6,000.00	
Troy Watkins	Secondary Fiscal Coordinator	383980	\$6,000.00	2018PerkinsJobDescription.docx
			\$108,000.00	

**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	For our Academic Attainment in Reading/Language Arts, our consortium was at 45.18% vs. the target set at 57.09%. We were within 1.55% of our target range last	Reading Strategies for CTE Teachers--articles or sites	Start Fall 2018 and will continue through the year	Johanna Thomas Troy Watkins Instructional Coaches	Discussions at Operations Team Meetings/Meeting Minutes	Free and reduced population, Special Education	We feel opting out of tests has an impact on this data	<b>Operations Team-</b> Continued discussion about what teachers are doing to help students improve their reading/language arts skills during

	<p>year in this category and we did meet this target in 2015. We continue to have several reading interventions at the secondary level in our consortium.</p> <p>When we looked at our targets this past year, we tried to negotiate lower targets in both reading and math. One of the reason we did this was because we are seeing a lot of students opt out of the MCA tests. Albert Lea had around 36% of students opt out, because some students and parents don't emphasize the MCA test and are putting the time into AP assessments instead. We feel this is causing our scores to decrease overall for the consortium.</p> <p>Our consortium schools have several reading interventions for its students. Some of these include: After school tutoring programs with transportation provided, remedial classes, ACT Prep Programs, Guided Study Halls, REACH, AVID, etc...</p> <p>Our schools also focus on teaching strategies during staff development that focuses on cross-curricular reading strategies, including technical reading skills that are often used in CTE courses.</p> <p>During the next year, we are going to share reading strategies for CTE through our Operations Team. We will find articles or web sites in this area that will assure our teachers are using best practices. We will also tap into our Instructional Coaches for strategies and tips on how to include this in our curriculum.</p>							<p>meetings and discussions.</p> <p><b>Instructional Coaches</b>-Share strategies with our CTE teachers and consortium.</p> <p><b>Students/Parents</b>-Will benefit from getting best practice instruction--MCA and ACT data will reflect.</p>
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<p>5P1 ? Nontraditional participation</p>	<p>The Postsecondary coordinator will continue to work with College IR to review program enrollment data, and to</p>	<p>Perkins grant funds for engaged advising model. Professional development materials and</p>	<p>In summer of 2018 Riverland will fill the three Dean positions, two of which will have CTE responsibility. We have the Director of Advising</p>	<p>CTE Deans, PS Coordinator, Student Services Dean, Director of Advising, Director of</p>	<p>PAR reports from Perkins grant funded personnel will reflect the actions outlined in this plan and will document</p>	<p>We have not had success in getting males to enroll in non-traditional programs. We have reviewed our current enrollment</p>	<p>We will continue to use RealTime Talent as a source of information and data on this indicator. We will work with our secondary partners</p>	
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<p>communicate with the College Vice President, the CTE Deans, the Director of Admissions and Enrollment regarding this performance indicator.</p> <p><b>1. The College is fully implementing the engaged advising model</b> that will make systemic changes in how Riverland students are advised. This will make use of an intrusive, or engaged, style of advising students and has multiple facets for assisting students and prevent</p> <p><b>2. College enrollment advisors</b> will be trained to understand the importance of giving career advice to students about non-traditional career opportunities to all students.</p> <p><b>3. All students will take the student success course, "On Course"</b> and this in combination with the "wrap around services" in the engaged advising model it is planned that students who might leave a non-traditional career pathway will have support services necessary to continue.</p> <p><b>4. Program faculty will be made aware of systemic reasons non-traditional students leave programs,</b> and targeted professional development will be done to assist faculty in the area that they identify as an area where we need to focus efforts to support non-traditional student success.</p> <p><b>5. Professional development will be offered to enrollment advisors, CTE Faculty, academic advisors, counselors</b> to address what our data tells us about non-traditional students by CIP code and by program code, and we will focus on where our largest gaps are regarding which groups we are not retaining.</p>	<p>staff time to participate, and we have committed a large portion of the budget to supporting the full implementation of the engaged advising model. We would like to have opportunities to work with other consortia on how they are solving this, and training on strategies that work.</p>	<p>on board since July 2017, and she is aware of our plans to work toward improvement on this indicator. See the attached Enrollment Advisor aligned with Career Fields graphic. We will work with the IR to continue to draw data about our enrollment and will continue to monitor program data for the implementation of the plan to increase our performance on this indicator. August: Engaged Advising model starts for Fall term 2017. Additional professional Development will be delivered over FY19 for faculty and staff, starting in August 2018</p>	<p>Admissions, Enrollment Advisor, Program leaders and faculty.</p>	<p>progress steps. Program admissions, participation and completion data will be reviewed and analyzed for trends that show what is working, and if we are not making progress we will examine why and implement additional research based strategies that have been shown to work on the factors we are addressing</p>	<p>data and with the IR we are working on data snapshots with enrollment targets and goals. We continue to have full employment in the region which really impacts this indicator. Some of the nontraditional ( especially for males) careers are not high wage (i.e. human services such as child care). We have many part time students and they tend to enroll in traditional careers. We will continue to work on options that are flexible, see our Flex-Pace business program brochure.</p>	<p>and participate in regional career fairs, our secondary school counselors and teachers to highlight the high wage, high skill occupations that are non-traditional. We will work with our Minnesota Workforce Centers, ABE programs, Adult Education programs, regional business and industry partners, advisory committee members, faculty and counselors to make sure we are giving a consistent message on this, and working with these partners to increase non-traditional enrollment in programs.</p>
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	<p>6. The postsecondary coordinator, the IR and CTE Deans will develop program snapshots that give data on enrollment by gender and that have specific targets for recruitment and retaining students for this indicator.</p> <p>7. We will support professional development opportunities for faculty and staff to learn new ways and techniques to address the issues within programs.</p>							
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**Related Improvement Plan documents**

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>	57.09%
<b>Actual Performance: *</b>	45.18%
General strategies planned to improve performance:	
For our Academic Attainment in Reading/Language Arts, our consortium was at 45.18% vs. the target set at 57.09%. We were within 1.55% of our target range last year in this category and we did meet this target in 2015. We continue to have several reading interventions at the secondary level in our consortium.	
When we looked at our targets this past year, we tried to negotiate lower targets in both reading and math. One of the reason we did this was because we are seeing a lot of students opt out of the MCA tests. Albert Lea had around 30% of students opt out, because some students and parents don't emphasize the MCA test and are putting the time into AP assessments instead. We feel this is causing our scores to decrease overall for the consortium.	
Our consortium schools have several reading interventions for its students. Some of these include: After school tutoring programs with transportation provided, remedial classes, ACT Prep Programs, Guided Study Halls, REACH, AVID, etc...	
Our schools also focus on teaching strategies during staff development that focuses on cross-curricular reading strategies, including technical reading skills that are often used in CTE courses.	
During the next year, we are going to share reading strategies for CTE through our Operations Team. We will find articles or web sites in this area that will assure our teachers are using best practices. We will also tap into our Instructional Coaches for strategies and tips on how to include this in our curriculum.	
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>	43.29%
<b>Actual Performance: *</b>	40.56%

General strategies planned to improve performance:

We just missed this target in 2017 just under 3% this year. We believe students opting out of MCA math tests is not helping our cause to meet this target. We had 53% of Albert Lea students opt out of this test this year. We have several math interventions in our buildings and continue to focus on various math functions used in CTE courses to help our students understanding of how math is used outside a traditional classroom setting.

Comments or context for actual performance (optional):

### Improvement Report 3

<b>Indicator Not Met:*</b>	3P1 ? Student retention or transfer
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<b>Negotiated Performance: *</b>	23.0
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<b>Actual Performance: *</b>	20.96
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General strategies planned to improve performance:

In Addressing 3P1 Riverland is working on the following areas with multiple strategies to continue to improve our retention and transfer performance:

**Riverland has 6 approved Minnesota State Transfer Pathways**, and 5 pending as shown in the attachment Transfer Pathway list. These are available to students and as more are approved, we think this is a way that we will improve retention and transfer for the college.

**The postsecondary coordinators, the Institutional Researcher and the Director of Advising are working on specific program targets** using system data. The postsecondary coordinator and the Director of Advising meet monthly to work on issues with CTE programs and to further understand what data we have and what the data is telling us and what actions to take.

**Riverland has instituted the "On Course" curriculum for a first year students** in conjunction with our engaged advising model to aid in the successful retention and successful transfer for Riverland students.

**Our Student Affairs unit does many events for students** throughout the year, including a welcome and a very thorough orientation. Student affairs and the Riverland Student Senate also organize events throughout the year to assist students in feeling part of campus life, such as "stress relief" activities during finals week.

**Our Library holds a monthly lecture/lunch event** that is open to all students, staff and faculty. These are well attended and topics are a wide variety, this gives students and college staff a time to engage outside of classes.

**Riverland has student housing on campus (Austin)** and we have an active director of student housing who works to provide an atmosphere that makes the college experience welcoming and supportive to assist in retention of students.

**Riverland has a chapter of the Honors program Phi Theta Kappa** and honors courses that have additional enrichment experiences for the students that are members of the organization. We have dynamic advisors for Phi Theta Kappa and as this program grows (in two years our chapter has grown from 20 to 80 students) on campus we think could be a factor in retention.

**Riverland has an active success center** that provides tutoring for CTE Students, and is especially working to assist the math, writing and reading supports for these students. **We also have online tutoring available.**

**The Dean of Student Services has instituted a best practices model** as part of the development of the engaged advising model and all areas of student services are included in the professional development process to implement this model.

**Riverland has instituted an on campus food pantry** for students and it has available groceries, personal care items, household products and clothing. This has been a wonderful way to support students, as research that was recently published estimates that nearly 1/3 of community college students are food insecure and we see that as an issue in student success.

**Riverland has a "Future Mavericks" initiative** in which we partner with Minnesota State University, Mankato and Riverland students in this pathway are advised accordingly, and our transfer specialists and enrollment advisers work with these students for successful transfer.

**Riverland and the Austin Public Schools have a 2 + 2 arrangement with Winona State University** for preparation of elementary teachers in a cohort model that allows students to seamlessly transfer into the University and complete teaching credentials without leaving Austin.

**Riverland has eliminated an admissions fee, and implemented yearlong scheduling which has assisted students in planning for completion and/or transfer.** Riverland has also instituted a **policy that allows students to have up to \$800.00 credit at the bookstore when their financial aid has not set at the time classes start.** The data we had showed that students who did not have materials at the start of the course were more likely to not complete and our data from our first year of this policy is showing that students who use this option are less likely to drop out.

**Riverland Financial Aid Department as part of student services offers assistance** and multiple workshop/ help sessions offered during the school year to assist students with planning their pathway options.

Comments or context for actual performance (optional):

We have listed the strategies in bold above and have the context listed after the strategy.

### Improvement Report 4

<b>Indicator Not Met:*</b>	5P1 ? Nontraditional participation
<b>Negotiated Performance: *</b>	18.40
<b>Actual Performance: *</b>	15.79
General strategies planned to improve performance:	
<p>Postsecondary has worked with our institutional Researcher (IR) to examine our cohort data for the three years from which the trend data is drawn. We continue to work toward improving performance on this indicator. The Postsecondary coordinator will continue to work with College IR and the Director of Advising to review program enrollment data, and will communicate with the CTE Deans, Director of Admissions and Enrollment regarding this performance indicator.</p> <ol style="list-style-type: none"> <li><b>The College is moving into year 2 of a new advising system</b> that will make use of an intrusive, or engaged, style of advising students.</li> <li><b>College enrollment advisors will be given professional development</b> to understand the importance of giving career advice to students about non-traditional career opportunities to all students.</li> <li><b>All Riverland students will take the student success course, "On Course"</b> and in combination with the "wrap around services" in the engaged advising model it is planned that students who might leave a non-traditional career pathway will have support services necessary to continue.</li> <li><b>Program faculty will be made aware of systemic reasons non-traditional students leave programs</b>, and targeted professional development will be done to assist faculty in the area that they identify as an area where we need to focus efforts to support non-traditional student success.</li> <li><b>Professional development will be offered to enrollment advisors, academic advisors, counselors to address what our data tells us about non-traditional students</b> by CIP code and by program code, and we will focus on where our largest gaps are regarding which groups we are not retaining.</li> </ol>	
Comments or context for actual performance (optional):	

<b>Improvement Report 5</b>	
<b>Indicator Not Met:*</b>	6S2 ? Nontraditional completion
<b>Negotiated Performance: *</b>	35.50%
<b>Actual Performance: *</b>	34.45%
General strategies planned to improve performance:	
<p>We have met the goal in this area the last 2 years, so we feel that we have been strong in this area. Implementing 4-year plans for students in collaboration with school counselors and increasing career and interest surveys and activities for students at our schools is anticipated to increase the completion rate of nontraditional students in CTE programs. Students will be more clearly planning and discovering their career goals. Continued support of our Student Organizations will help students make connections with teachers and content and help them complete the programs. We also anticipate additional activities such as "Construct Tomorrow" so students can experience what careers look like in a hands on way. In addition, nontraditional students will be working with our Integration Grant Success Coaches to overcome barriers for students in the school setting and provide support for successful high school and post secondary goals.</p>	
Comments or context for actual performance (optional):	

## Statement of Assurances & Certifications

Description	File Name	File Size
Statement of Assurances, Riverland Consortium	2018-19 Statement of Assurances.pdf	848 KB
Lyle Statement of Assurances	Lyle Statement of Assurances.pdf	75 KB



## Attachments

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Description	File Name	File Size
Engaged Advising model aligned with Career Fields	Advising aligned with Career Fields.pdf	97 KB
Director of Advising	Amanda Mathews Position Description.pdf	3.7 MB
Get the Edge brochure,PSEO/concurrent enrollment,early middle college and other advanced standing options.	Get the Edge Brochure FY 19.pdf	1.4 MB
Enrollment Advisor	Nicole Nelson Position Description.pdf	3.7 MB
Part Time Position CTE program support and Career Fair	Position CTE and Career Fair.pdf	100 KB
Postsecondary Coordinator	Position Description Jean Kyle.pdf	281 KB
Riverland Community College non-discrimination Policy	Riverland non-discriminationPolicy.pdf	105 KB
Riverland Consortium Programs of Study	Riverland POS Plan Review Worksheet_4-30-18.docx.pdf	106 KB
Riverland Transfer Pathway List	Transfer Pathway List.pdf	129 KB

