



# MINNESOTA STATE

## Career and Technical Education

### Grant Details

#### 02416 - FY19 PERKINS APPLICATION

#### 02614 - FY19 Southeast Perkins IV Consortium Perkins Grant Perkins IV Consortium

**Grant Title:** FY19 Southeast Perkins IV Consortium Perkins Grant  
**Grant Number:** 02440  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Southeast Perkins IV Consortium  
**Grantee Contact:** Brian Cashman  
**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:** 02440  
**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)
Caledonia Independent School District	01 public school district	299
Cannon Falls Independent School District	01 public school district	252
Chatfield Independent School District	01 public school district	227
Dover-Eyota Independent School District	01 public school district	533
Fillmore Central Independent School District	01 public school district	2198
Goodhue Independent School District	01 public school district	253
Goodhue County Education District	61 cooperative education district	6051
Hiawatha Valley Education District	61 cooperative education district	6013
Houston Independent School District	01 public school district	294
Kenyon-Wanamingo Independent School District	01 public school district	2172
La Crescent-Hokah Independent School District	01 public school district	300
Lake City Independent School District	01 public school district	813
Lanesboro Independent School District	01 public school district	229
Lewiston-Altura Independent School District	01 public school district	857
Mabel-Canton Independent School District	01 public school district	238
Plainview-Elgin-Millville Independent School Distr	01 public school district	2899
Red Wing Independent School District	01 public school district	256
Rushford-Peterson Independent School District	01 public school district	239
Saint Charles Independent School District	01 public school district	858

Spring Grove Independent School District	01 public school district	297
Wabasha-Kellogg Independent School District	01 public school district	811
Winona Independent School District	01 public school district	861
Zumbrota-Mazeppa Independent School District	01 public school district	2805
Minnesota State College - Southeast		

## Summary Narrative Part One

---

### Career and Technical Education Programs:

\*

**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 FY19 Southeast Consortium plan supports career and technical education programs in our consortium through a budget and strategies that emphasize regional partnerships and local efforts in order to provide students in Southeastern Minnesota access to high-quality CTE programming.

Specific initiatives that support new or significantly improved CTE programming include the following:

- Continued implementation of a Manufacturing Program of Study at Winona High School (all components in place except for the Technical Skill Assessment).
- Continued implementation of a Health and Human Services Program of Study at Winona High School (all components in place except for the Technical Skill Assessment).
- Continued implementation of CTE Regional Meetings.
- Design and implementation of a regional Culinary Skills Competition in Southern Minnesota.
- Expansion of the Houston County Collaborative to include other Southeast Consortium counties.
- Expansion of the inaugural "Senior Day" to include more of the area school districts.
- Implementation of a Business and Marketing department at Rushford-Peterson High School.
- Implementation of a Certified Nursing Assistant (CNA) Program of Study at Plainview-Elgin-Millville High School (aiming for official POS status in FY20).
- Implementation of an Information Technology Program of Study at Plainview-Elgin-Millville High School (aiming for official POS status in FY20).
- Implementation of a Youth Skills Training program in Goodhue County.
- Implementation of a Youth Skills Training program in Houston County.
- Implementation of a Youth Skills Training program at Winona High School.
- Partnership with Mark Perna of TFC Consulting for a keynote presentation to assist in the production of local career pathway framing and marketing.
- Partnership with the FFA Foundation of Minnesota to strengthen business/industry to school connections – including Experiential Learning opportunities and Programs of Study.
- Redesign of a the MSC Southeast's violin program to meet industry needs.
- Develop a sustainable agriculture degree at MSC Southeast in order to prepare for a program of study.
- Develop a cutting edge bicycle design and fabrication program.
- Partnership with Red Wing and Winona Chambers of Commerce will result a stronger connection between students and business/industry.
- MSC Southeast is working with Perkins secondary partners to greatly expand options for secondary students in CTE areas.

All high school CTE programs in our consortium that are state-approved, have an appropriately licensed teacher, and are engaged in a Program of Study to the best extent possible, will have the opportunity to submit sub-grant requests. These sub-grant requests are designed to support local high school programs and are typically used for CTE-specific professional development, specialized equipment, curriculum, and CTE

Student Organization costs. Paired with the local sub-grant process is an infrastructure that supports regional efforts. An example of this infrastructure includes CTE Instructor Regional Meetings.

Similarly, at MSC Southeast, technology in CTE programs will be reviewed for industry relevancy and benefit for the student learning process. Academic deans will assess the technology in each of their programs and advance the highest need areas for funding consideration.

All of this, taken together, will benefit the consortium because each high school and college program has the opportunity to tailor support specific to their particular situation while also being plugged in to broader efforts. This translates to more effective sharing of best practice and promotes creative and divergent thinking. The sharing of best practice and creative and divergent thinking ultimately propels the consortium forward in ways that are not possible when the focus is just on one's classroom, building, or district. Likewise, as a consortium, we are engaging in collaborative conversations with neighboring consortia in an effort to improve how we support CTE programs.

## 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 first step is to ensure that the college and consortium schools enter the Perkins data accurately. MSC Southeast has created processes to accurately indicate all of the Perkins data points, including data regarding nontraditional students, programs, students with disabilities, and displaced homemakers. Further, each of these data points are analyzed to assess accountability indicators and to inform the expenditures of funds in order to best impact student success.

A recent initiative is to improve student preparedness for career and technical programs by expanding the methods of math and reading preparedness. This initiative considers a multitude of approaches to assessing preparedness, utilizing the following tests: the American College Testing (ACT), Minnesota Comprehensive Assessment (MSA), the SAT and finally the Minnesota State system endorsed Accuplacer test.

Please see the Improvement Report and Plan section for more detailed information on our plan to support improved performance on negotiated performance targets.

## 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)]***

Engaged and active Advisory Committees are key to ensuring a quality CTE program that this designed to meet regional needs. In FY19, there will be significant efforts in supporting local Advisory Committees. These efforts will include:

- Using time at each CTE Instructor Regional Meeting to analyze local Advisory Committee strengths and opportunities for improvement and creating action plans to keep the strengths and address the improvement opportunities.
- The Secondary Coordinator will attend at least one Advisory Committee (either locally or regionally) involving each consortium member school district to assist the development of the local advisory committee.
- The continued work of aligning content with academic and technical standards will be focused on (1) structured conversation among job-alike secondary staff via the Regional Meetings, (2) structured conversation between secondary and post-secondary instructors at the Regional Meetings and/or Articulation Agreement meetings, and (3) requests by local school districts for curriculum writing time to adjust course content based on standards formulated at the post-secondary level and/or national level (i.e. Precision Exams).
- MSC Southeast has a program review model that continually reviews curriculum to ensure that the content is of high quality and meets academic and technical standards recognized at the state and national levels. In this review model, a variety of factors are reviewed, including enrollment, retention, regional business and industry needs, curriculum relevancy, state of technology, and more. Continuous dialogue between faculty and academic deans ensures that areas of improvement are addressed.

## 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)]***

Many consortium high schools have CTE student organizations (BPA, DECA, FFA SkillsUSA, etc.) that provide great opportunities to learn more about various CTE industries. Some high school instructors include industry site visits as part of their CTE program. These industry site visit locations are in Southeastern Minnesota and give students an opportunity to learn more about career opportunities right in, or near, their community. For example, during Manufacturing Month in October, several local manufactures open up their doors for student groups to come visit. One high school requires a job shadow experience in order to earn a “career pathway certificate” upon graduation. There are multiple other examples - for a more detailed listing of experiential learning opportunities for secondary students, please see the Goal 2 Narrative.

Instructors at MSC Southeast have strong relationships with business and industry leaders in the community and routinely infuse industry information in teaching and learning through business visits, experiential learning, projects and assignments.

---

## Summary Narrative Part Two

### Comprehensive Professional Development

\*

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

The following encompass our consortium's professional development plan. There is a mixture of regional professional development and professional development for individuals.

Regional Meetings - Consisting of primarily secondary instructors, the Regional Meetings are grouped by Career Field. Secondary instructors are given the opportunity to come together for one to two days throughout the school year to (1) get updated Labor Market Information, (2) review Programs of Study within their career field, (3) update curriculum and assessments (including TSAs), (4) connect with business and industry, and (5) give instructors, who are primarily singletons, an opportunity to network together. Please note that meeting dates and agendas are shared with the Rochester/Zumbro Education District and South Central consortia. Instructors and other applicable personnel are always welcome to be a part of these Regional Meetings.

Individual School District Requests vis Sub-Grants - Local school districts can apply via the consortium's established sub-grant process to receive funds that target professional development specific to the local school district's need.

Mark Perna Keynote - Mark Perna, a nationally recognized CTE speaker, will be giving a keynote on September 24, 2018. The invited audience will include secondary and post-secondary instructors, secondary school counselors and post-secondary student affairs/student services personnel, as well as business and industry representatives and staff from other consortia. The purpose of this keynote is to galvanize support around Programs of Study and Career Pathways.

CTE Works! - Each year, our consortium sends personnel to the state CTE conference in order to stay connected to best practice and innovative strategies.

National Career Pathways Network - The secondary coordinator will attend this conference to bolster the skill set needed to review, facilitate, and implement/refine Programs of Study within the consortium.

Minnesota Association for Career and Technical Administrators (MACTA) membership and conference(s) - The post-secondary and secondary consortium coordinators will become members of MACTA and attend the MACTA conferences when possible in order to network and learn more about best practice and innovative strategies.

Association of Career and Technical Educators (ACTE) membership and regional/national conference(s) - The post-secondary and secondary consortium coordinators will become members of ACTE in order to stay connected to best practice and innovative strategies.

## 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))]**

Individual school districts within the Southeast Consortium use a variety of strategies to attract skilled CTE instructors. Recently, a Business and Marketing instructor was hired in one of our consortium schools. This new hire is finishing their student teaching practicum within another consortium school and is taking part in our spring Business and Marketing Regional Meeting. This is a great example of partnership and networking as a means of finding and supporting skilled CTE instructors. Further MSC Southeast recently hired a new Construction Technology instructor who had significant industry experience. Based upon his industry experience, the curriculum is being significantly revised to reflect business and industry standards and new technologies.

Although there have been instances of supporting licensed staff move into a CTE position on a variance, our consortium has had no official recruitment efforts for business and industry and because of this, haven't provided any assistance.

## 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.**

Beyond technical skill assessments, a variety of tools and data sources are used to assess student performance. The Minnesota State system tracks term to term and year to year retention, graduation rates, and placement rates. MSC Southeast continues to have one of the highest placement rates in the Minnesota State system. Further, instructors use a variety of methods to evaluate student performance, including learner outcomes assessments, capstone projects, and peer evaluations.

## How Programs of Study Affects Outcomes

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

The process used by the consortium to identify Rigorous Programs of Study includes listening to high school teachers, students and college faculty regarding their needs and ideas on identifying areas that could be a RPOS, and evaluating options for RPOS to determine the best ones where students are most likely to follow from secondary to postsecondary, attain a credential, and find gainful employment.

Please see the Goal 1 Narrative (specifically #1 and #2) for a more detailed description of the choice of the Rigorous Program of Study.

Also, please note that the best existing infrastructure for a sustained and responsive RPOS is with the Winona Chamber of Commerce-led REACH Programs at Winona Senior High School - specifically, Manufacturing and Health and Human Services. These programs have all the components of a (strong) RPOS except for a Technical Skill Assessment. The secondary coordinator is on the advisory committee for both of these programs and it is anticipated that in FY20 that these two programs will be able to be classified as Rigorous Programs of Study for our consortium.

## Goal 1 Narrative

---

### Narrative for Goal 1: Designing and Implementing Programs of Study

\*

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 two major industries in Southeast Minnesota are manufacturing and health care. Our RPOS and POS reflect that. Our RPOS and POS in Manufacturing exists for three primary reasons: (1) the heavy Manufacturing industry base in southeast Minnesota, (2) the presence of a number of strong Project Lead the Way secondary programs, and (3) the active involvement of secondary Industrial Technology teachers collaborative conversation on teaching and learning. There are also exciting possibilities on the horizon - namely Winona Area High School implementing a Manufacturing Pathway, as well as a Health and Human Services Pathway. Also, Red Wing High School is just starting an initiative that will embed Career Pathways into their high school fabric.

During FY2019, advisory committees will review possible TSAs for implementation. For example, Solidworks may be an option for the CAD program. A full review of possible TSAs will help identify new Programs of Study.

2. MSC Southeast has multiple opportunities for early college credit, including Post Secondary Education Options, Concurrent Enrollment and contracted PSEO. This is a strength of MSC Southeast and the opportunities for high school students continue to grow. MSC Southeast also is currently offering a Prototype Engineering certificate program for high school juniors and seniors. This program allows high school students to earn college credit while staying enrolled full-time in their local high school. A similarly framed program is being planned for 2018-2019, with a focus on business and transportation.

Minnesota State College Southeast has worked hand-in-hand with our community partners to develop secondary to post-secondary career academies around economically critical vocational curriculum. These pathways are designed for high school juniors to enroll during their fall semester, with pursuit of at least one college course over each following semester of their high school career. Upcoming completion of the four semesters within their junior and seniors years, students will have earned enough credits to graduate simultaneously with a high school diploma and a collegiate certificate. These certificates will allow students to transfer into diplomas, AAS degrees, or BS transfer pathways. Further, many certificate graduates will be able to consider immediate movement to the workplace, where tuition assistance may be provided by their employer.

Courses found in these certificates are offered during evenings and/or online to facilitate high school student schedules from across the region.

Secondary to post-secondary vocational academy certificates currently approved by Minnesota State are:

- Prototype Engineering Certificate
- Automation Electronics Certificate
- Business Systems Certificate
- Transportation Foundations Certificate

3. Regular meetings between high school teachers and college instructors are held to discuss programs of study. At MSC Southeast, faculty have been engaged at our Shared Governance and via our deans to talk about possibilities for Programs of Study.

4. With 24 secondary institutions making up the membership of the Southeast Consortium, there are state, regional, and local initiatives that impact the improvement of academic and technical skills of CTE learners. For example, school district teacher evaluation systems emphasize best practice in teaching and learning. Often times state and local initiatives target academic skills and not necessarily technical skills with CTE learners in mind. In part for this reason, the CTE discipline-specific Regional Meetings were developed in FY18 and will continue in FY19. The intent is to start to fold professional development - especially in regard to technical skills - into these meetings.

5. Perkins funds professional development requests annually from CTE staff in the consortium. These professional development requests are in addition to the Regional Meetings.

6. MSC Southeast utilizes learner outcomes assessment models in all programs that consistently assess core technical skills. The models vary, however the end result for the student is a consistent skillset that can be carried into the workforce. One exciting development is the agreement by the Red Wing Area Manufacturers Association to honor Precision Exam tests as industry credentials for high school students.

7. Customized training reaches out to adult learners via regional businesses while Adult Basic Education has an established presence on our campus to facilitate the support of adult learners who may not have a high school diploma.

8. Students have the opportunity to participate in a number of experiences that compliment classroom learning - including classroom presentations, industry tours, industry immersion experiences, job shadowing, mock interviews, Work Experience, and internships.

9. All students in career and technical education are provided career and academic advising as part of their high school experience, starting in 9th grade with creating a plan for career and college readiness, to working with an admissions advisor who will assist the student with all aspects of advising, to ensure the best possible program fit.

10. Secondary teachers, counselors and post-secondary admissions advisors encourage all secondary students to take rigorous and challenging courses. This is done through providing the bevy of options for post-secondary credit, whether through PSEO, Concurrent Enrollment or courses that gain technical course credits.

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

---



## Goal 1 Objectives

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R3, R4, R9 , P7, 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
<b>Strategies</b>	
<p>1. Continue to offer Regional Meetings for the job-alike CTE career fields - specifically, Agriculture, Business and Marketing, Family and Consumer Science, and Industrial Technology. These Regional Meetings are open to regional consortia - with the most prominent being the Rochester/Zumbro Education District. Part of this framework will also include opportunity for secondary CTE instructors to integrate reading and math skill instruction within CTE programming.</p> <p>2. Create new programming and courses in Violin Rebuilding, Sustainable Agriculture and Bicycle Design &amp; Fabrication. This new programming will advance opportunities for students to meet industry needs.</p>	
<b>Outcomes</b>	
<p>1. CTE instructors will form a collegial network, which will be used to engage in professional development, teaching and learning strategies, credit transfer agreements, and technical skills assessments.</p> <p>2. New programming and courses will be available for students to complete and seek gainful employment. The violin rebuilding expands an already internationally known program to meet industry needs and provides students the ability to either work at or start a business that</p>	
<b>Measures</b>	
<p>1. By May 1, 2019, all CTE instructors will have had the opportunity to participate in at least two (fall/spring) Regional Meetings specific to their career field.</p> <p>2. At least 15 students will be admitted to each program and at least 4 Perkins Consortium high schools will have students participate.</p>	
<b>Post-Secondary Required Activities</b>	\$15,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$15,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$4,350.00
<b>Secondary Total</b>	\$4,350.00
<b>Total</b>	\$19,350.00
<b>Goal 1 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 , P4
<b>Strategies</b>	
<p>CTE instructors and administrators with state-approved CTE programs will be provided the opportunity to access Perkins funding for the purpose of improving existing programming and/or implementing new and additional programming. Distributed on a sub-grant approach, instructors and administrators can apply for funds in April 2018 and September 2018. At the post-secondary level, a process will be created to identify technology and equipment that best advances career and technical education.</p>	
<b>Outcomes</b>	
<p>The purchase of equipment, supplies, and/or curriculum will allow high school students to be afforded the opportunity to participate in quality CTE programming.</p> <p>CTE instructors and administrators will have access to CTE-specific professional development (in addition to the Regional Meeting structure).</p>	
<b>Measures</b>	
<p>As measured on the sub-grant applications each proposed purchase will be connected to a state-approved CTE program and will be used to further the quality and reach of local CTE programming.</p> <p>At the post-secondary level, the student experience will be enhanced through utilizing current technologies and equipment.</p>	
<b>Post-Secondary Required Activities</b>	\$5,119.09
<b>Post-Secondary Permissible</b>	\$0.00



Activities	
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$29,880.91
Post-Secondary Total	\$35,000.00
Secondary Required Activities	\$77,861.20
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$77,861.20
Total	\$112,861.20

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

---

**Goal 2 Objectives**

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R6 , P6, P7
Strategies	
Consortium staff will work with business and community partners to provide high school students the opportunity to demonstrate technical skills through skills competitions. (partner with Rochester/ZED)	
Outcomes	
Students will demonstrate industry specific skills the first annual Culinary Skills Challenge competition. Students will attend breakout sessions taught by professionals from industry. Competition guidelines and judging criteria will be determined with help of industry professionals. Students will demonstrate industry specific skills. Industry professionals will assist in establishing evaluation criteria, provide information through seminars and judge student competitions.	
Measures	
By June 2, 2019, at 250 students will participate in culinary and/ or digital photography competitions and seminars judged and developed by industry professionals.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$3,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,000.00
<b>Total</b>	\$3,000.00
<b>Goal 2 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R8 , P8
Strategies	
Partnering with Val Aarsvold, Minnesota FFA Foundation Executive Director, to deploy an Ag liaison to facilitate a stronger school-to-industry connection.	
Outcomes	
Increased Experiential Learning opportunities for students within the Agriculture Career Field.	
Measures	
By June 1, 2019, there will be at least two Agriculture Programs of Study created that will be eligible to be listed as a consortium Program of Study in FY20.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$4,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$4,000.00
<b>Total</b>	\$4,000.00
<b>Goal 2 Objectives 3</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R4, R5 , R6 , R11 , P2, P17
Strategies	
The Southeast Consortium will come along side emerging regional and local CTE initiatives.	

Outcomes	
The Southeast Consortium will partner in such a way as to positively impact the scope and effectiveness of the initiatives.	
Measures	
By June 1, 2019 the Southeast Consortium Secondary Coordinator will attend at least 90% of the Winona Chamber-led Business Education Network (BEN) REACH Programs in Manufacturing and Health and Human Services meetings as evidenced by meeting minutes.	
By June 1, 2019, the Southeast Consortium Secondary Coordinator will attend at least 90% of the Goodhue County Youth Skills Training program and grant meetings as evidenced by meeting minutes.	
By June 1, 2019, the Southeast Consortium Secondary Coordinator will attend at least 90% of the Fillmore County / Houston County/ Winona County Experiential Learning Collaborative meetings as evidenced by meeting minutes.	
By June 1, 2019, the Southeast Consortium Secondary Coordinator will attend at least 90% of the Hiawatha Valley Education District (HVED) Pathways Network meetings as evidenced by meeting minutes.	
Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$13,374.12
Secondary Total	\$13,374.12
Total	\$23,374.12

## Goal 3 Narrative

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

\*

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

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. 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. The 2018 Minnesota Association of Career and Technical Administrators (MACTA) pre-conference day featured a session titled "Supporting Nontraditional Performance". This session had many good ideas. One that will be tried in FY19 for the secondary schools is to flow funding to support consortium schools involvement with Career and Technical Student Organizations (CTSO). The thinking is to engage more students in CTSOs, as CSTOs provide a platform to expose students to all different career pathway options - including nontraditional study and employment. In addition to supporting CTSOs, the consortium will be supporting a collaboratively planned Work-Based Learning Community of Practice. This CoP focuses on increasing opportunities for both general education and special education students to have access to high-skill, high-demand, and high-wage occupations. Further MSC Southeast ensures that all marketing materials display students who are nontraditional by gender, and instructors make extra efforts to communicate with prospective students who are nontraditional by gender, to ensure the students know they are in a supportive environment and can be successful.

2. MSC Southeast utilizes statewide initiatives to support students with disabilities. This includes training, technology, and strategies to ensure that each student receives the help that is needed to be successful. One example is a new technology that supports translation from websites to audio. This technology has been mainstreamed such that a student in need of this assistance does not need to document their disability, rather they can just access the service.

3. A key strategy at MSC Southeast with respect to Special Populations is via the Starfish Early Alert system. The goal is to, as early as possible in the semester, identify issues that students are struggling with. Whether it be study habits, a need for tutoring, or resource identification, this process assists special populations to find the help they need to be successful.

4. Programs that support special populations includes the Starfish retention system, summer bootcamp, and first year experience. Summer bootcamp provides at risk students with the free opportunity to learn how to succeed in college, apply for financial aid, and learn study skills. In addition, students are provided assistance to help improve on the test that determines the sequence of courses in English and math. Improving scores on this tests enables students to avoid developmental education, saving time and thousands of dollars.
5. All consortium partners have clear policies and are responsive to any claims of discrimination. These policies are communicated to all students and staff in multiple ways.
6. At MSC Southeast, all career and technical programs focus on providing the skills necessary for students to obtain jobs that lead to self-sufficiency. Both the college's job placement rate and also average wage data in the region suggest that students are able to attain self-sufficiency.
7. At the secondary level, a few key mechanisms to ensure continuity of standards and rigor include standards-based Individual Education Plans (IEPs) and the continued implementation of the Work-Based Learning Community of Practice.

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

---

## Goal 3 Objectives

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R8 , 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
Strategies	
1. Support the continued implementation of a general education and special education Work-Based Learning Community of Practice.	
2. Support all students with a full range of disability services such that they will be successful in the classroom.	
Outcomes	
1. Students with, and without, disabilities will have access to high-skill, high-demand, and high-wage occupations.	
2. Accommodations for student needs are fully met, including text to speech technology that will open new doors for students in career and technical programs.	
Measures	
1. By May 1, 2019, the Work-Based Learning Community of Practice will have met twice.	
2. Student success will increase for students with disabilities in career and technical programs by 10%.	
<b>Post-Secondary Required Activities</b>	\$50,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$50,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$750.00
<b>Secondary Total</b>	\$750.00
<b>Total</b>	\$50,750.00

## Goal 4 Narrative

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

\*

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

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]
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. Students have great flexibility in scheduling and formats, especially in areas of business, IT, and Computer Aided Design. Online options are available and chosen by many students. Further, individual instructors provide students with great flexibility in terms of approach to assignments and outcomes.

2. A component of the Programs of Study and Early College Credit opportunities are the school counselors. Towards this end, there will be two regional School Counselor meetings in FY19. The agenda will include the review of post-secondary and career opportunities in Southeastern Minnesota - including on-site visits to local business and industry. The goal is to better equip the school counselors to be able to articulate the full range of post-high school options available to students. In addition, our consortium will participate in the various regional articulation meetings for southern Minnesota in order to up the number of articulation agreements available to local high school students. Finally, a regional keynote by national consultant Mark Perna will be held in September 2018. This keynote and follow-up coaching session by Mark is meant to boost participants knowledge of the importance of CTE career pathways subsequent opportunities. Finally, the partnerships and efforts described in the Goal Area 2 narrative include a theme of supporting student transitions.

3. Because of the ubiquitous nature of post secondary credit in the high schools, most students come to college with an ease to their transition in terms of student services. Further, in many instances the student already knows our admissions advisor and the instructor, and has been to our campus, so the transition is virtually seamless.

4. Minnesota State College Southeast makes the transition for adult learners through a unique approach to the admissions process by providing each adult learner with an individual appointment to go over their specific goals and needs. This is very different from other colleges where most adult learners are channeled into the mix of traditional learners in group tours, information sessions, etc.

5. The Southeast Consortium works with other consortia in a variety of ways, including bringing in a keynote speaker to advance career and technical education and sharing best practices.

6. With a unemployment rate under 4%, the southeast region has an economic engine that is the best in the state. Military veterans are provided a variety of services, including a focus on student financial aid, military benefits, and breakfast honoring them.

---

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

---

**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R3, P1 , P3
<b>Strategies</b>	
<p>1.The Southeast Consortium will host a bi-annual school counselor Regional Meeting.</p> <p>2 The Southeast Consortium school counselors will receive a monthly mailing.</p> <p>3. The Southeast Consortium will partner with the Rochester/Zumbro Education District to present a keynote address by Mark Perna, founder and CEO of TFS Results, to southeast Minnesota CTE stakeholders.</p> <p>4. MSC Southeast will provide Career Exploration services at Consortium high schools so that students will be provided with these services.</p>	
<b>Outcomes</b>	
<p>1. and 2. Southeast Consortium school counselors will have more knowledge of CTE-related post-secondary options.</p> <p>3. Southeast Minnesota CTE stakeholders will see increased value in CTE career pathways.</p> <p>4. Secondary students will receive increased information regarding post-secondary and career options.</p>	
<b>Measures</b>	
<p>1. By June 30, 2019, each school counselor will have been given the opportunity to participate in two Regional Meetings.</p> <p>2. By June 30, 2019, each school counselor will have received at least 10 separate CTE-related mailings.</p> <p>3. By September 25, 2018, over 200 southeast Minnesota CTE stakeholders will have become more engaged in CTE Career Pathway work as a result of Mark Perna's keynote presentation.</p> <p>4. Student enrollment from consortium high schools will increase. At the collective 22 high schools, enrollment at MSC Southeast will increase by 10%.</p>	
<b>Post-Secondary Required Activities</b>	\$45,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$45,000.00
<b>Secondary Required Activities</b>	\$5,000.00
<b>Secondary Permissible Activities</b>	\$250.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$1,000.00
<b>Secondary Total</b>	\$6,250.00
<b>Total</b>	\$51,250.00
<b>Goal 4 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R11 , P2
<b>Strategies</b>	
<p>The consortium will create opportunities for high schools to engage in Early College Credit avenues.</p>	
<b>Outcomes</b>	
<p>1. The consortium will have a record as to the current status of local and regional articulations between consortium schools and post-secondary institutions.</p> <p>2. Relevant local articulation agreements will be developed according district interest and capacity.</p> <p>3. Relevant local and regional articulation agreements will be developed via the consortium's membership in the Southern Minnesota Regional Articulation Partnership and CTEcreditMN.com.</p> <p>4. Interested secondary stakeholders will be offered the opportunity to participate in a CTEcreditMN.com training sessions and joint training sessions with bordering consortia will be pursued.</p>	
<b>Measures</b>	
<p>1. By November 1, 2018, there will be an up-to-date record as to the existing local and regional articulation agreements within the consortium.</p> <p>2. By April 1, 2019, there will be a 5% increase in viable local and regional articulations within the consortium.</p>	



3. By April 1, 2019, there will be a 5% increase in consortium articulations listed at CTEcreditMN.com.

<b>Post-Secondary Required Activities</b>	\$5,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$5,000.00
<b>Secondary Required Activities</b>	\$2,211.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,211.00
<b>Total</b>	\$7,211.00

## Goal 5 Narrative

### Narrative for Goal 5: Sustain the Consortium

\*

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

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

1. The Southeast Consortium has seen a high degree of change in personnel in FY18. The self-assessment of consortium systems and operations during this time included the review of budgeting and balance between Goal areas 1 & 3, and between student support and support for programs. MSC Southeast made a significant shift in approach and administration based upon system office guidance.

2. The focus in FY18 was on qualitative data. This included generating feedback from high school instructors at the CTE discipline-specific Regional Meetings, gathering feedback from secondary school site meetings, and from conversation generated via meetings requested by secondary administrators and staff. This qualitative feedback has led to some key ideas and partnerships through Southeast Minnesota. The next step for our consortium is to pair the qualitative data with a solid quantitative data methodology in FY19.

3. Shared responsibility really came in to focus in FY18. Shared responsibility was demonstrated in the major initiatives and gains in FY18 - including the Winona BEN program, the Goodhue County YST program, the Houston County Experiential Learning Advisory Committee, the multi-district Senior Day, involvement with Workforce Development, Inc. and the HVED Pathways Network. Additional shared responsibility was demonstrated via the Regional Meetings and the communication loops between the secondary and post-secondary coordinators and their respective institutions.

4. The following highlight the collaborative preparatio of the FY19 budget:

- a) Secondary CTE staff, counselors, and administrators are given the opportunity to submit CTE program-enhancing requests for FY19.
- b) Feedback from the various regional partners and regional effort stakeholders is factored into the FY19 budget.
- c) The secondary and post-secondary coordinators compare needs, ideas, and opportunities to design a collaborative budget.

5. Please see the collaborative initiatives listed under number 3, above. Other collaborative initiatives in FY18, which are intended to grow in FY19, including the General Education - Special Education Work-Based Learning Community of Practice (with partnerships with the Rochester/Zumbro Education District Consortium and Region 10 Low Incidence Projects, as well as a joint planning committee made up of key stakeholders from the Southeast Service Cooperative, the Rochester Area Math and Science Partnership, Region 10 Low Incidence Projects, and the Rochester/Zumbro Education District Consortium.

6. Our consortium will have three main communication loops in FY19 - (1) a live and updated website, (2) key documents access to all stakeholders vis a Google Shared Folder and (3) site visits/meetings with each secondary school in the consortium. In addition to these communication loops the Secondary and Post-Secondary Coordinator will communicate frequently and have at least four formal in-person meetings (complete with an agenda and meeting notes).

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

---

**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R10
Strategies	
<p>1. The Goodhue County Education District will serve as the fiscal host of the Southeast Consortium Secondary funds.</p> <p>2. The Goodhue County Education District and MSC Southeast will employ the Southeast Perkins Consortium Secondary and Postsecondary Coordinators.</p>	
Outcomes	
<p>1 The Goodhue County Education District's Business Manager will carry out the duties expected from a fiscal host to ensure applicable laws, procedures, etc. are adhered to.</p> <p>2. The Secondary and Postsecondary Coordinators will carry out the consortium's FY19 Plan and adhere to all federal and state expectations.</p>	
Measures	
<p>1. By June 30, 2019, the Southeast Consortium will each have met applicable laws, procedures, etc. related to financial governance.</p> <p>2. By June 30, 2019, the Southeast Consortium FY19 Plan will have been implemented with fidelity.</p>	
<b>Post-Secondary Required Activities</b>	\$39,016.79
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$39,016.79
<b>Secondary Required Activities</b>	\$33,082.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$7,858.08
<b>Secondary Reserve</b>	\$1,081.89
<b>Secondary Total</b>	\$42,021.97
<b>Total</b>	\$81,038.76
<b>Goal 5 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R10
Strategies	
Consortium members will be kept up-to-date on key CTE-related information and events.	
Outcomes	
The Southeast Consortium will (1) establish and maintain an updated website, (2) transfer applicable documents to a shared file which all consortium school staff will have access to, (3) conduct site visits/meetings will be held on the high school campuses of member schools, and (4) created short video segments designed to relay key information to consortium stakeholders in a quick and effective manner.	
Measures	
<p>(1) By August 15, 2018, there will be a live website for stakeholders to access.</p> <p>(2) By August 15, 2018, there will be a Google Shared Folder of key documents which stakeholders can access.</p> <p>(3) By May 1, 2019, the secondary and/or post-secondary coordinator will have had individual meetings with consortium secondary schools based on consortium-initiated meeting requests and school district-initiated meeting requests.</p> <p>(4) By June 30, 2019, there will have been at least 10 "You Tube" like videos created by the secondary coordinator to push out key information and keep consortium stakeholders engaged in the work of the consortium.</p>	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00

<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$1,723.45
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,723.45
<b>Total</b>	\$1,723.45

**Goal 5 Objectives 3**

<b>Required/Permissive Uses of Funds*</b>	R10
<b>Strategies</b>	
The consortium Secondary and Post-Secondary Coordinators, along with contracted personnel, will hold regular meetings in FY19.	
<b>Outcomes</b>	
The consortium Secondary and Post-Secondary Coordinators, along with contracted personnel, will have scheduled meetings with the intent of ensuring open lines of communication between secondary and post-secondary.	
<b>Measures</b>	
By May 1, 2019, the Coordinators will have met at least four times and will have created an agenda and meeting notes.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

**Goal 5 Objectives 4**

<b>Required/Permissive Uses of Funds*</b>	R3, R10
<b>Strategies</b>	
The consortium will stay connected to, and engaged with, external consortium partners to stay up to date on relevant and meaningful CTE information and practice.	
<b>Outcomes</b>	
The consortium will stay connected to external consortium partners/stakeholders and best practice in CTE in order to leverage increased equity of access to student opportunity.	
<b>Measures</b>	
<p>1. By August 15, 2018, the Secondary Coordinator will have joined the following professional organizations: (1) Association for Career and Technical Education (ACTE), (2) Minnesota Association for Career and Technical Education (MNACTE), (3) Minnesota Association for Career and Technical Administrators (MACTA).</p> <p>2. By August 15, 2018, the Southeast Consortium will be a member of the Rochester Area Math and Science Partnership (RAMSP) and attend at least 90% of RAMSP meetings between August 2018 and June 2019.</p> <p>3. By November 1, 2018, the Secondary Coordinator and Post-Secondary Coordinator will have attended the CTE Works! Conference and the annual one-day Consortium Coordinators/Leaders meeting.</p> <p>4. By June 30, 2019, the Secondary Coordinator will fully engage in the work connected to being a MACTA board member as evidenced by attending at least 90% of board and committee meetings.</p> <p>5. By June 30, 2019, the Secondary Coordinator will fully engage in the work connected to being a board member of Workforce Development, Inc. as evidenced by attending at least 90% of the board and committee meetings.</p> <p>6. By June 30, 2019, the Secondary Coordinator will fully engage in the following partnerships, as evidenced by attending at least 90% of the respective meetings:</p> <p>a) Goodhue County Youth Skills Training Program/Grant Committee;</p> <p>b) Hiawatha Valley Education District (HVED) Pathways Network;</p> <p>c) Houston County/Fillmore County Experiential Learning (including Senior Day/Career Day) Planning Committee;</p>	

- d) Region 10 Low Incidence Projects and/or Southern Minnesota Perkins Consortia Joing Planning (Rochester/Zumbro Education District, Riverland, South Central, and MinnWest);
- e) Regiona 10 Low Incidence Projects / Rochester Area Math and Science Partnership (RAMSP) / Rochester and Zumbro Education District Perkins Consortium / Southeast Service Cooperative Joint Planning Committee;
- f) Winona Business Education Network Advisory Committees (Manufacturing and Health and Human Services)

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$4,200.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$4,200.00
<b>Total</b>	\$4,200.00

**Administrative Cost**

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

**Calculate Goals**

Do you want to calculate all budget goals?\*  Yes

**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$20,119.09	\$0.00	\$0.00	\$29,880.91	\$50,000.00	\$77,861.20	\$0.00	\$0.00	\$4,350.00	\$82,211.20	\$132,211.20

**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	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$4,000.00	\$3,000.00	\$0.00	\$13,374.12	\$20,374.12	\$30,374.12

**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	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$750.00	\$750.00	\$50,750.00

**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	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$7,211.00	\$250.00	\$0.00	\$1,000.00	\$8,461.00	\$58,461.00

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$39,016.79	\$0.00	\$0.00	\$0.00	\$39,016.79	\$39,005.45	\$0.00	\$7,858.08	\$1,081.89	\$47,945.42	\$86,962.21

**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
-----	----------------	----------------	----------------	----------------	----------------	--------------------	-----------------------	-----------------	-------------------	-----------------	-----------

	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$169,135.88	\$0.00	\$0.00	\$29,880.91	\$199,016.79	\$128,077.65	\$3,250.00	\$7,858.08	\$20,556.01	\$159,741.74	\$358,758.53

### ***Secondary Supplemental Budget Sheet***

---

<b>Description</b>	<b>File Name</b>	<b>File Size</b>
FY19 Secondary Supplemental Budget	Southeast - MN State-SE Tech FY18-19 Allocation (1).xlsx	50 KB
FY19 Secondary Supplemental Budget	Southeast - MN State-SE Tech FY18-19 Allocation (1).xlsx	50 KB



## Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$2,200.50
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,250.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$50,000.00
Totals	\$53,450.50

## 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:\* 30.0%

Coordinator Budget:\* \$33,082.00

### Post-Secondary

Total percentage of time for Coordinators of Perkins:\* 30.0%

Coordinator Budget:\* \$39,400.00

## Perkins Dollars

## Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Brian Cashman	Secondary Perkins Coordinator	404031	\$33,082.00	Secondary Coordinator Job Description FY19 Perkins Plan.pdf
To Be Hired	Regional Agriculture Education Coordinator		\$4,000.00	Regional Agricultural Education Coordinator Job Description-18 (1).pdf
Jonathan Eichten	Perkins coordinator		\$39,400.00	Eichten, Jonathan Academic Supervisor 3 Associate Dean of Enrollment Mgmt and Student Affairs Final.docx
Melissa Carrington-Irwin	Disability Coordinator		\$50,000.00	Academic Advisor RW Carrington-Irwin.doc
			\$126,482.00	

## 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
1P1 ? Technical Skill attainment	There was a strategic review of the TSAs as part of a larger Programs of Study review. The result is a shift away from Child Development TSA and toward a greater focus on health career TSAs. A contextual	No resources are needed to shift the TSA to Health Careers.	The outcomes of the improvement plan is to meet the	Jonathan Eichten	The activities will include focusing on program of study data to ensure that the shift to a new	The Child development program of study had a very small	Shifting to a new Program of Study should impact the context.	

	comment is that very few students completed the full program of study so the low numbers impacted performance. A renewed focus on other TSAs will help improve the performance.		Performance Indicator by the end of the fiscal year.		TSA has the intended impact and the tracing of the new TSAs to ensure successful implementation.	cohort which impacted the performance.		
5P1 ? Nontraditional participation	The single biggest factor impacting nontraditional participation is the economy. Southeast Minnesota has the lowest unemployment rate in the state. The strategy to improve nontraditional student participation is via a greater connection with customized training. Through leveraging student information from our customized training area, nontraditional students will receive greater marketing about college programs.	The data from our customized training area that works with nontraditional students.	By the end of FY2019, improvement in participation rates of nontraditional students is expected.	Jonathan Eichten and Jennifer Olson	The process will be documented via improved participation rates.	All students considered non-traditional will be the focus of our improvement plan.	The unemployment rate in Southeast Minnesota is the lowest in the state.	

### 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>	1P1 ? Technical Skill attainment
<b>Negotiated Performance: *</b>	84.47
<b>Actual Performance: *</b>	60.47
General strategies planned to improve performance:	
There was a strategic review of the TSAs as part of a larger Programs of Study review. The result is a shift away from Child Development TSA and toward a greater focus on healthcareer TSAs. A contextual comment is that very few students completed the full program of study so the low numbers impacted performance. A renewed focus on other TSAs will help improve the performance.	
Comments or context for actual performance (optional):	
<b>Improvement Report 2</b>	
<b>Indicator Not Met:*</b>	1S1 ? Academic Attainment in Reading/ Language Arts
<b>Negotiated Performance: *</b>	60.06%
<b>Actual Performance: *</b>	54.49%
General strategies planned to improve performance:	
In FY19, the Business and Marketing Regional Meeting structure will include time to analyze the Business Education Frameworks and their connection to reading/language arts skill sets. The format for this will be the template created by Dean Breuer (MDE Business, Marketing & Information Technology Education Specialist). Attendees will be encouraged to bring their reading/language arts colleague(s).	
Comments or context for actual performance (optional):	
<b>Improvement Report 3</b>	
<b>Indicator Not Met:*</b>	1S2 ? Academic Attainment in Math
<b>Negotiated Performance: *</b>	50.28%
<b>Actual Performance: *</b>	45.79%
General strategies planned to improve performance:	
In FY19, the Business and Marketing Regional Meeting structure will include time to analyze the Business Education Frameworks and their connection to math skill sets. The format for this will be the template created by Dean Breuer (MDE Business, Marketing &	

Information Technology Education Specialist). Attendees will be encouraged to bring their math colleague(s).

Comments or context for actual performance (optional):

#### Improvement Report 4

**Indicator Not Met:\*** 4P1 ? Student placement

**Negotiated Performance: \*** 90.55

**Actual Performance: \*** 83.16

General strategies planned to improve performance:

We will be review our placement rate and create plan for students in programs with low placement rates. MSC Southeast's overall placement rate is 94.8%. The strategy will be to provide students with in-depth support to search for employment. This includes resume building, interviewing techniques, and how to dress for success.

Comments or context for actual performance (optional):

#### Improvement Report 5

**Indicator Not Met:\*** 5P1 ? Nontraditional participation

**Negotiated Performance: \*** 16.10%

**Actual Performance: \*** 13.45%

General strategies planned to improve performance:

The single biggest factor impacting nontraditional participation is the economy. Southeast Minnesota has the lowest unemployment rate in the state. The strategy to improve nontraditional student participation is via a greater connection with customized training. Through leveraging student information from our customized training area, nontraditional students will receive greater marketing about college programs.

Comments or context for actual performance (optional):

#### Improvement Report 6

**Indicator Not Met:\*** 6S1 ? Nontraditional participation

**Negotiated Performance: \*** 38.19%

**Actual Performance: \*** 36.34%

General strategies planned to improve performance:

The 2018 Minnesota Association of Career and Technical Administrators (MACTA) pre-conference day featured a session titled "Supporting Nontraditional Performance". This session had many good ideas. One that will be tried in FY19 for the secondary schools is to flow funding to support consortium schools involvement with Career and Technical Student Organizations (CTSO). The thinking is to engage more students in CTSOs, as CSTOs provide a platform to expose students to all different career pathway options - including nontraditional study and employment.

Comments or context for actual performance (optional):

### Statement of Assurances & Certifications

Description	File Name	File Size
22 school districts, 2 education districts, and 1 post-secondary institution	Statement of Assurances.pdf	2.0 MB
22 school districts, 2 education districts, and 1 post-secondary institution	Statement of Assurances.pdf	2.0 MB

## Attachments

---

Description	File Name	File Size
Agriculture Regional Meeting Agenda	Agriculture Regional Meeting 3.13.18.pdf	355 KB
Agriculture Regional Meeting Agenda	Agriculture Regional Meeting 3.13.18.pdf	355 KB
Business and Marketing Regional Meeting Agenda	Business and Marketing Regional Meeting 4.25.18.pdf	268 KB
Business and Marketing Regional Meeting Agenda	Business and Marketing Regional Meeting 4.25.18.pdf	268 KB
Business Software Certificate Program	BusinessSoftwareCertificate.pdf	617 KB
Engineering Certificate Program	EngineeringCertificate .pdf	459 KB
FY2019 Perkins Grant Priorities	FY2019 Federal Perkins Grant Priorities.pdf	253 KB
Industrial Technology Regional Meeting	Ind. Tech. Regional Meeting 2.8.18.pdf	230 KB
Industrial Technology Regional Meeting	Ind. Tech. Regional Meeting 2.8.18.pdf	230 KB
Work-Based Learning Regional Meeting (internal agenda)	January 24th Agenda.pdf	8 KB
Work-Based Learning Regional Meeting (internal agenda)	January 24th Agenda.pdf	8 KB
Red Wing Area Manufacturing Letter - TSAs	Red Wing Area Manufacturing Letter - TSAs.pdf	130 KB
Family and Consumer Science Regional Meeting/Training	Southern MN FACS Training Agenda 2.28.18.pdf	207 KB
Family and Consumer Science Regional Meeting/Training	Southern MN FACS Training Agenda 2.28.18.pdf	207 KB

