



Status Report

01213-FY16 Minnesota West Consortium Perkins Application

Perkins IV Consortium

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Primary Contact and Organization

Primary Contact

Name:* Ms. Gail Polejewski
Salutation First Name Middle Name Last Name

Title: Secondary Contact

Email:* gail.polejewski@swsc.org

Address:* SW/WC Service Coop.
 1420 East College Drive

*** Phone:*** 507-537-2273
City State/Province Postal Code/Zip Phone Ext.

Fax: 507-537-7327

Organization Information

Name:* Minnesota West Consortium

Organization Type: MN Perkins Consortium

Organization Website:

Address:* 1011 First Street West

*** Phone:*** 507-223-7252
City State/Province Postal Code/Zip

Fax:

Ext.

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

Goal 1 Narrative:

The Minnesota West Consortium has completed the required Programs of Study. The goal for the FY 16 school year will be to develop additional Programs of Study if possible. Professional development needs are assessed through polling and also by target performance levels. The MN West Consortium uses a number of valid and reliable assessments that also inform initiatives, development opportunities and curriculum. These include but are not limited to NOCTI testing, competitions (FCCLA, FFA, BPA and Skills USA), and certifications such as POST, HESI, and National Fluid Power Society Certification.

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

Career Fields and Pathways are a central focus of the southwest Minnesota Career Expo held at Southwest Minnesota State University and Minnesota West Community and Technical College each fall. Exhibitors are organized by career field with the career wheel prominently displayed for students to see the connections between the industries. During the Expo, high school sophomores and juniors receive a college campus tour, participate in a game show where they learn about labor market information as well as career and educational opportunities, especially those available in southwest Minnesota, and they interact with exhibitors who represent a wide variety of careers. In 2015, 109 exhibitors shared information about career options with students- our largest number in the 14 year history of the event. 1831 students from 32 schools attended the two-day event. An additional 654 students attend the career fair in Fairmont that is also supported with consortium funds. In total, nearly 2500 high school students are exposed to the career field and cluster concept.

The www.ctecreditmn.org articulation website houses all the articulation agreements available in 18 Carl Perkins consortia. The career fields are also used to filter information on the website.

Two schools utilized TSAs for their Accounting students in 2015-16. One used the NOCTI and the other used Precision Exams. One school used Precision Exams to assess Early Childhood students. Precision Exams are quickly becoming the assessment of choice. The lower cost encourages teachers to give both the pre and post assessment, which we hope will help improve scores. Teachers also feel the Precision assessments more closely match their curriculum.

As the 2016 school year begins, we have an unusual problem as suddenly more and more schools are requesting financial assistance to give the TSAs. The consortium set a small budget, based on lower historical use, to help schools cover the cost of the TSAs. The increased interest in TSAs, mostly by the Ag teachers, has depleted the budget in the first two months of the school year.

Six CTE faculty participated in professional development at the CTE Works Summit in November 2015. Six CTE and Liberal Arts faculty participated in Quality Matters training leading to 4 new courses QM certified.

CTE programs at Minnesota West Community and Technical College that used NOCTI were Diesel, Electrician, Administrative Assistant, Computer Technology and IT completed and exploration NOCTI. 52% of students completing these surpassed the National averages in their categories while all cumulative site scores overall were above the national average. Students participated in Cosmetology, Skills USA, and BPA competitions. One student from Electrical went on to Nationals and 13 students participated in BPA nationals and the Network design team took second. Students graduating in 2015 taking the AART boards passed 100% on first attempt, AAMA National Certification was 100% pass rate with 100% pass rate to date for 2016 graduates. Medical Lab students from 2015 also had 100% pass rate. Nursing students graduating in 2015 had 76% pass rate for RN and 82% for PN. 2016 graduates for the PN are at 97% pass rate. No data available as of yet for RN.

All CTE programs at MN West CTC are required to have advisory boards and hold annual meetings. Advisory boards and meetings are powerful tools in the development and improvement of CTE programs and curriculum. They provide industry expertise and guidance that is current and up to date. They were especially instrumental in designing the new Precision Machining and Mechatronics curriculum and programs at MN West CTC.

Minnesota West Community and Technical College expended \$7677.14 in Goal 1. These expenditures went to support CTE faculty development, competitions, and TSA's.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

The Southwest Minnesota Career Pathway Partnership (CPP) has impacted employment and educational experiences for participants in high demand fields especially manufacturing and healthcare. In 12 years, about 85% of participants have completed training while approximately 16% have gone on to continue their education. Participant profile, for FY16, for CPP participants includes:

- 51% identified with a minority or ethnic group
- 24% were receiving food support
- 12% were receiving public assistance at time of enrollment (not including food support)
- 15% indicated limited English skills;
- 10% had not completed high school
- 13% indicated they were immigrants/refugees
- 12% indicated they had a disability;
- 6% indicated they were offenders

Consortium members apply for funds in order to make improvements to their programs. Those funds benefit students' skill acquisition and exposure to technology and processes used in industry. As a result of this investment, students in the Minnesota West consortium have demonstrated significant achievements. 2017 high school students participated in BPA, FCCLA, or FFA organizations where they developed and demonstrated industry based technical skills. 46 consortium FCCLA teams achieved gold level performance at State competition. 82 consortium BPA teams earned Top 10 finishes at the State BPA competition. 101 consortium FFA teams earned Gold Level performance at the State FFA competition.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

The Southwest Minnesota Career Expo, Southwest Minnesota Career Pathway Partnership (CPP), Breaking Traditions, 9th Grade Day, and student competitions are all activities we will continue and are certainly willing to share. These activities directly involve and impact student learning and exploration in to high demand careers and careers non-traditional for gender. Also the partnerships involved bring other resources to the table including other funding streams that directly impact students and their success. For example, CPP has raised more than \$1.5 million in grants which has allowed participants to attend tuition free.

Since 2002, a number of education and workforce agencies and regional businesses have cooperated to provide regional "Career Exploration Days" for high school students. Today the event has evolved into a highly interactive "Career Expo." Hundreds of business, agency and education volunteers work together to provide this opportunity for high school students, parents, adult basic education students and SW MN Workforce Center participants. In 2015, 1831 high school sophomores attended the Expo events held at Minnesota West Community and Technical College - Worthington Campus and Southwest Minnesota State University in Marshall. An additional 654 students attend the career day at Fairmont High School.

The objectives of the Expo are for participants to:

- gain information about careers and educational options by attending interactive sessions, a career game show, and a campus tour.
- investigate career options that align with their skills and interests.
- improve job seeking skills and understanding of what employers need.
- become more aware of career opportunities in southwest Minnesota.
- explore non-traditional careers.

Each year the number and type of interactive exhibits expands to better meet the needs of schools and students from the region. In 2015, 109 exhibitors shared information about careers available in southwest Minnesota.

In addition to the exhibits, students participate in a game show style activity where they learn about local labor market data and post-secondary education opportunities. While we have such a large number of students in one place, we also take the opportunity to survey them to get a sense of their future plans and learn where they get their career planning advice.

Interesting findings:

- 62.6% plan to get a 4-year degree
- 11.6% plan to get a 2-year degree
- 65.4% say family is their primary source for advice about jobs
- 41.4% see themselves living somewhere outside Minnesota when they get their first job

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R5 Professional Development
Strategies	
Poll teachers to gauge their professional development needs.	
Outcomes	
Offer professional development opportunities for teachers.	
Measures	
1 training will be offered specific to Business teachers' needs.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,000.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00
Reallocation Explanation	

Goal 1 Objectives 2	
Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P5 Student Organizations
Strategies	
Approved Agriculture, Business, Industrial Technology and Family and Consumer Science programs will be supported through Carl Perkins consortium funding. Approved programs will apply for funds by November 2015 to make improvements (equipment, technology, curriculum supplements (under some circumstances), and certain student organization expenses to their programs that align with Programs of Study and Technical Skill Attainment.	
Outcomes	
High school students will develop and demonstrate industry based technical skills through student organization participation.	
Measures	
60 % of consortium schools will have FCCLA teams that achieve goal level performance at State competition 65 % of consortium schools will have FFA teams that achieve goal level performance at State competition 85 % of consortium schools will have BPA teams that place in the top 10 at State competition	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$42,937.42
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$42,937.42
Total	\$42,937.42
Reallocation Explanation	

Goal 1 Objectives 3	
Use of Funds*	R2 Programs of Study
Strategies	
High School and post-secondary CTE students will demonstrate technical skill attainment using 3rd party, standardized assessments.	
Outcomes	
Business, Automotive, Early Childhood, and Manufacturing programs that teach significant content will be identified. Instructors will evaluate their classes to determine which CTE programs teach a sufficient level of content to warrant students taking an approved TSA. Tests will be purchased for participating schools.	
Measures	

65% of consortium students will pass third party technical skill assessments

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$8,000.00

Reallocation Explanation

Goal 1 Objectives 4

Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment
Strategies	Improvement of CTE programs through enhanced assessment, teaching and use of technology.
Outcomes	Offer professional development opportunities to CTE faculty and instructors through a request for proposal.
Measures	2 CTE faculty will attend professional development activities such as Quality Matters, CTE Works.

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

Reallocation Explanation

Goal 1 Objectives 5

Use of Funds*	R2 Programs of Study, R6 Assessment , P5 Student Organizations
Strategies	National Skill Standards and/or established business and industry standards will be exceeded in skill testing and certification qualifications. Faculty/Majors are responsible for assessment with assistance from coordinators. The assessments will be proctored by persons other than the faculty/instructor.
Outcomes	Minnesota West Community & Technical College will expand the technical programs participating in National Skills Testing. There will be compliance with the State assessment schedule for POS. The Data Driven Improvement Model- CTEDDI- will improve data and classroom instruction. Assessment results will allow faculty to be aware of areas of strength in program curriculum as well as areas where curriculum should be strengthened. The following assessments will be used: NOCTI – Accounting and Business; NOCTI – Administrative Assistant; ASE – Auto Mechanics; NOCTI - Child Development; NOCTI – Electrician; NOCTI - Diesel Mechanics; National Fluid Power Society Certification- Fluid Power Technology; HESI,State Boards – Nursing; PAS – Post Secondary Agriculture; Heartland Beauty Expo Competition
Measures	When the opportunity is appropriate, students competing in state and national events will exhibit higher skills. Students in Skills USA, BPA and Heartland Beauty Skills Competition will place at Stat and National Levels. 85% of students involved in CTE programs will score at or above the National average on approved technical skills assessments.

Post-Secondary Required Activities	\$6,200.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$6,200.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$6,200.00
Reallocation Explanation	

Goal 1 Objectives 6	
Use of Funds*	R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R10 Collaboration, P1 Advisory Committees
Strategies	
Skill Assessments and results will be shared by faculty with business and industry through program Advisory Boards' yearly meetings.	
Outcomes	
Faculty will share results of instruments with Advisory committees for each technical program. Committees are composed of industry and business representation. This will occur with all majors and in particular with any major that is considered a Program of Study.	
Measures	
100% of CTE majors will hold an advisory meeting a minimum of once a year. Business and industry advisory groups interact and collaborate with faculty regarding student assessment/achievement and quality of training. Assessment results are included and discussed on Advisory Board Agendas. Advisory members will offer input on curriculum in relationship to industry standards and trends, and based on assessment results.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Reallocation Explanation	

Goal 1 Objectives 7	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , P5 Student Organizations
Strategies	
Determine teacher professional development needs. Provide support for student organizations.	
Outcomes	
Provide professional development opportunity for Business and other computer teachers. Students will participate in regional and national competitions.	
Measures	
10 CTE teachers will receive training to implement advanced computer courses in their schools. BPA, FFA and FCCLA teams from throughout the region will attend region, state, and national competitions.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$8,572.25
Secondary Reallocation Reserve	\$1,254.94
Secondary Total	\$9,827.19
Total	\$9,827.19
Reallocation Explanation	

Funds will be used to support student organizations, provide transportation for industry field trips, and professional development. Sub reimbursement will be offered to attendees of Advanced IT computer training.

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

Goal 2 Narrative:

Southwest Minnesota prides itself on its ability to form often unlikely business and agency partnerships for a common cause. In order to serve a large area with limited resources, we have demonstrated, time and time again, the benefits of working together with many partners to meet the needs of traditional and non-traditional learners. Through conferences, staff development opportunities, student competitions, and other events, we rely on the expertise of industry, non-profits, WorkForce Centers, and educators at all levels to provide the best services possible. The Minnesota West Consortium has a strong and unique partnership with area ABE, Workforce and PIC agencies which has allowed for better transitions and continuum of service for high school and adult learners. A greater emphasis will be placed on partnering with members of industry who represent high-wage, high demand occupations. Advisory committees are required for any approved high school or post-secondary CTE program.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

Advisory boards are invaluable partners to postsecondary programs. Advisory boards are made up of industry partners, current and past students, and faculty. They serve as a current voice of industry needs and trends.

Each secondary program has an advisory committee, but their degree of involvement varies. The advisory committees are primarily made up of local industry representatives. An attempt was made to combine Minnesota West's and Red Rock Central's advisory committees for their automotive programs, but the logistics couldn't be overcome.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

Advisory board members are partners with CTE programs and secondary and postsecondary programs. They inform us regarding current industry trends and needs. They advise regarding curriculum, assessment, and continuous improvement. They connect us to resources and are resources themselves. For instance, advisory boards were integral in the development of the new Precision Machining and Mechatronics at Minnesota West Community and Technical College which both started Fall 2016. MN West CTC's partnerships are extensive as a result of advisory boards. We have ongoing partnerships with SW MN ABE, SWMNPIC, AGCO, JBS, Schwans, Sanford Health, Nobles County Collaborative, Dakota Fluid Power, City of Worthington to name a few. Advisory boards and partnerships led to over \$230,000 in matched funding to update equipment and purchase new and innovative equipment. These include AGCO, Scientific Equipment Liquidators, Emergency Response Solutions, Kahler Automation, Haldeman Homme, Benco Dental, and Metro Dental.

MN West CTC also expended \$19,890.37 in Perkins and reallocated funds for the improvement of program equipment. Programs selected to receive these funds were Cosmetology, Electrical, and Dental.

A CTE advisory committee is being formed for a new Medical and Health Careers program. The program will deliver hybrid (online, face to face, etc.) for up to 25 students from 6 school districts. The partners (College, Business, Agency, and K-12) that form the advisory team will play an important role in assuring the experiences the students have are aligned with industry expectations. The business and agency partners will also help shape the curriculum, which will include field experiences at businesses in each of the student's local community.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

The Minnesota West Consortium has a plethora of partners interested in work based learning opportunities for students. Minnesota West Community and Technical College offered 34 different courses in 15 CTE programs in which students participated in some type of work based learning. These ranged from Accounting, Agriculture, Automotive, Business, Child Development, Dental, Diesel, Human Services, Medical Lab Technician, Nursing, Physical Education, Radiology, and Surgical Tech. In all, 307 students were able to participate in internships, externships, clinicals, and field experiences and so on.

405 job shadowing experiences were offered to students in grades 9-12 in 2014-15. 297 students participated in internship opportunities. Students who experience these opportunities can make a more relevant connection to their education and apply their classroom knowledge. The pathways most likely to offer these opportunities at the secondary level are: Administrative Support, Plant and Animal Systems, Information Support and Services, Mobile Equipment Maintenance, Therapeutic Services, Diagnostic Services, Teaching, and Legal Services.

Data collected from Career Expo exhibitors indicated that almost a third of the exhibitors offer scholarships, 25% provide tuition assistance, over half provide job shadowing opportunities, and 75% would provide on-site tours to students.

The new Health Care Careers course will have three components- off-site lab experience, in school classroom experience, and community work experience. Business partnerships will be critical for students to get hands-on learning opportunities as they make their career choices. The Granite Falls Hospital will be a primary source for tours, speakers, and job shadow experiences. Students will complete additional job shadow experiences in their home communities as a requirement for the course.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , P10 Student Transition
Strategies	
All programs offered through Minnesota West CTC appropriate for internships and externships will provide them through arrangements with business and industry. Such activities enhance student learning as well as placement in positions.	
Outcomes	
Uniform standards will exist for experiences. Credit bearing courses will be listed as externships, internships, special topics or capstones. Standards for internships and externships will continue to be evaluated and incorporated into student and faculty handbooks.	
Measures	
Provide internships, externships, and capstones to 300 Minnesota West CTE students during 2015-2016 school year. 20 Minnesota West CTE Programs will provide internship and externship opportunities for students in 2015-2016.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 2 Objectives 2	
Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P1 Advisory Committees, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
Collaborate with and build relationships between Minnesota West CTC, community, educators, agency, industry and business partnerships to provide students with ease in transitions, a continuum of education and support to complete, state of the art equipment, technology and industry savvy faculty.	
Outcomes	
Industry relationships assist with improved equipment and technology and are invaluable as resources for the programs and resources for instruction regarding current industry trends. Minnesota West CTC in collaboration with Adult Basic Education and the Southwest MN Workforce Center/PIC will continue the FastTRAC grant to address the learning requirements of under-prepared and under-employed adults. It provides opportunities to increase basic work-readiness, occupational skills and to acquire credentials that will lead to jobs that pay family-supporting wages. Partnerships with area high schools, alternative learning centers and the Marshall Area Technical & Educational Center will continue to provide college credit and career pathways through PSEO and contract.	
Measures	
Minnesota West Community and Technical College will collaborate with at least 20 business and industry partners to make curriculum, technology, and equipment improvements for CTE Programs as well as improve transitions and placements for students. Minnesota West will provide Nurse Aid Training and Welding to Marshall Area Technical & Educational Center students. MN West CTC will continue partnerships with the City of Worthington and Worthington Schools to offer concurrent enrollment Auto Mechanics to high school students. MN West CTC will continue partnerships with other post-secondary institutions to share course delivery and equipment.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 3	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P10 Student Transition
Strategies	
Consortium staff will work with business and community partners to provide high school students the opportunity to demonstrate technical skills through skills competitions.	
Outcomes	
Students will demonstrate industry specific skills at Culinary Skills Challenge and Digital Photography competitions. 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	
250 students will participate in culinary and digital photography competitions and seminars judged and developed by industry professionals.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$5,000.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$8,000.00

Goal 2 Objectives 4	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
District's CTE programs will be supported by determining strengths and gaps in opportunities and services.	
Outcomes	
An assessment of high school CTE programs will be conducted to collect baseline information about district resources and their willingness to collaborate between schools. The information collected will help make decisions about future programming.	
Measures	
Two pilot areas will be identified- one in the northern and one in the southern part of the consortium. Three schools in each pilot area will meet to discuss options for sharing resources.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$3,000.00

Goal 2 Objectives 5	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
High school CTE instructors will teach technical skills based on industry standards. Consortium high schools will have access to consortium funds to make program improvements to their CTE programs/classes (i.e. equipment, curriculum, technology, staff development). Program improvements must meet criteria toward academic or technical skills attainment, program of study alignment, or preparation for high tech, high wage or high demand jobs. Program improvement requests will be approved by the Minnesota West CTE advisory committee and purchases will be made by the fiscal host on behalf of the consortium.	
Outcomes	

Students will demonstrate technical skills through participation in FFA, FCCLA, BPA, HERO, MAPP STARS or other CTE student organization. Instructors of approved programs will update their courses (curriculum, technology) to meet changes in industry expectations or industry standards. Instructors of approved programs will update their equipment and technology to reflect the equipment and technology used in the corresponding business/industry. High school instructors of approved programs will receive training on topics related to their disciplines.

Measures

75% of Consortium schools with approved CTE programs will update their equipment, technology or curriculum to reflect business/industry expectations.

Post-Secondary Required Activities	\$0.00
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Post-Secondary Permissible Activities	\$0.00
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Reallocation Explanation

Post-Secondary Reserve	\$0.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reallocation Basic	\$0.00
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Post-Secondary Reallocation Reserve	\$0.00
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Post-Secondary Total	\$0.00
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Secondary Required Activities	\$49,000.00
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Secondary Permissible Activities	\$0.00
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Secondary Reserve	\$0.00
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Secondary Admin Cost	\$0.00
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Secondary Reallocation Basic	\$0.00
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Secondary Reallocation Reserve	\$0.00
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Secondary Total	\$49,000.00
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Total	\$49,000.00
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Goal 2 Objectives 6

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation
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Strategies

Improve and upgrade technology and equipment for technical programs evaluated as in need of contemporary equipment in order to provide students with valuable curriculum experience. Partnerships with business, industry and advisory boards are critical in determining needs and providing equipment and technology.

Outcomes

Career and Technical Programs in need of an upgrade of equipment and technology will be evaluated. Students and faculty will benefit from exposure to updated curriculum and current advances in technology based on information provided by current trends.

Measures

Each student's education will be enhanced by the updating of equipment and technology that is inline with current industry standards. Students will receive training and education utilizing current technology they will encounter in the workplace.

Post-Secondary Required Activities	\$4,820.40
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Post-Secondary Permissible Activities	\$0.00
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Reallocation Explanation

The initial FY16 application designated dollars for upgrading and improving technology and equipment for technical programs. We would propose to utilize our reallocated amount for the purpose of improving and upgrading technology as this will give opportunity to more programs and or allow for larger requests, for funds, which will have a bigger impact on CTE students.

Post-Secondary Reserve	\$0.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reallocation Basic	\$10,212.30
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Post-Secondary Reallocation Reserve	\$3,304.22
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Post-Secondary Total	\$18,336.92
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Secondary Required Activities	\$0.00
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Secondary Permissible Activities	\$0.00
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Secondary Reserve	\$0.00
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Secondary Admin Cost	\$0.00
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Secondary Reallocation Basic	\$0.00
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Secondary Reallocation Reserve	\$0.00
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Secondary Total	\$0.00
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Total	\$18,336.92
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Goal 2 Objectives 7

Use of Funds*	R3 All Aspects of an Industry, R10 Collaboration
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Strategies

Improve, build, and discuss collaborative opportunities between districts, secondary and post-secondary schools, business, and industry within the MN West Consortium and from multiple consortia through a Regional Workforce Development Conference.

Outcomes

The Regional Workforce Development Conference in October 2015 will allow a platform for community and industry leaders, school administration, and faculty to come together to discuss collaborative opportunities.

Measures

Minnesota West Consortium leaders, community and industry leaders, instructors and faculty as well as leadership from multiple consortia will participate in the October 2015 Regional Workforce Development Conference.

Post-Secondary Required Activities	\$1,250.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,250.00
Secondary Required Activities	\$1,250.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,250.00
Total	\$2,500.00

Goal 2 Objectives 8

Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies	
Industry and community partners will collaborate to offer interactive, career exploration events for high school sophomores and juniors. Events will be held in Marshall, Worthington, and Fairmont.	
Outcomes	
Business and industry partners will volunteer to establish interactive career experiences for participants. The interactive Game Show will be updated to provide up-to-date information about career trends and labor market information specific to southwest Minnesota. High school sophomores will receive career education information through MCIS career supplements and Career Expo activities.	
Measures	
There will be a 40% increase of students rating their knowledge of non-traditional careers as "Knowledgeable-Very Knowledgeable" as a result of the interactive exhibits and game show activities. 70% of industry exhibitors will rate students as generally "Engaged" in the process of career exploration while visiting interactive career exhibits.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$11,190.23
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$24,043.38
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$35,233.61
Total	\$35,233.61

Goal 2 Objectives 9

Use of Funds*	R3 All Aspects of an Industry, R10 Collaboration, P8 Teacher Preparation
Strategies	
Opportunities for high school teachers to expand their knowledge of energy careers will offered.	
Outcomes	
Work with MN Energy Center to implement Energy is Fundamental course in consortium high schools. Expose high school students to the energy industry and potential careers through E3 Conference- Energy Education for Educators.	
Measures	
5 teachers from consortium will attend E3 Conferences throughout the state.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 10

Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P11 Entrepreneurship
Strategies	
Students will be exposed to basic economic education opportunities.	
Outcomes	
The JA Company program will be explored as a possible option for schools to introduce their students to how businesses function through hands-on activities.	
Measures	
Information about the JA Company program will be shared with consortium schools. One school will pilot the program.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 2 Objectives 11

Use of Funds*	R2 Programs of Study, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R10 Collaboration, R11 Articulation, P8 Teacher Preparation
Strategies	
Instructors of approved programs may apply for a job shadowing opportunity	
Outcomes	
Externships will offer teachers a hands-on opportunity to spend time in a business environment where they can connect their subject area with relevant business practices as well as understand the challenges, new technologies, and necessary academic skills needed in businesses today. 5 applications will be accepted for job shadowing experiences.	
Measures	
5 teachers who apply for job shadow experiences will submit evaluations of their experience that indicate how they will apply the new information they gained to their classroom curriculum.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,100.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,100.00
Total	\$2,100.00

Goal 2 Objectives 12

Use of Funds*	R2 Programs of Study, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P10 Student Transition
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Strategies	
Secondary, post-secondary, community and industry leaders will meet to discuss potential models in which high school students can receive high school and college credit in health or manufacturing courses.	
Outcomes	
Meetings will be held on a regular basis, existing models will be considered, additional partners will be secured.	
Measures	
1 model in either the manufacturing or health care field will be developed.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Resources and support to special needs students is provided in a variety of ways with the help of other secondary and post-secondary partners. The Southwest Minnesota Private Industry Council (PIC) holds their annual Breaking Traditions events on the Minnesota West campuses. The event exposes students from area learning centers to a variety of non-traditional careers through hands-on activities. The annual Career Expo will introduce high school sophomores and juniors to non-traditional careers through a Career Game Show. An intensified effort will be made to find more non-traditional exhibitors for the interactive displays. Our regional career assessment and exploration program, Project Discovery, will expand its independent living skills component to meet the needs of more students and their families. Other events and partnerships that introduce career possibilities to special populations, students with disabilities, and programs of study nontraditional by gender include 9th Grade Day, Kid's College, Camps to Careers. The Minnesota West Community & Technical College Financial Aid staff will host Financial Aid workshops on each campus to assist students/families with completing their FAFSA and/or get financial aid questions answered. At MN West CTC several resources are used for retention, success, and completion efforts that are available to all learners. Some of these include College Central, Grades First, Career Scope, Smarthinking, and peer tutoring.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

Activities that occurred in 2016 that exposed students to the possibility of careers non-traditional for gender and exposed students to high-wage high-demand careers that were of particular success were the annual Career Expo, Breaking Traditions, 9th Grade Day, Kid's College, and the ongoing Career Pathways Program. All of the activities expose students to a wide variety of careers, hands on activities, instructors and current students. In all, over 2000 individuals, ages 10 and up, were able to be a part of the various experiences.

At Minnesota West Community and Technical College, a number of resources and activities occur throughout the year that support all students including special populations. Something new to MN West CTC in FY16 was our Get Connected Day. Each campus and the Luverne center set aside a half day at the beginning of the semester in which students, faculty, staff, and community members came together to meet, learn, and have fun. The specific purpose of the event was to welcome students to campus and their respective communities as well as inform students of campus and community resources. More than 50 businesses participated in the event.

MN West CTC utilized a large portion of their Perkins budget in this area: \$160,775.63. Included in this were salaries for 2 advisors and 2 tutors, funds for Career Scopes, Gradesfirst, Smarthinking, and Introduction to CTE Career events, special populations and diversity activities.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

Participation in, retention, and success in CTE programs is a priority at Minnesota West Community and Technical College. We are continually interested in ways in which barriers can be overcome especially for students in special populations. In FY16, MN West CTC compiled a diversity team to formulate a new strategic inclusion plan for the college. Members included administration, advisors, faculty, community members, and students. Of course the focus being on promoting an inclusive, respectful and dynamic learning environment that provides opportunities to expand and advance diversity awareness and cultural competence for students and communities. MN West CTC has also adopted a plan to hold Get Connected Days each fall semester to better onboard students to their education journey. We also continue to use resources such as our intrusive advising system, Grades First, Career Scopes for career exploration, and a variety of tutoring options. From a curriculum stand point MN West CTC added more courses to our hybrid delivery model in which students can participate on campus in a live lecture, participate via Adobe Connect from wherever they are, or view recorded lectures at a later time. These courses open the door to varied populations and their needs by offering live instruction without having to travel. The Southwest Minnesota Career Pathways Program (CPP) also assists in removing barriers for special populations in the form of varied course availability, reduced or free tuition, accelerated course work, and credentials that fit in to multiple programs.

The Project Search Transition High School at Avera Hospital in Marshall continues to grow. The program serves as an opportunity for students to transition from high school to community employment by working Monday to Friday, from 8 a.m. to 3 p.m. during the school year. Students are provided an opportunity to participate in a variety of 8-10 week internship rotations at Avera that best meet their interests, experiences and abilities. A job coach, program instructor, and department staff work with the students and their IEP team to help them develop the necessary interpersonal and job skills to gain meaningful employment. The maximum capacity of the program is ten students per school year.

Breaking Traditions is an annual event designed to encourage high school students to consider a variety of career paths. Breaking Traditions is in its 22nd year and continually expands to give participants more opportunities to explore careers through hands-on exploration as well as tours of program areas offered at Minnesota West campuses. In addition to the campus visits, students were also able to tour local businesses. 231 students from the local Alternative Learning Centers visited

the campuses of Minnesota West Community & Technical College. While on campus, the students learned about the college admission process, financial aid and participated in hands-on activities in a majority of the programs offered at Minnesota West Campuses.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

The Minnesota West Consortium uses data such as negotiated performance targets and data on resource usage to inform consortia activities. Actual performance on the negotiated targets changes year to year and activities change and evolve as a result. Completion rates and participation rates for special populations is a challenge because of the varied needs of the students. Suggestions and assistance in this area is always welcome and encouraged.

Survey data is collected by students attending the annual Career Expo to gauge their knowledge about non-traditional careers prior to and again after attending the Game Show portion of the event. In 2015, 18.25% of high school sophomores rated their knowledge of non-traditional careers as a 4 or 5 on a five-point scale when they arrived at the Expo. After the event, 66.5% of the students rated their knowledge as a 4 or 5.

Over the past few years, we have surveyed special education teachers to determine the need for transition services for students with special needs. The data we most recently collected is leading us to the development of a second Transition High School.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R1 Academic Integration , R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services, Post-secondary Admin Cost
Strategies	
Special population learners at MN West CTC will have full access to resources, services, and course work necessary to make informed decisions about appropriate career options, to persist and matriculate to graduation, and transition to the workforce. Retention efforts and services are offered throughout the year for students. While retention and completion efforts are the responsibility of everyone at the college MN West has designated individuals to provide expertise in the areas of retention. These individuals include Student Services Advisors, Diversity and Retention staff, Faculty Advisors, and Tutors and Resource Specialists.	
Outcomes	
Collaborative efforts with consortium partners and community members to offer nontraditional career exploration and exploration in high wage, high demand careers events like Breaking Traditions, 9 th Grade Day, Kid's College, Camps to Careers will occur college wide. Career Scope, offered to all current students and prospective students is the interest and aptitude tool used to inform students and advisors of appropriate career opportunities. Accuplacer is used to determine appropriate course placement in reading, writing, and Math as well as Freshman Seminar (student orientation and success course). Meetings with advisors occur to ensure developmental coursework is completed and other coursework is appropriate. These occur individually throughout the year and at Registration/Orientation Days. MN West strives for success, retention and completion for students and uses a number of tools to ensure these happen. MN West uses Grades First, an early alert and intrusive advising tool which tutor requests and tracking are now included. Tutoring services are offered in an array of formats to ensure access to the wide-ranging needs of our students. These include on-site tutoring by staff, faculty, and peers, phone or Adobe Connect sessions with staff, faculty and peers, and Smarthinking (online tutoring and essay center available 24/7). College Central is another key resource for the students and alumni of MN West which assists with career services. MN West has also partnered with Otto Bremer Foundation to offer the Finish Line Scholarships to qualifying students. This scholarship rewards students for participating in intrusive advising and other events that support success in CTE programs including special populations, students with disabilities, and students pursuing careers nontraditional for gender. Other actions occur, college wide, to ensure college and academic integration, learning and success of which include various diversity events and enrichment opportunities.	
Measures	
Non traditional career exploration events will happen on each of the 5 MN West CTC Campuses. 50 Career Scopes will be administered and interpreted to both current students and those exploring CTE careers and careers nontraditional for gender. Accuplacer will be administered to all students who have not previously taken it, not taken an ACT, or who do not have transferrable course work. All students will have the opportunity to meet with an advisor to discuss appropriate scheduling and coursework. A student success/orientation event will happen on the 5 campuses of MN West at the beginning of the Fall Term 2015. All advisors and 80% of faculty will use Grades First for alerts and intrusive advising. MN West will provide diversity and enrichment events on each campus, throughout the year, to ensure college and academic integration for all students. MN West will also strive to meet the negotiated targets:	
Credential, Certificate, or Degree - 79.40%	
Student Retention or Transfer - 10.89%	
Student Placement - 88.10%	
Nontraditional Participation - 12.40%	
Nontraditional Completion - 9.29%	
Post-Secondary Required Activities	\$96,249.50
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$63,650.81
Post-Secondary Total	\$163,900.31
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$163,900.31
Goal 3 Objectives 2	
Use of Funds*	R6 Assessment , R9 Special Populations, P10 Student Transition
Strategies	
Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.	
Outcomes	
High school special population students will develop transition plans based on the Project Discovery Career Assessment and Exploration program experience. Students will participate in the independent living skills assessment process to establish baseline levels.	
Measures	
Independent living assessments results will be utilized in the development of students' IEP Transition Goals and Objectives 85% of the time.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$15,500.07
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$8,500.00

Secondary Total	\$24,000.07
Total	\$24,000.07

Goal 3 Objectives 3	
Use of Funds*	R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies	
Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.	
Outcomes	
Project Search is a transition high school that will serve students transitioning from high school to employment. Avera Marshall will host students as they intern in a variety of career areas within the hospital.	
Measures	
6 students will enroll in the 2015-16 school year. Add 3 additional hospital departments for internship rotations.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,500.00
Total	\$2,500.00

Goal 3 Objectives 4	
Use of Funds*	R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
Special population students will have full access to high school CTE programs and courses.	
Outcomes	
Approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses.	
Measures	
35% of approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses. 90% of individuals with disabilities will be identified as "Completers" according to the Perkins IV Core Indicators as supplied by the consortium school districts.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,510.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$8,510.00
Total	\$8,510.00

Goal 3 Objectives 5	
Use of Funds*	R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
Students and prospective students will be exposed to and provided information and opportunities to experience occupational work in a variety of non-traditional careers.	
Outcomes	
Representatives from MRVED, Minnesota West and the SW/WC Service Cooperative will serve on the Youth Council that oversees regional youth employment programs delivered through the Private Industry Council. The Youth Council will work with PIC staff to develop program goals including exposing students to non-traditional careers. The Breaking Traditions Conferences will be advertised to area alternative learning centers.	
Measures	
100% of Minnesota West Technical College Campuses will partner with the SW MN PIC to host a Breaking Traditions event. MN West CTC will also work with area partners to continue events that expose learners to nontraditional careers, high wage, high demand careers, such as Kids College, Camps to Careers, and 9th Grade Day.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00

Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 6	
Use of Funds*	R9 Special Populations
Strategies	
High school CTE teachers will increase their knowledge about non-traditional careers.	
Outcomes	
Consortium staff will take the opportunity to expose high school CTE teachers to non-traditional career information through professional development meetings and monthly blog articles.	
Measures	
Targeted professional development activities about non-traditional careers will be delivered at staff development meetings. Data will be collected about teachers' knowledge of non-traditional careers. Four blog articles will be dedicated to educating teachers about non-traditional careers. CTE teachers will be invited to participate webinars and other trainings offered through the National Alliance for Partnerships in Equity.	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 7	
Use of Funds*	R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
Special population students will learn critical workplace skills through youth employment programs that are directed by the SW MN Private Industry Council.	
Outcomes	
High school students will be placed in jobs through regional youth employment programs in.	
Measures	
85% of students will rate their work place experience as above average. 80% of employers will rate their experience with the Youth Program as meeting or exceeding their expectations	
Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 4 Narrative:

The Minnesota West Consortium will join 17 other consortia as part of the www.ctecreditmn.com website. College credit certificates will be available for students meeting pre-established competencies.

A consortium website is used to share information about upcoming events, provide easy access to forms, and register for staff development workshops.

MN West CTC has also identified developed a number of college courses that high school students and learners working with PIC and ABE are able to take that will transfer in to meet requirements for certificates, diplomas, AAS and AS degrees. These included courses in Pre-Nursing, Computer Support, Fluid Power, Business, Automotive Technology, and Welding.

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

In 2016, Minnesota West Community and Technical College worked with 12 secondary school districts to offer 20 college courses in the high schools. These courses included Math, English, Speech, EMS, History, Psychology and Sociology. 78 school districts, including home school partners, partnered with MN West in Concurrent enrollment and PSEO which translated to students joining 211 different courses, spanning both liberal arts and technical. Overall, 900 students participated in concurrent enrollment and PSEO for a combined attempted credit hours of 8126.

The Southwest Minnesota Career Pathway Partnership (CPP) offered college credit and certification in 6 areas:

- Certified Nurse Assistant/Home Health Aide -3 credits - 47 adult and youth participated
- Medical Terminology - 2 credits - 23 students participated
- Community Health Worker - 15 credits/Industry certification - 7 students in partnership with Northwestern Technical College
- Community Interpreter Certification - 22 students participated many bi-lingual
- Welding - 6 credits and 16 credit certificate program completion - 37 adult and youth participated
- Commercial Driver's License - 13 students participated

The Minnesota West Consortium participates in the www.ctecreditmn.com project, along with 17 other Carl Perkins Consortiums to offer articulation opportunities to high school students. 187 certificates were awarded.

Most popular agreements: Accounting, Advanced Woods, Ag Structures, Automotive Technology, Carpentry, Computer Apps, Entrepreneurship, Intro. to Business, Marketing, Small Engines, Web Mastering, and Welding.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students' high school record and on college transcripts?

Students completing concurrent enrollment and or PSEO courses are transcribed on their college transcript as any other college student and for the credits they are declared to be. Courses taken through the CPP program are articulated like any other college course if they are taken for college credit. If it is a certification or participation without the college credit, it is articulated as completed and certification or credential awarded.

High school transcripts vary from high school to high school. College classes on high school transcripts indicate that the classes were taken at a college. For articulated college credit, most two year colleges required that the student has taken at least 15 credits at the institution before the credits are transcribed. At that time, they are generally listed as elective credits, but the student is still waived from having to take the course (if full credit was achieved.)

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R6 Assessment , R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
Adult learners, underrepresented learners, GED students, underemployed and ESL learners will have access to college credit coursework, career exploration, college preparation, and post secondary admissions information through collaborative partnerships with MN West Consortium partners, MN West CTC, ABE, Workforce Centers, and Private Industry Council.	
Outcomes	
Students not otherwise participating in high school programs will have access to support services to prepare for and succeed in post secondary CTE, re-education, and/or college coursework when working with ABE, Private Industry Council, or Workforce.	
Measures	
MN West CTC will administer and interpret up to 30 Career Scopes to learners involved in ABE and PIC Fast Trac, Universal Health Care Worker, Industrial Maintenance, and CNA groups as well as present information about college admissions and success to 3 of these groups throughout the year. MN West CTC and ABE staff and instructors will also offer Diagnostic Accuplacer and remediation to students preparing to enter post secondary education placing in pre-developmental coursework.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 4 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , P8 Teacher Preparation
Strategies	
Communicate college and work readiness standards to teachers, improve academic and technical skills of students in CTE programs, and prepare students for high wage, high skill, or high demand occupations.	
Outcomes	
Each year, two facilitated meetings will be held with Minnesota River Valley Education district CTE staff. FACS, Industrial Technology, Business and Agriculture will meet. Instructors will share curriculum information with one another, make necessary updates to their curriculum maps, and create common formative assessments.	
Measures	
80% of Minnesota River Valley Education District Staff will update their curriculum maps to reflect an understanding of college and work readiness standards, alignment of academic and CTE programs, and the skills needed to prepare students for future careers. Industrial Tech and Ag teachers will concentrate on developing formative assessments. Business and FACS teachers will concentrate on pacing guides and ELA alignment. The MRVED continues to expand their online course options. Program approval will be completed by consortium instructors.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$3,816.00
Secondary Total	\$8,816.00
Total	\$8,816.00
Goal 4 Objectives 3	
Use of Funds*	R6 Assessment , R10 Collaboration, R11 Articulation
Strategies	
Consortium partners, secondary and college teachers and administrators will have access to up-to-date information about the consortium's Carl Perkins projects.	
Outcomes	
The consortium website (www.lifetimeoflearning.com) will be maintained to provide teachers and administrators with information about consortium events and activities, program approval updates, access to Minnesota Articulated College Credit information, links to Programs of Study website and necessary data collection requirements. A monthly blog will be used to update members of important information. Annual meetings will be held with each district's CTE instructors and administrators.	
Measures	
At least 5 CTE blog entries will be posted each month with an average of 400 page views per month.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,621.02
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,621.02
Total	\$5,621.02

Goal 4 Objectives 4

Use of Funds* R5 Professional Development , R10 Collaboration, P8 Teacher Preparation

Strategies

High school CTE instructors will keep pace with industry changes and new technology through approved professional development activities.

Outcomes

High school CTE teachers of approved programs will participate in staff development events that lead to program improvement and increased student achievement.

Measures

60% of high school CTE teachers of approved programs will participate in consortium sponsored staff development events that lead to program improvement.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,235.44
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,428.00
Secondary Total	\$5,663.44
Total	\$5,663.44

Goal 4 Objectives 5

Use of Funds* R2 Programs of Study, R10 Collaboration, R11 Articulation

Strategies

High school students will have access to a seamless system of coursework through articulation agreements between secondary and post-secondary schools.

Outcomes

Articulated College Credit certificates will be issued to career and tech students and concentrators. Articulated college credit certificates will be available for issue to consortium schools. College credit certificates will be issued to high school CTE students that are part of the Southern Minnesota Articulated College Credit Partnership.

Measures

Baseline data will be collected on consortium high school students who will achieve college credit through articulation of their high school courses. Consortium schools will issue Minnesota Articulated College Credits to high school students that meet post-secondary competencies. 17 consortia have joined together to form the www.ctecreditmn.com website.

Reallocation Explanation

Post-Secondary Required Activities	\$250.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$250.00
Secondary Required Activities	\$6,240.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,240.00
Total	\$6,490.00

Goal 4 Objectives 6

Use of Funds* R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P10 Student Transition

Strategies

Minnesota West will assist and support student transition from high school (or before --PSEO) to college. Minnesota West will continue to work towards increasing graduation rates for students of diverse backgrounds. Minnesota West Community and Technical College is continuing to work on adding 2 + 2, articulation and Baccalaureate degree completion, available online and onsite, for students enrolled in technical programs. A number of career pathways have been developed and are being explored to allow secondary students to earn college credits in CTE programs that will easily transition in to full certificates, diplomas, AAS and AS degrees. Student transitions are enabled by the joint efforts of consortium members. The coordinator for the consortium activities at the secondary level works with Minnesota West Community and Technical College, MRVD, and high schools to integrate high school and college objectives for transition.

Outcomes

Minnesota West will work collaboratively to assist secondary schools & students with classes in math, business, HS Fluid Power Technology, Computer Support Technology, Nursing, Automotive Technology, and Welding which can be utilized for actual credits towards degrees and certificates. The college will continue to evaluate developmental classes in order to better serve lower functioning students and will utilize Accuplacer as a means to determine appropriate placement in developmental courses. Minnesota West CTC will have articulated agreements with universities that allow for easy transition from CTE programs to Baccalaureate degree completion.

Measures

For school year 2015-2016 students will be assessed and enrolled in developmental classes as a means to ensure students are not involved in course work beyond their academic readiness. Students will participate in Freshman Seminar which addresses academic and student study skills and success. Secondary students will be invited to and participate in presentations at the high schools and on MN West campuses that introduce CTE programs, career exploration, and diversity topics. Examples of such events are 9th Grade Day, Kids College, Breaking Tradition. Secondary students will take course work in areas of Business, Fluid Power, Automotive Technology, Computer Support Technology, Nursing, Diesel, and Welding that have been articulated for college credit or are simply offered for college credit that easily translates to and accomplishes requirements for the mentioned degrees. MN West CTC will maintain articulated agreements with at least 8 universities in areas such as Nursing, Agriculture, Business, Education and Early Childhood, Computer Science and Operations.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 7

Use of Funds* R9 Special Populations, P10 Student Transition

Strategies

Schools will develop a transition to post-secondary education and employment plan to meet state legislative requirements.

Outcomes

Use a school-wide guidance program to increase the number students who graduate from high school with the knowledge, skills, and habits necessary for success in college and a career.

Measures

4 consortium schools will implement the Ramp Up to Readiness curriculum.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The partners in the Minnesota West Carl Perkins consortium have established relationships and a history of successful joint projects. Examples of some of these projects include Career Expo, Technical Skills Challenge, a joint coordinator, and in-service trainings by college instructors to secondary teachers. Our partnership list is constantly expanding to include additional businesses, colleges, and regional organizations. All consortium information and vision will be shared frequently with partners, school staff, elected officials and state Perkins directors. An annual evaluation of our services by consortium CTE instructors and administrators will be used to make improvements to our service delivery.

QUESTION: What activities were conducted that help sustain the consortium?

The Minnesota West Consortium continues to employ a joint coordinator as well as a designated staff member from the post-secondary side to plan and oversee Perkins activities. A planning meeting occurs each spring in which the joint coordinator, post-secondary coordinator, administration and deans discuss the needs, goals, and hopes for CTE in the post-secondary environment and how that fits into the overall plan for the consortium.

The consortium expends a large amount of money in this area, over \$70,000 in administrative and salary costs, in order to maintain our success as a consortium, serving the people and students of SW MN.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

The consortium leadership team is comprised of the secondary and post-secondary Perkins coordinators, leaders from the SWWC Service Cooperative, Minnesota River Valley Education District and Minnesota West Community and Technical College. In addition, the team relies on input from secondary and post-secondary faculty and industry partners. Each competition, event, and student activity (Youth Council, Photography Competition, Culinary Skills Challenge, etc.) is guided by an advisory committee made up of industry leaders, knowledgeable agency staff, or faculty.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

Spring planning meetings at Minnesota West Community and Technical College occur to discuss needs, goals, activities, and hopes for CTE and how that fits in to the overall consortium plan. We also consider data related to student participation, retention, success, and completion to assess needs and areas of improvement.

We view and look to advisory boards and their members as key partners in developing CTE programs and curriculum this past year was no exception. Industry partners and advisory boards were key in developing the plan to address the need for the development of Precision Machining and Mechatronics.

Eight school districts participated in the first meeting to discuss options for a collaborative CTE course. In order to determine district needs and student interest, a survey was conducted of all 9-12 graders in those districts. Administrators had been planning to offer a diesel mechanic course, but the survey data determined an overwhelming interest in health careers. This model has worked well and has been replicated in two other areas of our region that are considering collaborative courses. In total, 22 schools have submitted data that we will use to guide our planning.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

The Minnesota West Perkins Consortium is proud of the work we do in partnering with industry and local organizations. We have a strong history and reputation of working together to improve the lives and education of our residents so to say the degree we seek additional funding and braid various funding streams is extensive is an understatement. Some examples over that past year include the MnAMP Learn Work Earn Grant which has provided Minnesota West Community and Technical College with over \$600,000 in funding, over a 4 year period of time, to implement and improve academics in advanced manufacturing; Blandin Foundation, AT&T Foundation, Otto Bremer Foundation grants for student scholarships and assistance with tuition. One partnership we are most proud of in which over \$1.5 million in grants has been made available to better educational and employment opportunities in SW MN is the Southwest Minnesota Career Pathways Program (CPP). CPP partners include Minnesota West Community and Technical College, Southwest Minnesota Private Industry Council, and Southwest Adult Basic Education. The partnership launched in 2003. In the 13 years of the partnership, about 85 percent of participants have completed training in high-demand fields such as health care and manufacturing and been hired immediately. Approximately 16 percent of those completing a CPP program have gone on to continue their education.

The consortium is dependent on finding additional grants and sponsorships from other sources to support our Student Enrichment activities (which include CTE). Last year about \$15,000 was provided from various sponsors and another \$15,000 in in-kind contributions was collected for facility use, advertising, etc.

For example, the new Medical and Health Careers program started off as a Minnesota West Carl Perkins Consortium project and now has been funded for full development using Carl Perkins Leadership Funds and a small grant from the Southwest Initiative Foundation. Regional businesses are providing access to their staff and facilities to deepen the learning experience for students. We are always looking for appropriate funding sources that will create more meaningful CTE experiences for students.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
College and secondary CTE consortium members will receive services that meet their needs.	
Outcomes	
A survey of Minnesota West Carl Perkins consortium services will be sent to consortium members by May 2016 and results will be used to make changes to the types of services delivered and improve delivery methods.	
Measures	
97% of respondents will indicate they are satisfied or extremely satisfaction with the Minnesota West Carl Perkins Consortium on annual CTE survey.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 5 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P8 Teacher Preparation, P9 Alternative Formats
Strategies	
Consortium plans, activities, staff development opportunities and other news will be shared with school district staff, college faculty, administrators, and critical partners.	
Outcomes	
The MN West Consortium will employ a coordinator to be a liaison between programs and faculty of college and regional high schools. Consortium staff will plan and attend meetings between secondary and college faculty based on discipline area, at least one time per year.	
Measures	
The consortium's website will be updated and maintained on a regular basis to provide 24-7 access to Carl Perkins data, event information, FAQ's, and Articulated College Credits.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$39,467.72
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$39,467.72
Secondary Required Activities	\$18,857.82
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$12,248.90
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$31,106.72
Total	\$70,574.44

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.*

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Accounting
RPOS submitted with 10 components	MinnesotaWest_MarshallHS_Accounting _ MN Programs of Study _ ISEEK.pdf

Progress Update for Programs of Study and TSA

QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

Please be sure to include progress on technical skill assessments in your explanation.

Interest in TSAs has grown in the last few months. After several years of unsuccessfully explaining the benefits to teachers, schools are suddenly expressing an interest in assessing their students. The new option of using Precision Exams has helped with both the cost and the alignment to curriculum. The additional expense of the assessments will be problematic. Several schools would like to assess in areas that are no longer Programs of Study since the programs have closed at Minnesota West (carpentry.) In order to have a full POS in that area, we will need to broker with another college and are requesting assistance with how to do that.

Programs of Study

Programs of Study 1	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Automotive Technology
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) - Automobile Service Consultant Certification Test
In which course (use course code) or at what time in the program?	Prior to Graduation

Programs of Study 2	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business
At which High School? College?	Fairmont, Marshall, Canby, Montevideo
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	140710-16

Programs of Study 3	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Agriculture
At which High School? College?	Springfield
State-Approved Secondary Assessments	CareerTech - Plant & Soil Science: Soil Specialist
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	019901

Programs of Study 4	
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Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Accounting Advanced Assessment
In which course (use course code) or at what time in the program?	ACCT2101

Programs of Study 5

Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Minnesota West Community and Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Accounting Basic Assessment
In which course (use course code) or at what time in the program?	BUS2201

Programs of Study 6

Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Agriculture
At which High School? College?	Minnesota West Community and Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	MN Dept. of Agriculture (MDA) Licensed Commercial Pesticide Applicator
In which course (use course code) or at what time in the program?	AGRI 1125

Programs of Study 7

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Construction
In which CTE Program?	Construction Occupations
At which High School? College?	Pipestone
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	171000

Programs of Study 8

Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Family and Consumer Science
At which High School? College?	Luverne
State-Approved Secondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	090101

Programs of Study 9

Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Child Development Technology
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary	

Assessments	
State-Approved Postsecondary Assessments	NOCTI Early Childhood Care and Education – Basic, Job Ready Assessment
In which course (use course code) or at what time in the program?	Prior to Graduation

Programs of Study 10

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Automotive
At which High School? College?	Worthington
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	170303-30

Programs of Study 11

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	MN West Community and Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Administrative Services
In which course (use course code) or at what time in the program?	Prior to graduation

Programs of Study 12

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Agriculture
At which High School? College?	Marshall- MATEC
State-Approved Secondary Assessments	SkillsUSA Work Force Ready System - Welding
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	019901

Programs of Study 13

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	Montevideo
State-Approved Secondary Assessments	NOCTI - Administrative Services
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	140710-41

Programs of Study 14

Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Power, Structural, and Technical Systems
In which CTE Program?	Welding
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Welding Society (AWS) - Certified Welder
In which course (use course code) or at what time in the program?	prior to completion

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	85.40%
Actual Performance:	80.88%
General strategies planned to improve performance:	
MN West has a number of high risk students including first generation, students living in poverty, and students with disabilities, all of which can impact student learning and skill attainment. We also serve a large geographical area including online students which also impacts student access to assistance. MN West has been utilizing Grade's First for the past several years as our intrusive advising and early alert system. In 2014-2015 school year we added a tutor request option through Grade's First. This allows for a better streamlined approach to tutoring services. Students simply log in and request a tutor for the subject they need assistance and the coordinator contacts them with what method would work best. We will continue to use this for better access and tracking of tutoring services. We also have fully implemented better access to tutoring services by including phone and Adobe Connect sessions with students so travel is not necessarily a barrier. This also allows our peer tutors to be utilized college wide rather than campus specific. Lastly we will provide professional development dollars to CTE faculty for conferences and/or learning activities to improve teaching, learning, and assessment.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance:	78.78
Actual Performance:	77.53
General strategies planned to improve performance:	
Of the two substrands of the Common Core ELA standards, we feel the most impact on the assessment scores can be made on the informational text substrand. We plan to do this by sharing research-based informational text resources with teachers. The Service Cooperative employs a school improvement specialist who has designed resources for teachers to improve literacy in science and technical subjects by giving examples of bench marks for each Common Core standard. This information will be shared with all CTE teachers.	
Comments or context for actual performance (optional):	

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target. *

Minnesota West Community and Technical College uses a number of assessments to determine technical skill attainment including Nursing licensure, Peace Officer licensure, Radiography licensure and NOCTI in 5 technical areas. To address the actual performance in technical skill attainment Minnesota West Community and Technical College implemented a more streamlined approach to tutoring services using Grades First. Requests for tutoring come through the Grade's First system where they can be tracked. The requests are centralized and coordinated through one office. The format in which tutoring occurs are varied; including face to face, Adobe Connect, phone, or live chat. In 2016, the Minnesota West consortium offered professional development dollars to CTE faculty for activities related to curriculum and assessment improvement. Six faculty participated in the CTE Works Summit in November 2015. Faculty have been participating in Quality Matters trainings and certifications this year and last. In 2016, four courses (3 technical and 1 liberal arts) were QM certified. Two other faculty members did attend the training but did not pursue certification at this time. The consortium also consulted with State office regarding TSA's and possible alternative options for faculty but further discussions and or meetings may be necessary to develop a strong plan of assessment. Significant dollars were expended from Perkins grant to help bolster performance targets: \$11,100.00 for Grades First and \$952.94 for faculty development.

The SWWC employs School Improvement Specialists that work with consortium teaches to provide on-site support in reading strategies, reading benchmark assessment analysis, and implementing multi-tiered systems of support to meet individual student needs around reading skills. We will offer professional development on informational text reading strategies to teachers to help them meet the ready prep requirements for Minnesota teacher re-licensure. This coming year we will also be providing English Learner best practices and strategies around informational text in an effort to improve reading proficiency for our growing minority population. A Reading Conference is being planned for February 2017 with a Minnesota Department of Education reading specialist on hand for consultation.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports. *

At Minnesota West Community and Technical College, administrators and deans from across departments and campuses meet to discuss Perkins, areas to concentrate on, and areas of concern. This information is then taken back to departments and campuses to explore ideas for improvement and change. Data is critical in informing our Perkins plan and improvement plans as it provides us with evidence of our performance in key areas.

Our organization works closely with our member school districts, the Minnesota Department of Education, and various consultants to analyze school district/regional data to help school districts develop and implement plans to improve reading proficiency. The support we provide involves an analysis of statewide, regional and district MCA reading results, as well as individual district reading benchmark analysis (such as FAST, NWEA, AIMSweb, formative assessments, etc.) The SWWC will provide on-site support at grade level and content area meetings to analyze data, as well as meeting with administrators to determine expected outcomes. Data Mines with school districts have also provided new ways to analyze reading data, at the individual student level.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts? *

Minnesota West Community and Technical College anticipates that faculty will continue to assess students as well as their own curriculum for areas of change and or improvement resulting in increased performance percentages for technical skill attainment. The continued use of Grade's First and professional development of faculty and staff has the potential to impact all of the accountability indicators.

This is the first year that the Minnesota West Secondary Consortium has not met our performance targets in Reading/Language Arts. We were about one percentage point away from meeting the target and are confident that the support we provide schools will lead to an improvement in scores in subsequent years. The SWWC will

provide an emphasis on unpacking ELA standards, developing learning targets and formative and summative assessment development to meet the rigor of standards, especially for on-site support.

Improvement Plan Action Steps

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

The Minnesota West consortium did not have any written improvement plans for FY16.

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

Attachments

Description	File Name	File Size
Pictures from this year's Career Expo	Career Expo 2.jpg	89 KB
Career Expo	Career Expo 6.jpg	83 KB
Newspaper article Expo	Career Expo Oct 2016.pdf	364 KB
More Career Expo	Career Expo with Terry.jpg	68 KB
More Career Expo	Career Expo.jpg	87 KB
4 students completed the full welding certificate through the CPP program and MATEC and opted to participate in a graduation ceremony the Canby Campus of MN West CTC.	MATEC.jpg	2.2 MB
Newsletter highlighting the SW MN Career Pathways Program	SWMNPIC Newsletter April-June16.pdf	621 KB
Newsletter highlighting Breaking Traditions	SWMNPIC Newsletter Jan-March16.pdf	580 KB

Feedback

Minnesota West

MN West CTC utilized a large portion of their Perkins budget to support special populations: \$160,775.63. Included in this were salaries for 2 advisors and 2 tutors, funds for Career Scopes, Gradesfirst, Smarthinking, and Introduction to CTE Career events, special populations and diversity activities. It will be interesting to see what/if there are changes in your performance indicators in the future.

MN West CTC has also adopted a plan to hold Get Connected Days each fall semester to better onboard students and continues to use resources such as an intrusive advising system, Grades First, Career Scopes for career exploration, and a variety of tutoring options to support students. 231 students from the local Alternative Learning Centers visited the campuses of Minnesota West Community & Technical College. While on campus, the students learned about the college admission process, financial aid and participated in hands-on activities in a majority of the programs offered at Minnesota West Campuses.

The APR has several examples of multiple funding sources serving the CTE students and strong partnerships such as the Southwest Minnesota Career Pathways Program (CPP) which includes the Minnesota West Community and Technical College, Southwest Minnesota Private Industry Council and Southwest Adult Basic Education. The connections to businesses for the robust experiential learning experiences is well utilized.

The review team encourages the consortium to review the current POS and RPOS. With your mature leadership team and partnerships, consider developing another RPOS as part of your continuous improvement and innovation work.

Thank you for your good work.