



MINNESOTA STATE

Career and Technical Education

Application

02416 - FY19 PERKINS APPLICATION - Final Application

02431 - FY19 MN West Consortium

Perkins IV Consortium

Status: Submitted

Original Submitted Date: 05/15/2018 3:33 PM

Last Submitted Date: 06/01/2018 8:21 AM

Applicant Information

Primary Contact:

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

Title:* Secondary Contact

Email:* gail.polejewski@swsc.org

Address: SWWC Service Coop.
 1420 East College Drive

Phone: Marshall Minnesota 56258
City State/Province Postal Code/Zip
 507-537-2273
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:** Canby Minnesota 56220
City State/Province Postal Code/Zip
 507-223-7252

Fax:

Ext.

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Minnesota West Community and Technical College		
SWWC Service Cooperative	83 service cooperative	
Adrian High School	01 public school district	511
Benson High School	01 public school district	777
Canby High School	01 public school district	891
Cedar Mountain High School	01 public school district	2754
Comfrey High School	01 public school district	81
Dawson-Boyd High School	01 public school district	378
Edgerton High School	01 public school district	581
Ellsworth High School	01 public school district	514
Fairmont High School	01 public school district	2752
Fulda High School	01 public school district	505
Granada- Huntley-East Chain High School	01 public school district	2536
Hendricks High School	01 public school district	402
Heron Lake-Okabena High School	01 public school district	330
Hills-Beaver Creek High School	01 public school district	671
Jackson County Central High School	01 public school district	2895
Lac qui Parle Valley High School	01 public school district	2853
Lakeview High School	01 public school district	2167
Luverne High School	01 public school district	2184
Marshall High School	01 public school district	413
Martin County West High School	01 public school district	2448
Minneota High School	01 public school district	414
Montevideo High School	01 public school district	129
Mountain Lake High School	01 public school district	173
Murray County Central High School	01 public school district	2169
Ortonville High School	01 public school district	2901
Pipestone High School	01 public school district	2689
Red Rock Central High School	01 public school district	2884
Redwood Area High School	01 public school district	2897
Renville County West High School	01 public school district	2890
Russell-Tyler-Ruthton High School	01 public school district	2902
Springfield High School	01 public school district	85
Tracy Area High School	01 public school district	2904
Truman High School	01 public school district	458
Wabasso High School	01 public school district	640
Westbrook-Walnut Grove	01 public school district	2898
Windom High School	01 public school district	177
Worthington High School	01 public school district	518
Yellow Medicine East High School	01 public school district	2190
Ivanhoe	01 public school district	403
Lake Benton	01 public school district	404
Lynd	01 public school district	415
Milroy	01 public school district	635
Round Lake-Brewster	01 public school district	2907
Minnesota River Valley Education District	61 cooperative education district	6018

Summary Narrative Part One**Career and Technical Education Programs:**

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Q1) How does your plan support the career and technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you

have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)]

For the past several years, the overarching goal of the Minnesota West Consortium has been to rebuild CTE in southwest and west central Minnesota. We have been aggressive in pursuing avenues to support new and improved CTE programming especially through our collaboration with secondary educators, Workforce/PIC, ABE, SWWC Service Coop, Nobles County Collaborative, Yellow Medicine Integration Collaborative, MATEC and a multitude of business and industry partners. Funds will be used to initiate new, and significantly improve and support existing CTE programs.

Our partnerships in SW MN have allowed for improved career pathways, articulations, and credit for prior learning. An example is the Advanced Manufacturing Core offered for credit or non-credit which can then articulate to Mechatronics, Welding, and Machining certificates, diplomas, and AAS degrees. Support of TSA's as well as competitions such as Skills USA and BPA also serve to impact improvement in CTE curricula and student experience. Staff development opportunities for each CTE discipline are also offered as a way to significantly improve programming. In addition to annual activities that bring instructors together, training on relevant topics are offered (ServSafe, Reading Strategies, Food Science.)

New program development is based on filling gaps in existing courses, meeting student interest, and meeting regional economic needs. Improving existing CTE programs is a primary focus and is accomplished by keeping equipment and curriculum up to date and in line with industry standards. Programs that have completed or have developed a Program of Study receive priority when determining how funds are expended. Approved programs that receive funding must meet at least one of the following criteria: have completed or are involved in the development of a POS, offer students the opportunity to earn articulated college credit, provide opportunities for students to demonstrate technical skill attainment, purchase equipment that will reduce barriers for students with disabilities, and/or help students develop industry-specific skills.

Career and Technical education is an ever moving target requiring flexibility and ability to mobilize. Minnesota West CTC is always interested in offering new, innovative and/or renewed programs and solutions that meet area needs. In the past 3 years Minnesota West has begun offering 4 new/overhauled programs including Health Information Technology, Precision Machining, Mechatronics, and Carpentry. The resurgence of interest in career and technical education has also led to the newly established Launch Your Future Today (LYFT) Pathways Initiative resulting in 9 career academies and over 15 school districts participating. Students in these courses receive college credit that move directly in to a program at MN West, can be used as electives, or can be articulated credits. These academies are hybrid, hands on courses that match local and regional labor market needs. Also, created as a result, is a new position hosted by both Minnesota West and the SWWC Coop; K-12 Collaboration Manager. The position's intent is to manage the many partnership initiatives including concurrent enrollment, Center for College Readiness programs and services, PSEO, Career Academies, and other K-12 enterprises and strategies.

The MN West Consortium has implemented a number of projects and initiatives that improve CTE programs by supporting and enhancing the experience of students from special populations. These include early alert systems, interest and aptitude surveys, text to speech software in Brightspace, introduction to CTE events (Breaking Traditions, Career Expo, 9th Grade exploration), expansion of the Career Academies model and creation of the LYFT Initiative. MN West CTC also implemented a busing initiative between Worthington and Jackson for students wanting a technical degree but lacked transportation. ABE now offers Basic English courses on the Worthington campus. The Center for Career Education is another addition to the Worthington area opening more possibilities of CTE education in that area.

Advisory board and planning meetings are held with area businesses, partners, and school administration to discuss potential collaborative models, encourage districts to share resources- both equipment and staff, and determine area needs. Labor market data is used to drive the conversations and determine which student experiences should be offered. Student success, progress, skill attainment, and retention data also influence decisions about program support.

There is a growing interest among business, high school and college partners to collaborate with one another to expand program offerings in career and technical education (CTE) for students in the region. As a first step to encourage that collaboration, schools and students are surveyed to assess what programs are currently in place and what courses students wish their school offered. The data, along with local labor market information, is used to guide the new course exploration process.

Meeting State and Local adjusted levels of Performance

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

Reports from MDE are analyzed to compare data trends over time. Areas where the consortia doesn't meet targets or state averages are identified. SLEDS (Statewide Longitudinal Educational Delivery System) data is used to compare data to other districts in the region. Other sources of data utilized are TSA's, licensure and certification exams, IPEDS, CCSSE and Accountability Dashboard. More real-time graduation trends help determine what training students are transitioning to.

All activities and expenditures of the consortia are planned with performance indicators in mind in an attempt to improve upon them. For instance reallocation dollars were used to address shortfalls in performance measures by offering workshops specifically designed to give CTE teachers tools to improve reading. The intent of the new K-12 Collaboration Manager is to manage initiatives between K-12 and post-secondary but also we hope to see impact in areas of non-traditional completion and participation both at the secondary and post-secondary levels as well as graduation rates. Increased funding for professional development, outreach and recruiting will address gaps in TSA's and participation and completion.

How students participating in CTE are provided programs

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

The types of CTE programs our regional economy needs are expensive to run in small districts due to low student numbers and a lack of available CTE instructors. A regional effort has been made to provide courses students are interested in and that will meet economy needs. Perkins funds are being leveraged with our legislative Launching Your Future Today (LYFT) grant. School administrators are surveyed to determine what courses are not being offered, and students are surveyed to determine their interests. Careers in high-demand and high-growth areas are a priority. Employer needs and colleges' entry-level course expectations must be met. Having representatives from industry, advisory boards, and post-secondary involved is crucial. Currently, 9 projects have been funded through the LYFT grant. The projects are diverse and cover health, transportation, business, industrial technology, and agriculture. Each of these projects is required to partner with at least one other district and a local industry in order to be funded. Involving multiple districts ensures enough students to run the course and industry involvement ensures the course is meeting employer needs. Rigor is demonstrated as successful students in each of the new collaborative courses either receives PSEO or articulated college credits. Technical skill assessments are utilized in these collaborative courses.

Advisory boards are also crucial to ensuring curriculum is rigorous and well aligned with industry, state, and national standards. Accreditation is also an avenue to safeguarding rigorous academic and technical standards are upheld.

How students are provided with experience

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

Reallocation dollars were made available to districts that were interested in providing field experiences to their students. Five CTE teachers took their students on industry tours. Teachers find these experiences valuable for their students, so these opportunities will continue to be supported. Industry partners involved in the LYFT grant have repeatedly offered to give industry tours, job shadow opportunities, classroom presentations, etc. to get in front of the students to share information about their industry.

In 2017-18, over 900 job shadow experiences and 375 internships were offered in area high schools.

As part of the collaborative Medical Careers course, students job shadow several careers and take fields trips including the SDSU cadaver lab. 3 area districts will be part of a Greater Twin Cities United Way grant. The funds will be used to develop pathways in medical and healthcare, engineering/manufacturing, and human services. Skills in high school will make students more employable and help continue educational opportunities. Students in the CNA course at Marshall Area Technical and Education Center (MATEC) and SWMNCP also do a number of visits to a variety of healthcare facilities to understand the complexity of healthcare and many opportunities that exist. The Law Enforcement Program and Nursing Department on the Worthington campus have teamed up for an interdisciplinary experience. The creation of Billy's Bad Bar creates a simulated environment in which individuals engage in bad behavior and decision making. The result is that students from nursing see firsthand the work and behavior involved prior to patients entering an emergency room or doctor's office. The same is true for the law enforcement students who get to experience what happens beyond their official duties. Students in a number of other CTE programs participate in industry conferences such as State Dental Convention as well as take field trips to area businesses to experience day to day operations.

Job shadowing, internships, externships, and clinical experiences are also integral components to our curriculum. At least 15 CTE programs offer some type of work-based learning in over 30 courses impacting about 300 students each year. This includes the programs which have a

formalized internship/externship requirement. However other programs such as Electrical and Wind Energy encourage their students to participate in internships but do not formally include them in their curriculum. Students at both the secondary and post-secondary levels are also encouraged to and supported in their participation in student organizations such as BPA and Skills.

Summary Narrative Part Two

Comprehensive Professional Development

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

Perkins funds will be used to allow ten consortium secondary and post-secondary instructors the opportunity to attend the CTE Works conference. Funding staff development opportunities using Carl Perkins funds is determined by documented industry needs and measurable interest of CTE teachers (through formal and informal evaluations and surveys). At the post-secondary level instructors and staff will work with their respective Dean's on a professional development plan and submit requests prior to the Perkins application to determine funding. This year funding priority will go to CTE Works, participation in the National Association of Agricultural Instructors conferences, and Health Information Management development opportunities.

Professional development activities are highly valued as a means to share content between instructors and develop professional relationships. These trainings ensure alignment of curriculum and an opportunity to share best practices. Business and FCS teachers meet annually and additional trainings are developed based on teacher survey responses or other available opportunities. In 2017-18, ServSafe and Science and Our Food Supply workshops were offered for FCS instructors. The Culinary Skills Challenge not only allows students to learn from industry professionals, but CTE teachers develop relationships with professionals from many aspects of the food industry and learn new skills as well. CTE teachers may apply for funding for additional professional development activities including Best Prep, Minnesota Association of Agricultural Educators, E3 conferences and FACS to the Max. Memberships to professional organizations like Marketing Business Information Technology Educators (MBITE), National Business Education Association, and Minnesota Association of Agricultural Educators will be supported. More intensive SLEDS training will be offered to interested teachers and secondary administrators.

Recruitment and Retention

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

Schools are filling vacancies with community experts, which isn't ideal, but it is ensuring courses are available for students. Many of the new collaborative courses are being taught as PSEO courses through Minnesota West, so variances aren't required. Unfortunately, this also means that their programs cannot be approved for the CTE levy. The Service Cooperative is helping schools get their new programs approved when possible. Through the LYFT grant, more industries are getting directly involved in the classroom as presenters allowing them to share their knowledge without becoming full-time instructors.

MN West CTC hires many faculty directly from business and industry. CTE faculty must have 4 full time years of experience in their field of expertise, one of which has to be within the last 5 years. In some cases, licensure or certification in the field is required as is the case with nursing. Advertising is directed to diverse groups through a variety of media including industry associations.

Evaluate Student Performance and Programs

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

NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins

Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.

There are several ways the consortium evaluates student skill attainment. Students must meet minimum standards to earn articulated college credit for courses they completed in high school. Students at the post-secondary level also must meet minimum standards to remain in good academic standing and earn their declared degree. Data regarding satisfactory academic progress, actual performance on negotiated targets, Grade's First Data, CCSSE, IPEDS, SLEDS, and Accountability Dashboard are all sources of student success information that informs our decisions. Consortium investment in the improvement of local CTE programs provides opportunities for students to develop skills that provide them a competitive advantage in CTE student organization competitions and projects. Student organization chapters in FFA, FCCLA, Skills USA, Creative Connections Student Hair Competition and BPA consistently prove to be some of the top performing schools in the state. Students involved in these competitions often are invited to national competitions, which is not only an honor, but also recognition of their skills and abilities. This year several BPA students will be participating in the National competition in Texas and one student in Electrical was eligible to participate in the National Skills competition but is unable to attend.

The consortium has developed several industry-led competitive events that provide students with the opportunity to develop skills required in the workforce. Students then demonstrate those skills during regional competitions and receive direct feedback from industry professionals. Both the Digital Photography Competition and the Culinary Skills Challenge have maintained steady participation numbers. The Culinary Skills Challenge has grown to be the largest event in the state that focuses on culinary arts and sciences for high school students. It has expanded to include students from outside our consortium. Several other consortia have expressed an interest in creating their own version based on our event.

Evaluating student data is always enlightening, not only do you find where the gaps are but you also see where strengths are. The collaborative nature of the Minnesota West Consortia is a strength of which we will continue to leverage with the idea that strategies like the newly created LYFT initiative and K-12 Collaboration Manager will positively impact our performance indicators and address some of the shortfalls.

How Programs of Study Affects Outcomes

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

Accounting has been identified as the MN West Consortium RPOS. Secondary and post-secondary consortium schools have strong accounting programs and finding a TSA to administer has not been difficult. But, finding an Accounting teacher willing to give the assessment has. Several instructors indicated an interest in giving assessments this year, but for various reasons, they never did.

The 10 Elements of Rigorous Study were used by the consortium as a self-evaluation tool to reflect on its past accomplishments and as a guide for future planning. Upon completion of the self-evaluation, areas which needed to move from "In the Planning Stage" to "Partially Implemented/Fully Implemented" were identified. Additional RPOS will be reviewed in the upcoming year.

Many community members, industry representatives, and faculty and administration from Minnesota West and Southwest Minnesota State University have been meeting regularly to discuss regional workforce training needs. Southwest Minnesota's largest employers are in the manufacturing and healthcare industry. Labor market statistics indicate those are also the areas most in need of workers. The committee's discussions revolve around finding ways to start manufacturing courses in the high schools, earn college credit, and gain work experience in the manufacturing facilities that will eventually employ these students.

The consortium has surveyed over 2000 students to determine what courses they wished their school offered that it currently doesn't. Healthcare was the overwhelming choice. In 2017-18, three cohorts comprised of 10 districts offered a hybrid Introduction to Medical Careers course. The class is a combination of online classes, lab time at Minnesota West, and job shadowing in their communities. CNA and Medical Internships will be offered in 2018-19.

Collaborative IT courses taught through MN West will probably lead to Information Technology to be the next RPOS addressed.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

- 1.) The MN West Consortium has identified three RPOS- Accounting, Animal Systems, Facility and Mobile Equipment Maintenance.

Technical assistance has been provided to districts to help update the information in the Program of Study website. Member schools updated their portions of the website during the 2017-18 school year. 7 Programs of Study have been identified- Animal Systems, Accounting, Facility and Mobile Maintenance, Child Development, Network Systems, Health Informatics, and Manufacturing Production. Education will be the next possible program of study. In FY 17, three new CTE programs were offered at the college, Health Information Technology, Precision Machining, and Mechatronics as a result of regional needs assessments, labor market information, and advisory board recommendations. In FY18, Carpentry will also be offered in the form of certificate and diploma program. The cost of the position will be shared between the Pipestone High School and MN West CTC. Students from the high school can participate as juniors and seniors and complete a full certificate at the time they graduate high school. MN West will be working with area contractors, lumber yards and the city of Pipestone to meet an area shortage of carpenters as well as possibly rehabbing a number of properties. Any credits completed successfully transition to either the certificate or diploma.

2.) High school students in the consortium have opportunities to earn credit through articulation, contracted PSEO, traditional PSEO, and CIS courses. Area school districts, in 2017-2018 offered 67 section of 37 college courses to 600 students in the high schools along with over 1,100 students from 50+ school districts participating in traditional PSEO. In recent years, there has been expansion of early college credit with Marshall Area Technical Education Center offering a 16 credit Welding Certificate and CNA. Additional courses offered hybrid and through new Career Academies include Introduction to Medical Careers, Information Technology Concepts, Basic Mechanics, CNA, Introduction to Manufacturing and Engineering, Intro to Education, and Carpentry. All new collaborative CTE courses offer college credit, either through PSEO or articulation.

MN West is a member of the Southern Minnesota Region Articulation consortium. In 2017-18, over 180 students registered to receive college credit.

3.) The consortium continues to expand its POS and has held many meetings with school administration, counselors, and CTE instructors to develop a sequence of courses in new pathways. Secondary teachers and counselors will maintain the MNPOS website. Many districts' course catalogs are designed around the career fields as are the 3 Career Expo events held each school year. Advisory boards, labor market data and survey results from high school students from area high schools looking to share CTE programs were considered in the MN West Consortium's aggressive campaign to regrow career and technical education in the region. Data collected showed overwhelming interest and support for Construction, Health Careers, Law Enforcement and Manufacturing courses. Pipestone High School along with the community of Pipestone and MN West entered a partnership to offer a brand new Carpentry Diploma. The program will serve both secondary and post-secondary students in a co-mingled environment, of which the secondary students will receive both high school and college credit. The ongoing surveys and meetings also led to the development of Mechatronics and Health Information Technology Programs and a complete restructure of Law Enforcement curriculum. The consortium has high school course offerings in Introduction to Health Careers, Medical Terminology, Nursing Assistant, Welding, Introduction to Mechanics, College Prep, Information Technology Concepts, Introduction to Manufacturing and Engineering, and Intro to Education that translate as articulated credit or regular college credit.

4.) Based on performance measure data, our districts are performing well. Teachers may use Perkins funds to purchase supplements to enhance math, language and science curricula. Technical skills are enhanced through updating specialized technology and equipment whether using Perkins funds or other funding mechanisms such as donations. CTE programs also rely heavily on advisory boards and industry partners for direction and areas of improvement. Students are encouraged to participate in competitive activities which also enhance skill attainment. The SWWC will continue to offer professional development to teachers willing to explore additional methods to improve math and reading skills in their courses.

5.) Teachers are surveyed annually to determine their training needs. Annual meetings for teachers based on discipline are held to allow teachers an opportunity to network and learn from each other. Faculty members at the college complete course assessments every semester in which they assess their own professional development needs. IDEA surveys are also used with faculty that help to determine development needs. Both secondary and post-secondary faculty can utilize Perkins funds for the CTE Works conference. They also have the option of faculty development dollars as well as tuition waivers to enhance their skills.

6.) Technical Skill Assessments are administered to students who participate in courses that cover enough breadth and depth. Precision Exams offers many of the assessments the consortium needs but not all. The college currently utilized NOCTI testing in Diesel Mechanics, Electrician, Administrative Assistant, and Power Sports.

7.) MN West CTC, SW MN Private Industry Council, and SW Adult Basic Education launched the Career Pathways Program (CPP) in 2003. The grant-funded special project initially targeted unemployed, underemployed and ESL individuals. Over the past 15 years, the partnership has grown and evolved to meet the needs of the residents and workforce of SW MN raising more than \$1.5 million dollars. The CPP is an example of shared responsibility and understanding each partner's role. MN West offers technical skills program, credentialing and industry-recognized training. ABE provides support in basic skill instruction, literacy and comprehension skills development. ABE instructors also serve as mentors and tutors to learners. SW MN PIC is our central point of contact for CPP students and provides assistance with employment, career counseling, resume preparation and job search and placement. The 6 credit Welding CPP in 2018 led to 8 adult learners going on to complete their 16 credit Welding Certificate (graduated on May 9th), several of whom plan to pursue their welding diploma, degrees in Liberal Arts, and Precision Machining. Customized Training as well continues to work with a varied group of employers to customize training for their incumbent workforce. One example is Monogram Meats trained workers in 3-15 credits of Mechatronics all tailored to Monograms work schedule.

8.) Students have the opportunity to participate in a variety of experiences that allow them to explore industries including job shadowing, classroom presenters, internships, externships, worksite visits, field trips, clinicals and the Career Expo.

9.) Schools throughout Minnesota lack the counselors needed to provide all students with adequate career guidance services. Some activities and programs schools and agencies in the MN West Consortium are using to meet that need include Ramp-Up to Readiness, the Career Expo, formalized pathways system for schools in the United Way Career Academies grant, and MCIS. Staff from the Private Industry Council offer individualized career services for students participating in the collaborative CTE courses as well as students at the college. Prospective students and current students for Minnesota West CTC as well as students involved in CPP all have access to Career Scopes. Students admitted to the college are assigned an advisor as well. Advisors are not counselors but work with students to make informed course, career, and transfer decisions.

10.) Industry standards and input from our employer partners help schools determine the types of CTE programs that should be offered, as well as the academic and workplace skills they most need in new employees. Many careers require students to be highly skilled in science, math, and English. Because we have two of our college partners (Minnesota West and SMSU) that are among the leaders in PSEO and concurrent enrollment delivery, many high school students are dually enrolled in high school and college courses. In fact, some students are achieving AA, AS, and AAS degrees, Diplomas and Certificates before they officially receive their high school diplomas (13 welding certificate students). As we move forward with more formalized career pathway development, we want to make sure students and their parents can see the alignment between the students' career goals and the CTE and core academic courses they should be registering for in high school.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	P4
Strategies	
Approved Health, Agriculture, Business, Industrial Technology and Family and Consumer Science programs will be supported through Car1 Perkins consortium funding. Approved programs will apply for funds by November 2018 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	
40 consortium FCCLA teams will achieve gold level performance at State competition. 115 consortium FFA teams will achieve gold level performance at State competition. 75 consortium BPA teams will place in the top 10 at State competition	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$55,017.02
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$55,017.02
Total	\$55,017.02

Goal 1 Objectives 2

Required/Permissive Uses of Funds*	R1 , P7, P14
Strategies	
High School CTE students will demonstrate technical skill attainment using 3rd party, standardized assessments.	
Outcomes	
Ag, Health, 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	
70% of consortium students will pass third-party technical skill assessments	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$10,000.00

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	P1 , P17
Strategies	
MN Programs of Study website will be maintained.	
Outcomes	
Schools will update their information in the MNPOS website. The recorded Webinar session created after the request for technical assistance will be used to guide users. Additional training will be offered as necessary.	
Measures	
100% of schools in the MN West Perkins consortium will update their information on the MNPOS website.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$5,000.00
Secondary Total	\$5,000.00
Total	\$5,000.00

Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R3
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Strategies

Poll teachers to gauge their professional development needs.

Outcomes

Offer professional development opportunities for teachers

Measures

Training will be offered specifically to FACS, Ag, Business, or Healthcare teachers' needs. 10 CTE instructors will attend the CTEWorks conference.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$3,351.18
Secondary Total	\$3,351.18
Total	\$3,351.18

Goal 1 Objectives 5

Required/Permissive Uses of Funds*	R4, P4, P6
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Strategies

Faculty in CTE programs will utilize a variety of third party technical skills assessments, certification and licensure exams to evaluate student success, skill attainment, and relevancy of curriculum.

Outcomes

The use of technical skill assessments, certification and licensure exams provides opportunity for faculty to determine, evaluate, and reform the significance and relevancy of the content taught in CTE courses.

Measures

Students will out perform their peers at the state and national levels on assessments and certification and licensure exams. 85.40% of CTE students will demonstrate technical skill attainment.

Post-Secondary Required Activities	\$1,300.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,300.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,300.00

Goal 1 Objectives 6

Required/Permissive Uses of Funds*	R4, P4, P6
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Strategies	
Minnesota West CTC students participating in student organizations and competitions, such as BPA and Skills USA, that offer experience in all aspects of industry and opportunity to showcase their skills will be supported by Perkins funds.	
Outcomes	
Post-secondary CTE students will learn all aspects of Industry and develop and demonstrate industry based technical skills through student organization and competition participation.	
Measures	
CTE students will out perform their peers at State and National competitions. Students will achieve 85.40% or higher in technical skill attainment.	
Post-Secondary Required Activities	\$6,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$6,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$6,000.00

Goal 1 Objectives 7

Required/Permissive Uses of Funds*	R1 , R2 , R4
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Strategies

Minnesota West CTC with assistance from Perkins will support initiation of new, overhaul of existing, and pursuit of accreditation of CTE programs. Specifically release credits for Law Enforcement (3credits) to align new summer skills training and second year curriculum with State standards and requirements as well as 4 credits release for Health Information Management to move from Candidacy Status to Accreditation.

Outcomes

Curriculum revisions and evaluation will result in content aligned with challenging academic standards , accrediting bodies, as well as be inline with State and Industry standards.

Measures

The Associate Degree Health Information Management Program will move from Candidacy status to full accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), pending site visit, by end of FY19. New Law Enforcement Skills Training and second year curriculum will be fully functional and realigned to meet State standards and requirements by end of FY19.

Post-Secondary Required Activities	\$18,952.99
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$18,952.99
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$18,952.99

Goal 1 Objectives 8

Required/Permissive Uses of Funds*	R1 , R2 , R3, R4
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Strategies

New CTE programs at Minnesota West CTC will be supported by Consortia funds for curriculum, training, professional development, equipment, or technology.

Outcomes

New CTE programs will be aligned with rigorous industry standards to provide relevant training resulting in well prepared, trained and competitive workforce.	
Measures	
Carpentry, Mechatronics, and Precision Machining will prioritize needs with their respective Academic Dean to further build and update their programs so as to attract students to the program and employers to the students.	
Post-Secondary Required Activities	\$15,932.85
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$14,067.15
Post-Secondary Total	\$30,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$30,000.00

Goal 1 Objectives 9	
Required/Permissible Uses of Funds*	R2 , R3, R4
Strategies	
Post-secondary CTE faculty and staff and non CTE faculty (involved in STEM and CTE initiatives) professional development will be supported by Perkins funding through professional development planning and applications.	
Outcomes	
Offer professional development activities to CTE faculty and staff that will improve service to students, curriculum, teaching practices and assessment of student success.	
Measures	
A minimum of 10 post-secondary faculty and staff will attend conferences including CTE Works Summit, HIM, and NAAE.	
Post-Secondary Required Activities	\$12,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$12,000.00

Goal 2 Narrative

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

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Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE,

business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]

5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

1.) A number of partners collaborate to offer the Career Expo at SMSU, MN West and Fairmont High School. These include the SWWC Service Cooperative, SMSU, MN West, and almost all 39 schools in the consortium. Events such as these allow students their earliest exposure to career opportunities. Last year, almost 2000 students were impacted. Many districts provide opportunities for career job shadowing and internships. One of the next planned phases of the Medical pathway will be an internship course to give students a more in depth career exploration experience.

At the college level, 15 CTE programs, typically more than 300 students, participate in internships, externships, clinicals and field experiences. Other programs such as Electrical and Wind encourage internships but do not have it as a formal part of the curriculum. High school and college students also have the opportunity to participate in skill-based competitions such as Skills USA and BPA which expose students to aspects of their respective industries.

2.) Each approved program has an advisory committee and is expected to meet a minimum of twice a year. These committees are instrumental in directing the path each program will take and advise programs regarding technology needs and upgrades. While Perkins funds are used to upgrade technology and equipment, we encourage CTE programs to work with their advisory boards and partners for donations. The advisory committee was crucial in the development of the new Introduction to Medical Careers course. Secondary, post-secondary, Work Force partners, and local business leaders provided guidance throughout the development of the course. Since then several partners and employers have participated in classroom activities and provided job shadowing opportunities for students. As additional healthcare courses are added around the region and new courses in Information Technology and Engineering/Manufacturing are developed, advisory committees will be called upon again. Joint secondary and post-secondary advisory committees will be explored as new programs are created such as Carpentry in which the instructor will be teaching both secondary and post-secondary students.

As part of the LYFT grant, a regional advisory committee was created to guide the consortium in laying out the parameters of the local grant application, determining the marketing strategy, designing the website, planning the next phases of the grant, and approving collaborative applications submitted for local funding.

It's often difficult for instructors in small districts to gather their advisory committees. Starting in 2018, advisory committee members will be invited to consortium Business and FCS meetings. This will create one large advisory committee that all the districts can access.

3.) CTE programs rely heavily on advisory boards to review curriculum to ensure relevancy. Advisory boards are made up of individuals who have vested interest in the local area and commitment to our workforce. They have first-hand information about the needs of our region. Our local Labor Market Analyst attends advisory meetings to share information about high-wage, high-demand occupations.

4.) Consortium staff sit on the board of the SW MN Youth Council. The Youth Council includes representatives from a variety of organizations who work to transition youth from high school to college and careers and ensure access to services they need to be self-sufficient. Student services advisors have connections with area high school counselors in which they participate in transition planning for students on IEP's and 504 plans when appropriate. Another clear partnership is that of SW ABE, SW MN PIC, and MN West CTC in the Career Pathways Program and MnAMP Earn, Work, Learn project. Students have access to resources, services, and staff at any stage of participation. The college's REACH and PSEO programs also help to support transitions for high school students in they are already connected to the college, have experienced college curriculum, and have earned college credit that goes towards a certificate, diploma or degree. 50+ high schools had over 1,100 PSEO students participate in 207 different general study, liberal arts, and CTE courses at Minnesota West CTC this year. Another 37 college courses were offered in area high schools serving 600 students.

5.) The clearest example of a successful collaborative effort is the new CTE collaborative courses. The first class was held Spring Semester 2017 with 15 students from 5 school districts. This hybrid class was offered so students could limit travel by doing coursework online in their school and then meet two days/week at Minnesota West- Granite Falls. Schools had to manage student schedules and transportation issues to make the class successful. Since then, two other regions and ten schools ran pilot courses in Fall 2017 serving 54 students.

The region received a \$3 million legislative grant to help support the creation or expansion of CTE courses. Using those funds, an Introduction to Mechanics course was held in spring 2018 with 4 students. An Introduction to Manufacturing served 12 students. 12 students took the Nursing Assistant course and 9 took the Information Technology course. In January of 2017, none of these courses existed, and in just over one year, 91 students were able to take courses that would have otherwise not been available to them. Additional courses that will be offered in 2018-19, include Introduction to Education, Aviation, Electrical Controls, Advanced Manufacturing, and a CEO entrepreneurship class.

A website, www.lyftpathways.org, was created as a resource for schools and businesses interested in partnering to develop shared career and technical education programs using these grant funds. In order to receive these funds, schools must partner with at least one other high school, develop a new or expand a course, meet regional labor market needs, offer hands-on learning opportunities, and partner with at least one business.

One unexpected result of these collaborations is a monthly phone conference where partnering agencies, employers, and educators discuss jointly beneficial activities taking place in the region, work on finding solutions to fill job openings, etc.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R6 , P8, P17
Strategies	
Career exploration activities for high school students will be offered.	
Outcomes	
Career Expo events will be held at Southwest Minnesota State University, MN West Community and Technical College, and Fairmont High school. The event will consist of hands-on career exploration activities, campus tours, and an interactive Game Show to educate students about career and educational options, especially those available in southwest Minnesota.	
Measures	
Approximately 2000 high school sophomores and juniors will attend.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R3, R6 , P6, P7, P17
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 Photography competitions and seminars judged and developed by industry professionals.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00

Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$3,200.00
Secondary Total	\$9,200.00
Total	\$9,200.00

Goal 2 Objectives 3

Required/Permissible Uses of Funds*	R2 , R4, P6, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
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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, or other CTE student organization. Instructors of approved programs will update their courses (curriculum, technology) to meet changes in industry expectations or industry standards. 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
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$51,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$51,000.00
Total	\$51,000.00

Goal 2 Objectives 4

Required/Permissible Uses of Funds*	R5 , R6 , P1 , P17
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Strategies
 Industry and community partners will collaborate to offer interactive, career exploration events for high school sophomores and juniors. Career Expo events will be held in Marshall, Worthington, and Fairmont.

Outcomes
 High schools will send their sophomores or juniors to Career Expo events. 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, non-traditional careers and labor market information specific to southwest Minnesota

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
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00

Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$10,000.00

Goal 2 Objectives 5

Required/Permissive Uses of Funds*	R3
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Strategies

Opportunities for high school teachers to expand their knowledge of medical careers will be offered.

Outcomes

Provide training to teachers in order to expose students to careers in the medical field.

Measures

2-3 teachers will attend training through HealthForce Minnesota.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,500.00
Total	\$1,500.00

Goal 2 Objectives 6

Required/Permissive Uses of Funds*	R1 , R4, R6 , R10
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Strategies

CTE faculty at Minnesota West CTC will work with and partner with active advisory committees to ensure relevant, rigorous, and innovative curriculum and programs are offered. These committees are made up of instructors, students, industry partners, and other community partners.

Outcomes

Advisory committees inform all aspects of CTE programs thereby leading to continuous improvement of programs, rigorous curriculum that aligns with industry standards, donations of equipment and scholarship dollars as well as improved partnerships with industry.

Measures

All CTE programs at Minnesota West CTC will hold at least one annual advisory committee meetings.

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

Goal 2 Objectives 7

Required/Permissive Uses of Funds*	R1 , R5 , R11 , P2, P6, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
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Strategies

District's CTE programs will be supported by determining strengths and gaps in opportunities and services. A regional shared CTE delivery model will be expanded in 2018.

Outcomes

A hybrid course that provides students with center-based labs, community-based experiences and online learning will be developed. An advisory team will provide input and evaluate the course in order to make improvements for year two of the program.

Measures

Collaborative courses will be explored and hopefully implemented in the following areas: Medical Internships, an additional Information Technology course, Aviation and Drones, Electrical Controls, Engineering, and Introduction to Education will be developed in the region. At least 10 additional schools will enroll students in the courses. Approximately 150 students will be served during the 2018-19 school year.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

Goal 2 Objectives 8

Required/Permissive Uses of Funds*	R1 , R2
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Strategies

Minnesota West CTC CTE programs will have access to consortium funds to make improvements to technology and equipment to ensure students have access to and are working relevant and state of art technology and equipment.

Outcomes

Each student's education and experience will be enhanced by improving equipment and technology that is in line with current industry standards. Students will receive training and education utilizing current technology they will encounter in the workplace. These improvements will not only assist in making MN West CTC CTE programs more attractive and relevant but will better prepare students to transition to the workplace.

Measures

Each eligible CTE program will submit an improvement proposal to improve and enhance technology, equipment, and their respective program. Improvement proposals must align with the program's required 5 year technology/equipment plans, align with program and advisory board recommendations, demonstrate relevancy and impact to the program as well as preparation for high skill, high wage positions. Requests are vetted by the college wide Equipment and Technology committee.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$55,606.29
Post-Secondary Total	\$55,606.29
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$55,606.29

Goal 2 Objectives 9

Required/Permissive Uses of Funds*	R5 , R6 , R7 , R8 , R9 , R10 , R11
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Strategies

MN West CTC strives to prepare learners for a lifetime of success. This is done through flexibility and partnerships with community, educators, business and industry partners to ensure access to all aspects of industry, state of the art equipment, relevant curriculum, industry savvy faculty, ease of transition, and support to enter, persist, and complete certifications and degrees.

Outcomes	
Relationships with partners improve the overall experience and success of students. These partnerships also address needs of underprepared students, provide opportunities to increase basic work-readiness and occupational skills leading to credentials that allow for high demand, high pay positions and careers.	
Measures	
Minnesota West CTC will collaborate with a minimum of 20 business, community, and industry partners to make curriculum, technology and equipment improvements to CTE programs as well as improve transitions and placements for students. Some of these partnerships include but are not limited to the long standing Career Pathways Partnership, CTE courses at MATEC, the newly created LYFT Pathways Initiative, and shared curriculum with other post-secondary institutions like Solar and Energy Technical Specialist.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 10

Required/Permissible Uses of Funds*	R4, R5 , R6
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Strategies
 MN West CTC will offer appropriate internships, externships, field experiences, and clinicals through arrangements with business and industry partners. Such activities enhance student learning, assist in job placement, and allow for collaboration with area partners.

Outcomes
 Uniform standards will exist for internship and externship experiences. Credit bearing courses will be listed as externships, internships, special topics, capstones, or clinicals. Standards for these experiences will be evaluated by advisory boards, faculty, staff, and academic affairs. Standards will be incorporated in to student and faculty handbooks.

Measures
 300 students from 15 CTE programs will participate in field experiences, clinicals, internships, and externships in FY19. These experiences will also impact all post-secondary performance indicators and bring MN West CTC closer to or beyond target levels.

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

Goal 2 Objectives 11

Required/Permissible Uses of Funds*	R5 , R6 , R7 , R8 , P1 , P6
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Strategies
 The Consortium will support Minnesota West CTC CTE faculty and staff collaboration with education and community partners in interactive outreach and recruitment activities. These activities will expose students to all aspects of high skill, high wage, high demand CTE career information as well as introduce career and technical education to students that may not have considered it an option.

Outcomes
 Students will be further exposed to CTE careers and be able to make informed choices about their education and career pathway.

Measures

CTE faculty and staff will be involved in outreach activities such as career fairs, speaking to middle school and high school classes, and on campus exploration events. These activities will help to improve participation in CTE education including that of non-traditional individuals.	
Post-Secondary Required Activities	\$8,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$8,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$8,000.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

*

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

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1.) The many ongoing and new partnerships within the Minnesota West Consortium lend to the support and advocacy of special population students. Students involved in any Career Pathways Program and MnAMP Learn, Work, Earn have access to any of the partners and their resources. This access includes a wide gamut of services and resources from tutoring, career counseling, training, literacy and comprehension skills development, to job readiness skills. The LYFT Pathways Initiative and creation of the K-12 Collaboration Manager are other strategies to expose students to nontraditional programs and career options. College Prep and Intro to Education courses are now being offered for high school students in the Worthington area as another avenue to gain interest in post-secondary education and teaching careers. The Blue to Brown collaboration was also created as a way for students to access post-secondary education that are not ready to start at a four year institution. Minnesota West CTC also provides some transportation between the Jackson and Worthington campus so students can access both CTE and general education courses. Fall 2018 the new on campus housing complex will be available in Worthington further alleviating some housing issues for special population and all students. The Southwest Minnesota Private Industry Council (PIC) holds their annual Breaking Traditions events on the Minnesota West campuses. The events expose students from area learning centers to a variety of non-traditional careers through hands-on activities. The annual Career Expo introduces high school sophomores and juniors to non-traditional careers through a Career Game Show. Other events geared towards exposing students to career options not otherwise considered include 9th Grade Day and Extravaganza.

2.) Project Discovery is a state-approved transition disabled program that offers career exploration activities for special needs students. Project Search is a nationally recognized transition high school that takes places completely at a local worksite. Students participate in classroom instruction, career exploration and hands-on training through a variety of worksite rotations. The MnAMP Learn, Work, Earn project and Career Pathways has a clear objective to support students from start to finish through intrusive advising and access to all services and partners. CoderDojo and Girls that Code is a global organization that that was founded to close the gender gap in technology serving 12-18 year olds. Minnesota West CTC hosts this group on the Worthington campus facilitated by one of the Computer Science/Math instructors. Students have opportunity to attend once a month to solve world problems through code thereby practicing and experiencing the world of Computer Science.

3.) Project Search students receive transportation assistance from their high schools. Following graduation from the program, they receive

services from Vocational Rehabilitation counselors to ensure a smooth transition to the workplace. Students with special needs who are enrolled in the Introduction to Medical Careers course receive special accommodations. Perkins funds can be used to purchase equipment to reduce barriers for students with disabilities.

In 2017, MN West CTC embarked on the development of a new strategic inclusion plan and strategic enrollment initiative. Policies and procedures were scrutinized which could pose barriers for any student, including special populations. A new busing option is now being offered between the campuses of Worthington and Jackson. Expansion of this service will be considered if necessary. Also being implemented is a notification alert to advisors when new advisees are assigned ensuring advisors have immediate knowledge and access. Other resources are employed to enhance student success and experience which include Grades First, Student Advising and Registration days for new students, Get Connected Day at the onset of the fall semester, and content reader in Brightspace, as well as general education course tutoring, is available to all students in a multitude of formats. Courses are also offered in a number of formats to assist with the varied needs and experiences of our students. Math courses at Minnesota West CTC are offered in hybrid formats so as to meet student needs. They are offered in on-campus formats, live via Adobe Connect for students unable to be on campus and completely online with the option to view recorded lectures. Also developmental math is offered in a format in which students can complete 2 developmental courses a semester rather than just one. Fall 2018 the new housing complex on the Worthington campus will be available to student creating further access for students who may have housing issues.

4.) All special education students in the Minnesota West Carl Perkins consortium service region have a formal Individualized Education Plan (IEP) that is developed by a team of school and agency professionals in partnership with the student and his/her family. The IEP is designed to establish any reasonable accommodations that need to be provided for MCAs and other high stakes tests for the student. A number of schools in the consortium utilized the Minnesota Early Indicator and Response System (MEIRS) to identify students (regular education, special education, EL, etc.) that are not on course for meeting the milestones that will help them reach the goal of graduation in 4 years. The Minnesota Department of Education and the Regional Centers of Excellence (of which the Southwest West Central Service Cooperative is one of the host sites) are collaborating with the Midwest Comprehensive Center to modify and enhance the early warning and intervention monitoring process. Minnesota West CTC relies heavily on its early alert system to do early intervention and provide easy access to tutoring services to students. This last year the content reader became fully functional in Brightspace to allow any student who prefers content in audio format access. Students with documented disabilities have access to a coordinator on each of the campuses to provide reasonable accommodations, support and mentoring.

5.) Transition experiences like the Career Expo, job shadowing, careers classes are available to all students. Schools use the Minnesota Career Information System to help with transition planning which is designed for all students. Some districts have purchased the MCIS for Special Education package as well. All students at the college level must meet satisfactory academic progress regardless of status. This is in accordance with Minnesota West Policy Chapter 2 - Students 2.9 Satisfactory Progress Standards:

Minnesota West Community & Technical College adheres to Minnesota State Colleges and Universities' policy of maintaining an open door admissions policy, assessing students, and providing developmental coursework and other programs of assistance to support student success. However, students must perform at an acceptable academic level and program completion level to continue enrollment and be eligible to receive financial aid.

Minnesota West Community & Technical College is a publicly supported institution and has an obligation to follow rules and regulations set forth by the state and federal government by providing documented accountability of the taxpayer's investment in education by closely monitoring all students' academic progress.

Minnesota West Community & Technical College requires that students make satisfactory academic progress toward a degree, diploma or certificate to remain in good standing. According to regulations governing the federal financial aid programs, a student must be enrolled in a program of study leading to a degree or certificate and must be making satisfactory academic progress according to standards and practices of the institution in order to continue to be eligible for the federal programs (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Direct Loan, Federal PLUS, Federal Perkins, and Federal work Study), state programs (Minnesota State Grant, Minnesota Non-AFDC Child Care Grant, Minnesota State Work Study, and Student Education Loan Fund), and institutional programs. All students must comply with the standards of Satisfactory Academic Progress as outlined in this policy without exception for full-time/part-time status or regardless of program of study.

Minnesota West CTC also does not divulge special population status to anyone that does not have a need to know. For example if a student works with a disability coordinator for accommodations coordinators inform instructors that the student is eligible for accommodations but the nature of the disability is not shared. If the student is not requesting accommodations their status as a student with a disability is not shared at all.

6.) Labor Market information, as well as direction from advisory boards, is used to align programs and courses. Our business partners have also been committed to conversations on how to provide access to curriculum and programming that lead to occupations and jobs in high demand and high wage areas. As a result, the consortium has worked to develop coursework in a number of formats. Some examples include the Introduction the Health Careers in which high school students complete coursework at the high school and the college while participating in field visits. Marshall Area Technical Education Center and the SWMN CPP offer co-mingled coursework in Welding and CNA in order to ensure appropriate enrollment size can be attained. Coursework, in a number of programs, at MN West is offered at varying start dates in hybrid models.

7.) Career and technical education programs are continually evolving. The current and future programs will require students to have strong academic and technical skills, so they are prepared for the demands of the modern workforce. Career and technical advisory committees, which include industry representatives, are helping schools determine the types of academic, technical and 21st-century skills that students will need to be successful in post-secondary education and careers. Schools are using this information to develop more formalized pathway programs, so students and their families can see the alignment of challenging academic and career and technical courses, and industry-based

skills standards with the careers that support our local and regional economies. Many of the high schools in the consortium are very small and offer a limited amount of electives. As a result, most of the students are participants in career and technical and rigorous academic courses during their high school careers. Many of the career and technical courses are designed to integrate academic content into their curriculum. Again, at the college level, a student's status with in the special populations category is not divulged to anyone that does not have a need to know. Students meeting criteria for special populations follow the same program outline as any other student.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R5
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 online resources on Carl Perkins webpage and monthly blog articles.	
Measures	
CTE instructors will be made aware of trainings about non-traditional careers offered by MDE and MNSCU. 2 blog articles will be dedicated to educating teachers about non-traditional careers.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R6 , R8
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	
9 students will enroll in the 2018-19 school year.	

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$2,000.00

Goal 3 Objectives 3

Required/Permissive Uses of Funds*	R8
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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. 95% of individuals with disabilities will identify as "Completers" according to the Perkins Accountability Data files as supplied by the consortium school districts.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$6,000.00

Goal 3 Objectives 4

Required/Permissive Uses of Funds*	R5 , R6 , R7 , R10 , P1
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Strategies

All students including non-traditional and students with disabilities will increase their knowledge of CTE and STEM careers through college sponsored exploration activities.

Outcomes

Representatives from MRVED, Minnesota West CTC, and SWWC Coop will serve on the SW MN Youth Council. Through this partnership and others such as LYFT, Nobles County Collaborative, and the Career Pathways Program appropriate career exploration activities will be designed to showcase the high skill, high demand, high wage pathways offered in the area. Students will have opportunity to do this through events on campus along with hands on and simulated activities that students would participate in during their education and on the job.

Measures

Each campus of Minnesota West CTC will collaborate with area educators, businesses and other community partners to provide 1-2 career exploration events on campus including non traditional exploration. Activities will include but are not limited to CoderDojo, Breaking Traditions, 9th Grade Day, College Knowledge Open Houses and Scrubs Camp. Fifty Career Scopes and Accuplacers will be administered as part of these exploration activities so that students can make informed decisions about their career and education options.

Post-Secondary Required Activities	\$12,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$12,000.00

Goal 3 Objectives 5

Required/Permissive Uses of Funds*	R6 , R8 , R10 , P1
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Strategies

Special population learners a Minnesota West CTC have full access to resources, services, and coursework necessary to make informed decisions about career options, to persiste 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 athe college, Minnesota CTC has designated individuals to provide expertise in the area of retention. These individuals include Student Services Advisors, Diversity and Inclusion Staff, Faculty Advisors, Resource Specialists, and Tutors.

Outcomes

Minnesota West CTC strives for success, retention, and completion for students and employs a wide range of activities and tools to ensure this happens. Freshman Seminar, College Central, Grades First, Smarthinking, Read Speaker/Text Aid, and tutoring are all resources and services offered to all students to assist in their transition to and persistence at Minnesota West. Registration and Advising days are required for incoming students to prepare for their first semester. Other actions occur to ensure college and academic integration, learning and success. These include inclusion events and Get Connected Day.

Measures

Minnesota West CTC will offer a Get Connected Day at the beginning of the fall semester. Advising and registration days will be held on each campus for Fall and Spring semester start students. All advisors and 80% of faculty will use the early alert system to be used in FY19. These types of activities will impact actual performance on all post-secondary indicators.

Post-Secondary Required Activities	\$21,131.19
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$21,131.19
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$21,131.19

Goal 3 Objectives 6

Required/Permissive Uses of Funds*	R8 , P1
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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' transition goals and objectives 100% of the time.

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

Secondary Required Activities	\$15,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,600.00
Secondary Total	\$18,100.00
Total	\$18,100.00

Goal 3 Objectives 7

Required/Permissible Uses of Funds*	P6, P17
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.	
Measures	
85% of students will rate their workplace experience as above average. 60% of employers will rate their experience with the Youth Program as meeting or exceeding their expectations.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

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

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

The Minnesota West Consortium prides itself on our ability to partner with school districts, business, community organizations, and educators. In doing so, we have been open to being flexible and considering the needs of the students and businesses we serve. Doing so has led to rigorous and relevant CTE curriculum offered in varied formats and timeframes. Post-secondary and secondary instructors must meet credentialing criteria. High school teachers instructing college level courses do so in collaboration with the post-secondary instructors. Advisory boards steer our CTE programs and curriculum through expertise and relevance. They are made up of students, community members, business and industry constituents, and instructors and faculty.

1.) The Introduction to Medical Careers course is just one example of flexibility of courses our consortium offers. It is a hybrid course that allows the flexibility schools need. Instruction is delivered face-to-face, through technology, through job shadowing experiences and in-class presentations. This saves schools transportation costs and delivers information in a variety of ways to meet students' needs. The schedule

was designed to accommodate schools on 7 or 8 period days as well as block schedules. The course is offered at the beginning or end of the school day to minimize disruptions. Within the consortium, similar formats are being explored for Engineering, Medical Internships, and Information Technology. Minnesota West CTC works with a number of businesses to train their staff and have worked diligently to meet their needs through hybrid offerings (lectures online or adobe connect and recorded and labs onsite) and flexibility in course start dates. The entire math department has moved to hybrid offerings so students can participate face to face onsite, face to face via Adobe Connect, or view recorded lectures. These courses are well received and other departments have begun to offer courses in such a format. This past year the math department revised their developmental math and now offer a sequencing that students can complete up to 2 developmental courses in one semester.

MN West CTC has also created a new Carpentry Certificate and Diploma program. The instructor will be shared through the Pipestone High School and MN West CTC. Students from the high school can participate by attending at the college campus every afternoon. Full participation over the 2 years earns them a 16 credit Carpentry Certificate that would transfer in to the Diploma program, although all credits go towards the diploma.

2.) Consortium schools offer a variety of college credit options to help students transition to college and careers which include articulation, CIS, and PSEO. In 2017-2018, are school districts worked with MN West CTC to offer 37 college courses (64 sections) in the high schools while over 1,100 PSEO students from 50+ school districts including home school partners participated in 207 different classes ranging from general studies, liberal arts to career and technical courses. Marshall Area Technical Education Center (MATEC) offers college credit curriculum to students in CNA (3 cr), Medical Terminology (2cr), and Welding (16 cr) at their facility. They are continuing to explore the possibility of Child Development and Basic Mechanics to their offerings. The Southwest Minnesota Career Pathway Program offers college credit and certification in 6 areas including CNA/Home Health Aide, Medical Terminology, Community Health Worker, Community Interpreter Certification, Welding, and Commercial Driver's License. Adult students doing welding have been afforded the opportunity to complete their welding certificates at the MATEC center beyond participation in the CPP courses the past two years. On May 9, 2018, 7 adult students in Welding processed in graduation and 8 will complete their certificate as a result of the partnership. The Montevideo ALC worked this spring semester to offer Welding to their students through an agreement with MN West CTC and transporting the students to the campus. A variety of options allow flexibility for students but schools also need to contain costs of students participating in course outside their school buildings.

3.) A number of activities and services are offered to traditional and nontraditional students to enrich their transitions. Students in the high schools, with IEP's and 504 plans, work with their schools on transition planning. Often MN West CTC advisors are invited to those transition meetings to discuss possible barriers and needs and accommodations while in college. Students attending post-secondary, with documented disabilities, who identify work with a designated student service advisor on their campus to ensure continuum of services. A joint advisor works with both the CNA and Welding students at MATEC for services, career exploration, admissions, financial aid etc. Students participating in the MnAMP Learn Work Earn Grant also have a college advisor to ensure success. Both secondary and post-secondary schools offer financial aid nights to ensure questions can be answered and resolved. MN West CTC requires all new incoming students participate in a Student Orientation, Advising, and Registration (SOAR) event before starting. The intent is to ensure all needs are met and questions answered prior to the first day of the semester. Upon starting, new and returning students participate in Student Success Boot Camps and our annual Get Connected Day. Students are also offered our Freshman Seminar course, ideally to be taken their first semester. The course is geared towards college experience and success, time management, study skills, health, and career exploration.

Other activities the consortium offers that promote transition include Breaking Traditions, Career Expo, 9th Grade Day, Extravaganza, Program Shadow Days, Scrubs Camp, and Financial Aid nights to name a few.

Minnesota West CTC recently created the position of K-12 Collaboration Manager to manage the many initiatives the college has with secondary partners. We would see this as an opportunity to bridge gaps between high school and college and create better transitions along with bringing the consortia in line with performance indicators in particular graduation rates and participation and completion.

4.) A number of organizations work directly with MN West CTC to train their existing workforce. These include AGCO, JBS, Case IH, Schwans, and Monogram Meats. These adult learners transition back into roles with their employers. Many adult learners come to MN West CTC currently working with Workforce/PIC and continue to do so while attending. MN West CTC offers College Central to students which is a comprehensive employment resource. Faculty in our CTE programs at MN West CTC have come from and worked in industry and tend to be very well connected. They are often are the best connector for students to industry and frequently have employers in to recruit and speak with students.

5.) Regional articulation agreements are an example of how consortia work together to offer credits between colleges. 18 consortia are members of the Southern Minnesota Articulation agreements. Students can redeem credits at a variety of colleges throughout southern Minnesota. A POS in Animal Science was created through brokering with Ridgewater College.

6.) MN West CTC employs varied strategies to enroll and retain military veterans, underemployed, and unemployed adults. Last year the college worked to develop a strategic enrollment plan for the college which is now in place. Bi-monthly enrollment monitoring meetings occur to ensure processes are appropriate. A student services specialist is also employed as our Veteran's Certifying Officer, a point of contact to assist military veterans with the many programs and regulations attached to their funding. Our continued partnership with the SW MN Career Pathways Program also helps to enhance enrollment and retention as the CPP incorporates soft skill training, career interest assessments, and presentations by MN West staff.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R3
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	
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Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$7,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,500.00
Secondary Total	\$9,500.00
Total	\$9,500.00

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R3, P7
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.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$7,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,400.00
Secondary Total	\$9,400.00
Total	\$9,400.00

Goal 4 Objectives 3	
Required/Permissive Uses of Funds*	R4, R11 , P2
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 high school CTE students who have successfully completed required competencies in their courses. Students must be part of the Southern Minnesota Articulated College Credit Partnership.	
Measures	
Consortium schools will issue Minnesota Articulated College Credits to high school students that meet post-secondary competencies. 18 consortia have joined together to form the www.ctecredtmn.com website.	
Post-Secondary Required Activities	\$1,205.50
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,205.50
Secondary Required Activities	\$7,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$7,000.00
Total	\$8,205.50

Goal 4 Objectives 4	
Required/Permissive Uses of Funds*	R1 , R8
Strategies	
Schools will use MCIS and other resources to provide career guidance and counseling	
Outcomes	
School guidance programs are designed 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	
70% of consortium schools will utilize MCIS	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$16,000.00
Secondary Total	\$18,000.00
Total	\$18,000.00

Goal 4 Objectives 5	
Required/Permissive Uses of Funds*	R6 , R9 , R10 , R11
Strategies	
The Consortia and Minnesota West CTC, in collaboration with SWWC Service Coop, recognizes the importance of and resurgence of interest in career and technical education in SW MN. The explosion of students seeking exposure to college credit while in high school has lead to the creation and hiring of a full time K-12 College and Career Readiness Coordinator.	
Outcomes	

The MN West Consortium will have a designated individual to manage Minnesota West CTC's collaboration initiatives including concurrent enrollment, Center for College Readiness programs and services, PSEO, Career Academies, and other K-12 collaboration initiatives and strategies.	
Measures	
The consortia will see an increase in the number of Career Academies offered and students participating in them. Minnesota West CTC will see an increase in the REACH courses offered to high school students and continue to serve 1,000+ PSEO and Reach students. We would also expect increased numbers of students being admitted to programs affiliated with the Career Academies and higher rates of graduation for students entering college with college credit or articulated credit.	
Post-Secondary Required Activities	\$19,167.11
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$19,167.11
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$19,167.11

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

*

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

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

The SWWC Service Cooperative, Minnesota West Community and Technical College, and the Minnesota River Valley Education District jointly administer the Minnesota West Consortium Carl Perkins grant. A secondary-post secondary liaison is jointly employed by the college and Service Cooperative to serve as a link between the secondary and post-secondary CTE programs. There is also a designated post-secondary individual that oversees Perkins activities at that level. This relationship has helped facilitate an increased number of joint staff development experiences between faculty, articulation agreements, improved career pathways, student competitions, and career exploration activities.

- 1.) The consortium is subject to an annual fiscal audit. A cost-to-benefit assessment is conducted when making all financial decisions. Monthly, the post-secondary budget is reviewed by the post-secondary coordinator, business manager, and vice president of administration. On a yearly basis, Minnesota West CTC staff, joint Perkins leader, and administration meet to plan the following year's application and evaluate the current year's activities, projects, and priorities. This information is then incorporated into the application and annual report. Any equipment expenditures at the post-secondary level are vetted by our college wide Equipment/Technology team to fair and impactful distribution.
- 2.) At the conclusion of each school year, school administrators, CTE instructors, business managers, and counselors are surveyed to ensure the consortium is meeting districts' needs. Students from schools participating in collaborative CTE courses are also surveyed to measure their level of engagement and satisfaction. Other formal methods of evaluation and data review are used including TSA's, licensure and certification exams, Registrar for EPM data, SLEDS data, IPEDS data, CCSSE Survey, and Accountability Dashboard. Results are shared with academic affairs, governance and advisory committees where decisions about program improvement are made.
- 3.) Responsibilities are shared among the partners in collaborative projects. We work with partners to determine each organization's role. Data is collected to determine whether projects are increasing student knowledge and meeting their needs.
- 4.) Partners share costs for many collaborative projects including the consortium coordinator, articulation website, Career Expo, Career Pathways Programs, student service advisor time and learning space for collaborative projects. An example of collaborative budget

development is the development of the Introduction to Medical Careers course offered in Granite Falls and at five area high schools. Stakeholders were brought to the table to discuss the feasibility, structure, curriculum and offering, and budget.

5.) Minnesota West Consortium has an extensive history of collaboration and partnerships with participating members and area stakeholders. As a result, we have a history of successful and varied joint projects. Examples of some of these projects include Career Expo, E3: Energy Education for Educators, MnAmp Learn Work Earn Grant, Breaking Traditions, Career Pathways Programming, a joint coordinator, membership on the SW MN PIC Youth Council, joint presentations at conferences such as CTE Works, and in-service trainings by college instructors to secondary teachers. Our newest collaborative effort being the LYFT Pathways Initiative could include an infinite number of partners. 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. Partners share the cost of website management and meeting coordination for the www.ctecreditmn.com website.

6.) The consortium uses a webpage to disseminate information including the application process, upcoming trainings and student activities. The Service Cooperative's Twitter account is utilized to share real-time information. A monthly newsletter in the form of a blog is shared with CTE instructors, school administrators, partners, and lawmakers.

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R6 , R10
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.swsc.com/perkins) 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 the 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 250 page views per month.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$20,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$13,000.00
Secondary Total	\$33,000.00
Total	\$33,000.00
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R6 , R9 , R10
Strategies	

Consortium vision, projects, activities, staff development opportunities and other important CTE and consortia news will be communicated and shared with school district staff, college faculty, administration, and other critical partners.	
Outcomes	
The Minnesota West Consortium will employ a coordinator to be the connection and communication link between member partners.	
Measures	
The consortium's website will be updated and maintained to provide 24/7 access to Carl Perkins data, event information, FAQ's, and Articulated College Credits. Consortium staff will continue to sit on and actively participate in the SW MN PIC Youth Council.	
Post-Secondary Required Activities	\$44,625.71
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$10,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$54,625.71
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$12,702.00
Secondary Reserve	\$0.00
Secondary Total	\$12,702.00
Total	\$67,327.71

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-secondary Required Activities	Post-secondary Permissible Activities	Post-secondary Admin Cost	Post-secondary Reserve	Post-secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$54,185.84	\$0.00	\$0.00	\$14,067.15	\$68,252.99	\$65,017.02	\$0.00	\$0.00	\$8,351.18	\$73,368.20	\$141,621.19

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$8,000.00	\$0.00	\$0.00	\$55,606.29	\$63,606.29	\$74,500.00	\$0.00	\$0.00	\$3,200.00	\$77,700.00	\$141,306.29

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$33,131.19	\$0.00	\$0.00	\$0.00	\$33,131.19	\$23,500.00	\$0.00	\$0.00	\$2,600.00	\$26,100.00	\$59,231.19

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$20,372.61	\$0.00	\$0.00	\$0.00	\$20,372.61	\$23,000.00	\$0.00	\$0.00	\$20,900.00	\$43,900.00	\$64,272.61

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$44,625.71	\$0.00	\$10,000.00	\$0.00	\$54,625.71	\$20,000.00	\$0.00	\$12,702.00	\$13,000.00	\$45,702.00	\$100,327.71

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal Total	\$160,315.35	\$0.00	\$10,000.00	\$69,673.44	\$239,988.79	\$206,017.02	\$0.00	\$12,702.00	\$48,051.18	\$266,770.20	\$506,758.99

Secondary Supplemental Budget

File Name	Description	File Size
FY18-MN West Perkins Budget.xlsx (53 KB)	FY19 Minnesota West Perkins Budget	53 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$6,700.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$3,500.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$6,900.00

Totals

\$22,600.00

Coordination Time for Perkins Grant**Secondary***This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures*

Total percentage of time for Coordinators of Perkins:* 45.0%

Coordinator Budget:* \$37,463.13

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 50.0%

Coordinator Budget:* \$41,625.71

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Linda Pesch	Student Services Advisor/Post Secondary Perkins		\$0.00	Linda Pesch Job Description.pdf
Theresa Ireland	K-12 Collaboration Manager		\$19,167.11	K12 partnerships job description.docx
Elaina Nichols	Health Information Technology Instructor		\$10,830.28	HIT.pdf
Mike Cumiskey	Law Enforcement Instructor		\$8,122.71	Law Enforcement.pdf
Gail Polejewski	Minnesota West Secondary Coordinator		\$79,088.84	Gail Polejewski.doc
Laurie Fales	Administrative Assistant		\$31,000.00	Laurie Fales.pdf
Tom Hoff	Career and Tech Coordinator		\$8,200.00	Tom Hoff.docx
			\$156,408.94	

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1P1 ? Technical Skill attainment
Negotiated Performance: *	85.40
Actual Performance: *	83.54
General strategies planned to improve performance:	
Minnesota West CTC has not met this indicator the past three years. There is discussion about whether the assessments given are relevant or if other assessments should be considered. The other consideration is curriculum changes. Minnesota West CTC just went through a restructure of administration and we now have Deans overseeing clusters of programs. This may allow for more attention placed in the area of assessment and curriculum changes and more discussions on the topics. We may find it necessary for direction from Minnesota State to explore alternative assessment tools.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	54.90
Actual Performance: *	51.29
General strategies planned to improve performance:	
SWWC recently hired a Reading Specialist through the Southwest Prairie Regional Center of Excellence. The intent of this position is to provide concentrated, on-site support to schools needing improvement in these content areas. MCA test results will determine which districts receive this service.	

A SWWC school improvement specialist hosted an after-school webinar to help teachers meet the ELA standards. CTE teachers were targeted and 12 of the 16 attendees were high school CTE instructors. Curriculum was provided to attendees, and an incentive was offered to teachers who implement the strategies by the end of the school year. The webinar was well-received and could possibly be offered again.

Regional support will focus on whether the appropriate rigor of the ELA standards are being taught, as well as how curriculum and assessments are aligned to the standards. Instructional reading strategies across content areas will be emphasized.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	45.23
Actual Performance: *	43.21

General strategies planned to improve performance:

Through multiple programs, regional math educators meet throughout the school year, in grade bands, to review data (MCA, district benchmarking, formative and summative assessments), academic standards and alignment, share best practices, instructional strategies and resources. These meetings are held in multiple locations across the region, and are led by School Improvement Specialists. In 2017-18, approximately 65 educators attended these meetings.

Regional support will focus on whether the appropriate rigor of the Math standards are being taught, as well as how curriculum and assessments are aligned to the standards.

SWWC is currently posting for a Math Specialist through our Regional Center of Excellence. The intent of this position is to provide concentrated, on-site support to schools in needing improvement in these content areas, based on MCA test results. The work will entail a systematic approach to make a change in order to improve student achievement and outcomes in Math.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:*	2S1 ? Technical Skill Attainment
Negotiated Performance: *	55.00
Actual Performance: *	54.41

General strategies planned to improve performance:

Using Precision Exams has allowed more assessments to be given at a more reasonable cost. Their assessments also seem to align a little better to the schools' curriculum, although it's still not perfect. Interest in TSAs is slowly growing in the Ag area. The variety of programs they teach will hopefully improve the number of TSAs given in the future although many teachers have been frustrated with how their students are scoring.

It's our understanding that a compatible TSA has been found for the collaborative Information Technology courses that will be taught throughout the consortium next school year. There is not a TSA that closely matches the new Intro. to Health Careers course at this time.

As teachers get experience using the exams, hopefully scores will improve. We will encourage teachers to give both the pre and post tests in hopes that student scores improve. Additional funds will be designated to allow both pre and post-tests to be given. Up to this point, most instructors have just been using the post-test. 12 of 13 students passed the assessment used in the Introduction to Medical Careers class.

We are hopeful these results will be similar in the other collaborative courses. We also have more control of the collaborative courses and can ensure the assessments are given.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:*	3P1 ? Student retention or transfer
Negotiated Performance: *	10.89
Actual Performance: *	9.89

General strategies planned to improve performance:

Retention and transfer of students are very important to Minnesota West. We utilize a number of services and resources throughout the year to retain students. These include advising and registration days for all students to ensure they are ready to start the semester. We do a Get Connected Day on each campus as a way for students to meet each other, staff, faculty and members in the community. We utilize a first alert system that assists in getting quicker notification that students are at risk. We will continue to utilize these types of resources although we may ultimately go with a new early alert system. Some additional things we have been working on this past year and will continue that we believe will assist in retention and transfer of our students are:

1. Blue to Brown (B2B). In FY 18 we embarked on a partnership with SMSU to offer students not accepted to SMSU the opportunity to attend MN West but do it on the campus of SMSU, live on the SMSU campus, and participate in all activities there with the exception of athletics. Students that are successful at MN West will automatically transfer to SMSU if that is still the intended goal.

2. Construction began on the campus apartments in Worthington. These will be available for students Fall 2018. MN West has already hired a housing coordinator to oversee the operations there.

3. Designation of a staff member to also be a retention coordinator to work primarily with students in Worthington.

4. Restructure of administrators and deans. We now have a Dean of Student Services to oversee issues such as retention, SAP, disability services, and advising. Prior it was the responsibility of the campus dean to see to all student services along with curriculum and facilities management. This new structure provides a full time individual to manage and explore student issues including retention.

5. We have a new articulation agreement with SMSU for our agriculture students. We are also exploring ways to get students interested in education to move from MN West to SMSU for teaching.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met:*	5P1 ? Nontraditional participation
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Negotiated Performance: *	12.40
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Actual Performance: *	11.14
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General strategies planned to improve performance:

Minnesota West uses a number of activities and resources to ensure nontraditional participation of which we will continue to do so as well as additional activities. Yearly we work with SWMN PIC to provide Breaking Traditions on each campus. This event is geared towards ALC students that may not have considered post-secondary education as an option. We also participate heavily in the Career Expo, hold a 9th grade exploration day for 280+ students as well as the Extravaganza. We intend to add additional days on campus where students can come and explore our programs. We are also providing some funds to faculty, for supplies, who would like to do additional outreach and recruiting but have been hindered due to budgetary issues. We recently approved and hired a new position, K-12 Collaboration Manager. This person will be responsible to improve the collaboration between MN West and secondary institutions and explore new career academies which will expose more students to more possibilities.

Also our partnerships with SWMN PIC, ABE, SWWC Service Coop and MATEC will continue and are great avenues to expose students to nontraditional careers. Specifically the Career Pathways Program exposes students to CNA and health fields which easily transition to other programs at MN West. Also included in the CPP is the welding in which students earn 6-16 credits towards their welding certificate or diploma.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met:*	5P2 ? Nontraditional completion
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Negotiated Performance: *	9.30
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Actual Performance: *	7.03
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General strategies planned to improve performance:

Minnesota West CTC employs a number of strategies to ensure nontraditional participation and completion but sometimes human factors are beyond the college's control. To bridge some of these gaps we rely heavily on an early alert system which notifies students and their advisor of their progress. The tool can also be used for students to easily request assistance from a tutor. We utilize an online tutoring system that is accessible 24/7 to students. The college has also implemented hybrid courses which can work in to student's busy schedules. This last year the Dental Assisting program implemented hybrid courses in to their program. Students participating this way would then only have to be on campus for labs allowing better access for the working student. Transportation is offered between the Jackson and Worthington campuses to allow access for students with limited or no transportation options. Also this fall, the housing complex on the Worthington campus will be available eliminating housing issues for some students. Each year the campuses of Minnesota West hold events to encourage participation and retention, one of which is the Get Connected Day at the beginning of each fall semester.

Comments or context for actual performance (optional):

Improvement Report 8

Indicator Not Met:*	6S1 ? Nontraditional participation
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Negotiated Performance: *	36.50
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Actual Performance: *	35.82
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General strategies planned to improve performance:

The consortium has met its target for the past two years and only missed the target by .68% this year. The Breaking Traditions events held for high school students at the area college campuses continue to offer a hands-on approach to exposing students to a variety of career options. The Career Expo will continue to encourage employers to send non-traditional staff to represent their occupations as examples to high school students. Almost 2000 high school students receive information about non-traditional careers during the Game Show portion of the event. Information about non-traditional careers will be shared with CTE instructors through email messages and at group meetings.

Comments or context for actual performance (optional):

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
5P2 ? Nontraditional completion	Minnesota West CTC employs a number of strategies to ensure nontraditional participation and completion but sometimes human factors are beyond the college's control. To bridge some of these gaps we rely heavily on an early alert system which notifies students and their advisor of their progress. The tool can also be used for students to easily request assistance from a tutor. We utilize an online tutoring system that is accessible 24/7 to students. The college has also implemented hybrid courses which can work in to student's busy schedules. This last year the Dental Assisting program implemented hybrid courses in to their program. Students participating this way would then only have to be on campus for labs allowing better access for the working student. Transportation is offered between the Jackson and Worthington campuses to allow access for students with limited or no transportation options. Also this fall, the housing complex on the Worthington campus will be available eliminating housing issues for some students. Each year the campuses of Minnesota West hold events to encourage participation and retention, one of which is the Get Connected Day at the beginning of each fall semester. It would be expected that each campus participate in this event this fall.	Housing, transportation, child care grants, financial aid. Responsibility and support of all faculty and staff that retention is everyone's concern.	Get Connected Days - August or Early September 2018 Housing - Worthington - August 2018 Transportation between Jackson & Worthington - Fall and Spring semesters Grades First - First 2 weeks of each semester, mid-term and throughout the semester	Student Services Advisors, tutors, retention staff, chief diversity office, Dean of Student Services. In reality retention of students is the job of every staff and faculty.	We pull data from Grade's First regarding the number of faculty that use the product, how many students reported on and what ultimately happened (student withdrew from course, passed or failed. Track the activities of Get Connected and who attends Registration and Advising days.	Undocumented students.	Life circumstances such as health issues, addiction, child care, homelessness, undocumented student status.	

Rigorous Program of Study

State-Approved Rigorous Program of Study	RPOS submitted with 10 components
Network Systems	MN West RPOS.pdf
Accounting	Accounting.pdf
Animal Systems	Animal Systems.pdf
Facility and Mobile Equipment Maintenance	Facility and Mobile Maintenance.pdf

Programs of Study

Career Fields	Career Clusters	Career Pathway	State-Approved Secondary Assessments	Other Secondary Assessment (if not listed in the state-approved dropdown list)	State-Approved Postsecondary Assessments	Other Postsecondary Assessment (if not listed in the state-approved dropdown list)	At which High School? College?	In which course (use course code) or at what time in the program?	In which CTE Program?
Health Science Technology	Health Science	Health Informatics		Precision Exams-Preparing for College and Careers			Lakeview, YME, RCW, Montevideo, Luverne, Adrian, JCC, MCC, Windom	Introduction to Medical Careers	Health
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Precision Exams Small Engines		National Occupational Competency Testing Institute Heavy Equipment Maintenance and Repair		Canby, Minnesota West	Ag Mechanics	Ag
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Precision Exams Automotive Service, Introduction				Hendricks	Basic Mechanics	Industrial Tech
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Animal Systems	Precision Exams Animal Science I				Fairmont, Redwood Area		Ag
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Animal Systems	Precision Exams Veterinary Assistant				Redwood Area		Ag
Business, Management, & Administration	Business, Management, and Administration	Administrative Support			National Occupational Competency Testing Institute Administrative Assisting		Minnesota West	End of Program	Administrative Assistant
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction			National Occupational Competency Testing Institute Electrical Construction Technology		Minnesota West	End of Program	Electrician
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance			National Occupational Competency Testing Institute Small Engine Technology		Minnesota West	End of Program	Power Sports
Business, Management, & Administration	Marketing	Marketing Communications		Precision Exams- 21st Century Success Skills			Montevideo	Business Communications	Business
Human Services	Human Services	Early Childhood Development and Services	Precision Exams Child Development				Lakeview	Child Development	FCS
Business, Management, & Administration	Finance	Accounting	Precision Exams Accounting I				Benson	Accounting	Business
Arts, Communication, & Information Systems	Information Technology	Network Systems	Precision Exams Computer Technology				Benson	Introduction to Computers	Business
Business, Management, & Administration	Finance	Accounting	Precision Exams Accounting I				Montevideo	Accounting	Business
Business, Management, & Administration	Finance	Business Finance		Precision Exams- 21st Century Success Skills			Montevideo	Business Communications	Business
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Food Products and Processing Systems	Precision Exams Food & Nutrition I				Lakeview	Foods and Nutrition	FCS

Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Food Products and Processing Systems		Precision Exams- Food Service/Culinary Arts			Lakeview	Culinary Professional	FCS
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Statement of Assurances & Certifications

File Name	Description	File Size
Mn West Statement of Assurances.pdf (4.3 MB)	MN West Statement of Assurances	4.3 MB

Attachments

File Name	Description	File Size
2018-19 Projected Shared CTE Courses.xlsx (11 KB)	Projected courses and student numbers through collaborative projects in 2018-19	11 KB
LYFT flyer (002).pdf (567 KB)	LYFT Initiative Flyer	567 KB