



Minnesota
STATE COLLEGES
& UNIVERSITIES

Application

00708 - FY15 Perkins IV Application - Final

00744 - FY15 Minnesota West Consortium Perkins Application
Perkins IV Consortium

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Agency List

Agency Name	Secondary Type	Number
Adrian	01 public school district	511
Benson	01 public school district	777
Blue Earth	01 public school district	2860
Brewster	01 public school district	2907
Canby	01 public school district	891
Cedar Mountain	01 public school district	2754
Comfrey	01 public school district	81
Dawson-Boyd	01 public school district	378
Edgerton	01 public school district	581
Ellsworth	01 public school district	514
Fairmont	01 public school district	2752
Fulda	01 public school district	505
Granada-Huntley- East Chain	01 public school district	2536
Hendricks	01 public school district	402
Heron Lake-Okabena	01 public school district	330
Hills Beaver Creek	01 public school district	671
Ivanhoe	01 public school district	403

Jackson County Central School	01 public school district	2895
Lac Qui Parle Valley School	01 public school district	2853
Lake Benton	01 public school district	2853
Lakeview	01 public school district	2167
Luverne	01 public school district	2184
Lynd	01 public school district	415
Marshall	01 public school district	413
Martin County West	01 public school district	2448
Milroy	01 public school district	635
Minneota	01 public school district	414
Minnesota River Valley Education District	01 public school district	6018
Montevideo	01 public school district	129
Mountain Lake	01 public school district	173
Murray County Central	01 public school district	2169
Ortonville	01 public school district	62
Pipestone	01 public school district	2689
Red Rock Central	01 public school district	2884
Redwood Area	01 public school district	2897
Renville County West	01 public school district	2890
Round Lake	01 public school district	516
Russell-Tyler-Ruthon	01 public school district	2902
Southwest/West Central Service Cooperative	83 service cooperative	991
Springfield	01 public school district	85
Tracy	01 public school district	417
Truman	01 public school district	458
Wabasso	01 public school district	640
Westbrook- Walnut Grove	01 public school district	2898
Windom	01 public school district	177
Worthington	01 public school district	518
Yellow Medicine East	01 public school district	2190
Minnesota West Community and Technical College		

Summary Narrative Pt. 1

Career and Technical Education Programs*

Q1) How does your plan support the career 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)] (5,000 word limit)

The Southwest/West Central Service Cooperative, Minnesota West Community and Technical College, and the Minnesota River Valley Education District jointly administer the 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. This relationship has helped facilitate an increased number of joint staff development experiences between the faculty, articulation agreements, student competitions, and career exploration activities.

The plan focuses on program improvement not program maintenance. Funds can be used to initiate new CTE programs or classes. Staff development opportunities for each CTE discipline are also offered. In addition to annual activities that bring instructors together, training on relevant topics are offered (tour of local agriculture technology campus and major food manufacturing R&D facility.) 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.

Meeting State and Local adjusted levels of Performance*

Q2) Please 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)] (5,000 word limit)

School districts submit Carl Perkins data via the state MARSS website, the MN West Carl Perkins Consortium requests performance data from schools on each of the performance accountability indicators. The MN West Perkins Coordinator receives an aggregated report from Minnesota Department of Education that shows previous year performance levels for each of the accountability measures. Consortium staff compares performance levels against previous years to determine if progress towards performance targets is being made. For those areas where progress is not being made, individual school data is analyzed to determine which schools may need additional assistance. A local improvement plan is established for those indicators needing improvement.

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 and 6)] (5,000 word limit)

During the first year the Technical Skill Assessments are implemented into a specific discipline, a pilot school is chosen to administer a state approved test (NOCTI, MyCaert, SkillsUSA, etc.) to determine students' level of technical skill attainment. After the first year of TSA implementation, additional teachers in the specific discipline area will receive staff development opportunities to learn more about the assessment that will be used, help in identifying those students that should complete the assessment, technical assistance on administration of

the assessment, and training on the use of data for instructional improvement through systems such as CTEDDI.

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)]
(5,000 word limit)

Southwest Minnesota can boast of being home to some of the most successful student organizations in the state. These organizations offer students opportunities to connect with industry and demonstrate their skills through student competitions. Job shadowing, interactive career fairs, field trips, and internships are available as well. Project Discovery is an added benefit to students with special needs as it offers career exploration and assessment activities to assist them in transition planning.

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please 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)]
(5,000 word limit)

Funding staff development opportunities using Carl Perkins funds is determined by documented industry needs and measurable interest (through formal evaluations and surveys) of CTE teachers. 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. An emphasis on Professional Learning Communities (PLCs) has been implemented throughout many member districts where teachers and administrators share learning and then act on what they learn in order to improve effectiveness as professionals for student benefit. PLCs have proven to be an effective strategy for school change and improvement.

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. [Sec.134 (b)(12)]
(5,000 word limit)

All faculty at the secondary level are hired through their individual districts. The consortium has experienced the elimination of Family and Consumer Science programs in five school districts in two years. Many non-certified teachers continue to express an interest in pursuing CTE certification, but few follow through. An informal mentoring program has developed as many CTE teachers find themselves to be isolated in their small districts. Teachers in similar districts, college faculty, and industry representatives can be depended on to provide support.

Minnesota West hires many faculty directly from business and industry. Advertising is directed to diverse populations through a variety of media.

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.
(5,000 word limit)

There are several ways the consortium evaluates student technical skill attainment. The MN West Carl Perkins Consortium has strong CTE students organization chapters in FFA, FCCLA, and BPA. In reviewing state competition results, it is evident that MN West Consortium schools are consistently some of the top performing schools in the state. 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.

The consortium has developed several industry led competitive events that provide students with the opportunity to develop skills required in industry. Students then demonstrate those skills during regional competitions and receive direct feedback from industry professionals (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 begun to attract students from outside our consortium.)

Teachers in the Business area have been very willing to try the assessments and have had good luck with the NOCTI assesment for Accounting. Five districts have tested their students using the NOCTI Accounting Assessment in the past year. In three years, only one student hasn't met the National Average. But, the teacher who wanted to assess students for Administrative Support considered three different assessments before giving a marketing assesment because it seemed to suit her class the best. The teacher who agreed to pilot the Child Development assessment was discouraged to find that only 6 of her 16 students met the national average although she wasn't shocked because she felt the assesment wasn't going to be a good fit for her class to begin with. We will work to find assessments that better fit our classrooms. We will continue to work with teachers in the construction and mobile maintenance areas to find an assessment that will match the content they are teaching in their courses. MN West is beginning an Industrial Maintenance course, and we will explore the possibility of creating a program of study in Power, Structural, and Technical Systems. MN West no longer has a construction program but does have plumbing and electrical programs. Lac qui Parle High School has begun a fluid power course which could be an additional pathway next year. The consortium has requested and received Technical Assistance. In October 2013, State staff and an experienced consortium coordinator attended the FACS and Business teachers' meetings.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including

steps of action, stakeholders involved, and timeline. Also discuss the identified 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)] (5,000 word limit)

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.

Many community members, industry people, representatives from MN West and SMSU, and the secondary schools have been meeting regularly to discuss regional workforce training needs. Southwest Minnesota's largest employers are in the manufacturing and health care 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.

Several members of the consortium are participating in the E3: Energy Education for Educators conference in the summer of 2014. These teachers will learn about a variety of renewable energies and teach them to their students who can earn college credit. This could potentially be an additional pathway if a suitable assessment exists.

Health occupations are also being strongly considered as a potential pathway. The primary problem is getting a program approved because the available teachers can not obtain a vocational license. Until that can be addressed, a program of study can not be established and testing can not be done.

Our goals for the coming year are to move forward with ideas presented by the WorkForce Training Needs committee, help more schools start health occupations courses, and then find a way to make them eligible for Perkins funding.

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

Goal 1 Narrative:

(5,000 word limit)

The Minnesota West Consortium has completed the required Programs of Study. The goal for the FY 13 school year will be to develop additional Programs of Study if possible. The successful practice of inviting secondary school faculty to attend off-site workshops to populate the MN POS website will be continued.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P5 Student Organizations
Strategies*	Approved Agriculture, Business, Industrial Technology and Family and Consumer Science programs will be supported through Carl Perkins consortium funding. Approved programs will apply for funds by November 2013 to make improvements (equipment, technology, curriculum supplements (under some circumstances), and certain student organization expenses to their programs that align with Programs of Study and Technical Skill Attainment.
Outcomes*	High school students will develop and demonstrate industry based technical skills through student organization participation.
Measures*	60 % of consortium schools will have FCCLA teams that achieve goal level performance at State competition 65 % of consortium schools will have FFA teams that achieve goal level performance at State competition 85 % of consortium schools will have BPA teams that place in the top 10 at State competition
Description	
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 Reallocation	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$46,905.70
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$905.15
Secondary Reallocation	\$0.00
Secondary Total	\$47,810.85
Total	\$47,810.85
Goal 1 Objectives 2	
Use of Funds*	R2 Programs of Study
Strategies*	High School and post-secondary CTE students will demonstrate technical skill attainment using 3rd party, standardized assessments.
Outcomes*	Approved Business, Ag, Early Childhood, and Construction 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. Training will be provided for teachers and tests will be purchased for participating schools.
Measures*	65% of consortium students will pass third party technical skill assessments
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$2,000.00
Total	\$2,000.00
Goal 1 Objectives 3	
Use of Funds*	R2 Programs of Study, R5 Professional Development , R11 Articulation
Strategies*	High school programs that teach advanced coursework will be identified.
Outcomes*	At least one school with advanced classes in Facility and Mobile Maintenance will be chosen to explore a third party assessment system for the consortium.
Measures*	Teachers will collect baseline data for future analysis.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 4	
Use of Funds*	R2 Programs of Study, R6 Assessment , P5 Student Organizations
Strategies*	National Skill Standards and/or established business and industry standards will be exceeded in skill testing and certification qualifications. Faculty/Majors are responsible for assessment with assistance from coordinators. The assessments will be proctored by persons other than the faculty/instructor.
Outcomes*	<p>Minnesota West Community & Technical College will expand the technical programs participating in National Skills Testing. There will be compliance with the State assessment schedule for POS. The Data Driven Improvement Model- CTEDDI- will improve data and classroom instruction. Assessment results will allow faculty to be aware of areas of strength in program curriculum as well as areas where curriculum should be strengthened.</p> <p>The following assessments will be used:</p> <ul style="list-style-type: none"> • NOCTI – Accounting and Business • NOCTI – Administrative Assistant • ASE – Auto Mechanics • NOCTI - Child Development • NOCTI – Electrician • National Fluid Power Society Certification- Fluid Power Technology • HESI, State Boards – Nursing • PAS – Post Secondary Agriculture • Heartland Beauty Expo Competition
Measures*	<p>When the opportunity is appropriate, students competing in state and national events will exhibit higher skills. Ten postsecondary BPA teams/individuals will place at the state level on skills tests and 2 at the national level.</p> <p>All Minnesota West students enrolled in accounting and administrative assistant programs will perform above the national average on the NOCTI skills tests.</p> <p>Four Cosmetology students will perform above the state average demonstrated by competing in Heartland Beauty Skills Competition.</p> <p>Auto Mechanics (ASE), Electrician (NOCTI) and Post Secondary Agriculture (PAS) students will score above national average in skills competition.</p>
Description	
Post-Secondary Required Activities	\$5,800.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation	\$0.00
Post-Secondary Total	\$5,800.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$5,800.00

Goal 1 Objectives 5	
Use of Funds*	R5 Professional Development
Strategies*	Poll teachers to gauge their professional development needs.
Outcomes*	Offer professional development opportunities for teachers.
Measures*	1 training will be offered specific to Business teachers' needs.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 1 Objectives 6	
Use of Funds*	R2 Programs of Study, R6 Assessment
Strategies*	Provide NOCTI and other state approved assessments to assist college CTE faculty and high school teachers in administering approved assessments of students.
Outcomes*	POS required assessments will be administered on the required assessment schedule
Measures*	85% of students majoring in approved CTE programs will pass approved assessments to determine students' technical skill attainment levels.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 1 Objectives 7	
Use of Funds*	R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R10 Collaboration, P1 Advisory Committees
Strategies*	Skill Assessments and results will be shared by faculty with business and industry through program Advisory Boards' yearly meetings.
Outcomes*	Faculty will share results of instruments with Advisory committees for each technical program. Committees are composed of industry and business representation. This will occur with all majors and in particular with any major that is considered a Program of Study.
Measures*	100% of CTE majors will hold an advisory meeting a minimum of once a year. Business and industry advisory groups interact and collaborate with faculty regarding student assessment/achievement and quality of training. Assessment results are included and discussed on Advisory Board Agendas. Advisory members will offer input on curriculum in relationship to industry standards and trends and based on assessment results.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 2 Narrative:

(5,000 word limit)

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

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , P10 Student Transition
Strategies*	All programs offered through Minnesota West appropriate for internships and externships will provide them in arrangements with business and industry. Education and training and placement of students will be enhanced.
Outcomes*	Uniform standards will exist for experiences. Credit bearing courses will be listed as externships, internships or special topics. Standards for internships and externships will continue to be evaluated and incorporated into student and faculty handbooks.
Measures*	Provide internships and externships to 300 Minnesota West CTE students during 2013-2014 school year. 30 Minnesota West CTE Programs will provide internship and externship opportunities for students in 2013-2014.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 2 Objectives 2	
Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P1 Advisory Committees, P7 Equipment Leasing/Purchasing/Upgrading
Strategies*	Collaborate with and build relationships between Minnesota West, community, agency, industry and business partnerships to provide students with state of the art equipment, technology and industry savvy faculty.
Outcomes*	

Industry relationships assist with improved equipment and technology and are invaluable as resources for the programs and resources for instruction regarding current industry trends.

The following is a partial list of collaborative efforts-shared faculty will be utilized and expanded with:

- American Academy of Family Physicians
- Avicenna Technology Inc
- Century College
- Chandler Industries
- City of Worthington
- Countryside Public Health
- Dental Assisting National Board
- E.O. Olson Trust
- Hartfiel
- Hennepin Co Med Ctr
- Inver Hills CTC
- M-State
- Medical Laboratory Technician
- Minnesota Telecommunications Alliance
- Nobles County
- Novatec
- LacQuiParle County EDA
- MN Board of Dentistry
- MN Board of Nursing
- MN Dental Association
- Monogram Foods
- Murray County EDA
- Ocheda Watershed District
- Olson Regional Stormwater Pond
- Pathways
- Pneumadyne
- Polaris
- POST (Peace Officers Standards Trng)
- Riverland Community College
- St. Cloud Technical and Community College
- Sanford Health Systems
- Clinical Instruction
- Radiologic Technology
- Surgical Technology
- Toro
- Worthington School District 118

Minnesota West CTC in collaboration with Adult Basic Education and the Southwest MN Workforce Center/PIC will continue the FastTRAC grant to address the learning requirements of under-prepared and under-employed adults. It provides opportunities to increase basic work-readiness, occupational skills and to acquire credentials that will lead to jobs that pay family-supporting wages.

Telecommunications Technology certificates and instruction are a collaborative effort by the Minnesota Telecommunications Alliance, a consortium of telephone companies that serve the state, Minnesota West, other MnSCU institutions and industry partners.

Measures*

	<p>Minnesota West Community and Technical College will collaborate with 20 business and industry partners to make technology and equipment improvements for CTE Programs.</p> <p>During the 2013-2014 school year, regional businesses provided \$30,000.00 in equipment and supplies and assist with curriculum to supplement Minnesota West CTE Programs. Collaboration and relationships will continue in 2014-2015 school year. Minnesota West will provide Nurse Aid Training to Marshall Area Technical & Educational Center students.</p> <p>Telecommunications industry will provide access to equipment, hardware and software for training 24 credits or 8 classes to enable students to earn the Telecommunications Certificate within one year. Computer Support Technology students may add the Telecommunications Certificate to existing degree. Courses are delivered in a combination of classroom and online delivery. Existing telecom workers will be required by the Federal High-speed Broadband Internet System to upgrade their skills.</p> <p>Continuing collaborative talks and meetings to deliver additional courses to multiple students using shared staff and facilities for the Telecommunications program. Collaboration is with M-State and Inver Hills CTC.</p> <p>The Minnesota Energy Center (MnEC) is a consortium of two-year colleges located throughout Minnesota, led by Minnesota West Community and Technical College and St. Cloud Technical and Community College. The primary focus is development of programming to prepare technicians for the energy production industry. Degree programs cover the broad spectrum of energy production technologies including Bio-fuels, Ethanol, Solar, Wind, Fossil Fuels, and Nuclear.</p> <p>Century College, Riverland Community College and Minnesota West have partnered to make the Language Translating and Interpreting (TRIN) program available and accessible to greater Minnesota communities via ITV courses held at the partnering institutions. The demand of qualified interpreters grows every day as our communities continue to diversify. Students can earn a Century College Certificate or AAS degree in two years or less.</p> <p>Auto Mechanics Minnesota West has worked with the City of Worthington in establishing the building of the previous City Firehall to be repurposed to provide classroom learning for Auto Mechanics courses for high school students. Minnesota West and Worthington school district 518 will be offering concurrent enrollment opportunities for high school students in auto mechanics courses beginning fall semester.</p> <p>A collaboration of partners have been working together to improve the water resources in the Worthington, MN area. Minnesota West Community & Technical College, Nobles County, City of Worthington, Worthington School District 518, the E.O. Olson Trust, and the Okabena-Ocheda Watershed District teamed together on a regional retention pond (Olson Regional Stormwater Pond) located on the campus of Minnesota West, Worthington campus. Minnesota West students have been working directly with the Okabena-Ocheda Watershed District on practical lab research projects based around the sediment and water quality issues, which has assisted in the needs and development of continued water improvement projects and opportunities.</p> <p>The pond will serve as an outdoor classroom and lab for Minnesota West students, and be a crucial attribute to the water quality in the community. Financial contributions from the college, E.O. Olson Trust, City of Worthington, Okabena-Ocheda Watershed District, Nobles County and District 518 assisted in the project as well.</p>
Description	
Post-Secondary Required Activities	\$14,719.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation	\$0.00
Post-Secondary Total	\$14,719.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$14,719.00
Goal 2 Objectives 3	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P10 Student Transition
Strategies*	Consortium staff will work with business and community partners to provide high school students the opportunity to demonstrate technical skills through skills competitions.
Outcomes*	<p>Students will demonstrate industry specific skills at Culinary Skills Challenge and Digital Photography competitions. Students will attend breakout sessions taught by professionals from industry.</p> <p>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.</p>
Measures*	60% of event participants will compete in culinary and digital photography competitions that are judged by industry professionals.
Description	

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 Reallocation	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$4,230.00
Secondary Reallocation	\$0.00
Secondary Total	\$7,230.00
Total	\$7,230.00

Goal 2 Objectives 4	
Use of Funds*	R5 Professional Development , R10 Collaboration, P11 Entrepreneurship
Strategies*	Entrepreneurship will be taught in financial literacy classes.
Outcomes*	Business teachers and community members will partner to implement entrepreneurship curriculum into high school business classes.
Measures*	4 high schools will implement the Junior Achievement Titan simulation into their business courses. Community volunteers will help teach components of the financial literacy curriculum.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 5	
Use of Funds*	R3 All Aspects of an Industry, R10 Collaboration, P8 Teacher Preparation
Strategies*	Explore development of concurrent Wind Energy program.
Outcomes*	Work with MN Energy Center to implement Energy is Fundamental course in consortium high schools. Expose high school students to the energy industry and potential careers through E3 Conference- Energy Education for Educators.
Measures*	3 teachers from consortium will attend E3 Conference.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 6	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading
Strategies*	High school CTE instructors will teach technical skills based on industry standards. Consortium high schools will have access to consortium funds to make program improvements to their CTE programs/classes (i.e. equipment, curriculum, technology, staff development). Program improvements must meet criteria toward academic or technical skills attainment, program of study alignment, or preparation for high tech, high wage or high demand jobs. Program improvement requests will be approved by the Minnesota West CTE advisory committee and purchases will be made by the fiscal host on behalf of the consortium.
Outcomes*	

	<p>Students will demonstrate technical skills through participation in FFA, FCCLA, BPA, HERO, MAPP STARS or other CTE student organization.</p> <p>Instructors of approved programs will update their courses (curriculum, technology) to meet changes in industry expectations or industry standards.</p> <p>Instructors of approved programs will update their equipment and technology to reflect the equipment and technology used in the corresponding business/industry.</p> <p>High school instructors of approved programs will receive training on topics related to their disciplines.</p>
Measures*	75% of Consortium schools with approved CTE programs will update their equipment, technology or curriculum to reflect business/industry expectations.
Description	
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 Reallocation	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$56,763.53
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$56,763.53
Total	\$56,763.53
Goal 2 Objectives 7	
Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
Strategies*	Improve and update technology and equipment in Technology Programs. Continue to upgrade program equipment and instruction.
Outcomes*	Students will benefit from exposure to and being familiar with current technology and equipment prior to working in the field.
Measures*	100% of students in technology programs will receive training and education utilizing current technology that they will encounter in the contemporary workplace.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 2 Objectives 8	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies*	Industry and community partners will collaborate to offer interactive, career exploration events for high school sophomores and juniors. Events will be held in Marshall, Worthington, and Fairmont.
Outcomes*	<p>Business and industry partners will volunteer to establish interactive career experiences for participants.</p> <p>The interactive Game Show will be updated to provide up-to-date information about career trends and labor market information specific to southwest Minnesota.</p> <p>High school sophomores will receive career education information through MCIS career supplements and Career Expo activities.</p>
Measures*	<p>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.</p> <p>70% of industry exhibitors will rate students as generally "Engaged" in the process of career exploration while visiting interactive career exhibits.</p>
Description	
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 Reallocation	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$7,050.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$26,585.47
Secondary Reallocation	\$0.00
Secondary Total	\$33,635.47
Total	\$33,635.47
Goal 2 Objectives 9	
Use of Funds*	R2 Programs of Study, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R10 Collaboration, R11 Articulation, P8 Teacher Preparation
Strategies*	Instructors of a pproved programs may apply for a job shadowing opportunity
Outcomes*	Extenships will offer teachers a hands-on opportunity to spend time in a business environment where they can connect their subject area with relevant business practices as well as understand the challenges, new technologies, and necessary academic skills needed in businesses today. 5 applications will be accepted for job shadowing experiences.
Measures*	5 teachers who apply for job shadow experiences will submit evaluations of their experience that indicate how they will apply the new information they gained to their classroom curriculum.
Description	
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 Reallocation	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,100.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$2,100.00
Total	\$2,100.00
Goal 2 Objectives 10	
Use of Funds*	R2 Programs of Study, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P10 Student Transition
Strategies*	Secondary, post-secondary, community and industry leaders will meet to discuss potential models in which high school students can receive high school and college credit in health or manufacturing courses.
Outcomes*	Meetings will be held on a regular basis, existing models will be considered, additional partners will be secured.
Measures*	1 model in either the manufacturing or health care field will be developed.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00
Goal 2 Objectives 11	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P8 Teacher Preparation
Strategies*	Upgrade technology and equipment for technical programs evaluated as in need of contemporary equipment in order to provide students with valuable curriculum experience
Outcomes*	Career and Technical Programs in need of an upgrade of equipment and technology will be evaluated. Students and faculty will benefit from updated curriculum and current advances in technology based on information provided by current trends.
Measures*	Each student's education will be enhanced by the updating of equipment and technology that is inline with current industry standards.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

(5,000 word limit)

Resources and support to special needs students is provided in a variety of ways with the help of other secondary and post-secondary partners. The Southwest Minnesota Private Industry Council (PIC) holds their annual Breaking Traditions events on the Minnesota West campuses. The event exposes students from area learning centers to a variety of non-traditional careers through hands-on activities. The annual Career Expo will introduce high school sophomores and juniors to non-traditional careers through a Career Game Show. An intensified effort will be made to find more non-traditional exhibitors for the interactive displays. Our regional career assessment and exploration program, Project Discovery, will expand its independent living skills component to meet the needs of more students and their families. The Minnesota West Community & Technical College Financial Aid staff will host Financial Aid workshops on each campus to assist students/families with completing their FAFSA and/or get financial aid questions answered.

Supporting Documentation (not required)

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P9 Alternative Formats
Strategies*	Assist and serve students with a disability by subscribing to a Learning Ally Audio Book bundle. This will initiate a process to meet the needs of students by improving the time students receive the books needed for class
Outcomes*	A student bundle will give a minimum of 7 students college wide unlimited access to 75,000 titles. We will provide them with a username and password. Students can make their requests and download resources immediately.
Measures*	On average, Minnesota West serves 145 students with documented disabilities. Of those, we have about 6 to 8 requests for audio books. The impact for learning is potentially significant to student success as students have immediate access rather than a wait of up to two weeks or longer to receive their books.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 2	
Use of Funds*	R9 Special Populations
Strategies*	High school CTE teachers will increase their knowledge about non-traditional careers.
Outcomes*	Consortium staff will take the opportunity to expose high school CTE teachers to non-traditional career information through professional development meetings and monthly blog articles.
Measures*	Targeted professional development activities about non-traditional careers will be delivered at staff development meetings. Data will be collected about teachers' knowledge of non-traditional careers. Four blog articles will be dedicated to educating teachers about non-traditional careers. CTE teachers will be invited to participate webinars and other trainings offered through the National Alliance for Partnerships in Equity.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 3	
Use of Funds*	R1 Academic Integration , R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies*	Introduction to CTE (Career and Technical Education) will be expanded to all five campuses and to two Learning Centers to familiarize prospective students on the benefits the high pay and high demand of nontraditional careers. High School Fluid Power has been developed to be delivered in Spring Semester to introduce high school students to a program that is high demand and high pay. A Computer Technology program for high school students will be made available for Fall 2014. High School students (depending upon their start date)will be offered an opportunity to complete a certificate by the time they graduate. The certificate would allow employment or they may continue in additional college classes. Classes in math and in business will also be offered. Technology used will involve in person, internet and Adobe Connect and recorded classes on You Tube.
Outcomes*	

	<p>Intro to CTE (Career and Technical Education) has been expanded to all five campuses in an effort to focus on students entering majors nontraditional for gender. High demand and high pay technical majors will be highlighted. Various activities which include but are not limited to Women in the Trades and activities directed at adults returning to college and collaboration with agency and area high schools will be initiated on each of the five campuses. This will include the Learning Centers when appropriate. The Student Service Advisors will coordinate the activities focusing on recruiting and supporting students entering nontraditional programs for gender.</p> <p>Collaboration between Minnesota West CTC and area high schools introducing programs such as Fluid Power Technology -hydraulics and pneumatics to secondary students utilizing trainers developed and built solely for this purpose. Students will become familiar with a field and career that many employers across Minnesota and the nation are demanding because of the labor shortage. Fluid Power Technology averages 300 job opportunities yearly.</p>
Measures*	<p>Inform, recruit and support students entering careers nontraditional for gender. Minnesota West will initiate activities directed at recruiting and supporting students entering programs that are nontraditional for gender. High paying and high demand technical careers will be highlighted.</p> <p>Fluid Power will assist secondary with trainers to familiarize secondary students with hands on experience with Fluid Power. 25% of consortium area high schools will use the trainers in their classrooms.</p>
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 4	
Use of Funds*	R6 Assessment , R9 Special Populations, P10 Student Transition
Strategies*	Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.
Outcomes*	<p>High school special population students will develop transition plans based on the Project Discovery Career Assessment and Exploration program experience.</p> <p>Students will participate in the independent living skills assessment process to establish baseline levels.</p>
Measures*	Independent living assessments results will be utilized in the development of students' IEP Transition Goals and Objectives 80% of the time.
Description	
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 Reallocation	\$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	\$8,500.00
Secondary Reallocation	\$0.00
Secondary Total	\$24,000.00
Total	\$24,000.00
Goal 3 Objectives 5	
Use of Funds*	R3 All Aspects of an Industry , R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies*	Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.
Outcomes*	Project Search is a transition high school that will serve students transitioning from high school to employment. Avera Marshall will host students as they intern in a variety of career areas within the hospital.
Measures*	8 students will enroll in the 2014-15 school year. Add 3 additional hospital departments for internship rotations.
Description	
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 Reallocation	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$2,500.00
Total	\$2,500.00

Goal 3 Objectives 6	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services
Strategies*	Special population students will be given a variety of options, services, and course work provided by Minnesota West to successfully matriculate to graduation. Student Services Advisors, Counselors, Diversity/Retention staff and Faculty Advisors are primarily responsible. However, everyone at the college is responsible for retention. Retention efforts and services-based on quantitative and qualitative study-are offered to students year around.
Outcomes*	

	<p>Continue to offer Kids College. Continue to partner with Integrative Collaborative for recruitment of first generation and students of diversity, increasing the numbers of special population students. Partnering and collaborating with the Integrative Collaborative has increased diversity and services to students with a diverse background.</p> <p>Minnesota West will host Breaking Tradition conferences on four campuses in which non-traditional careers and gender equity as well as first generation at risk students share in the opportunity to experience college majors through hands on experience. The staff of the Library and Academic Resource Center will continue the use of Career Scope and continue to encourage students to take the assessment as a tool for assisting in deciding on major and career planning.</p> <p>The transition of first generation, minority, and underprepared students will be enhanced by the Freshman Seminar class where results of the Accuplacer are used to place students in English, Math, and Reading/Writing developmental courses. Study skills and socialization to college is included especially class skills for students taking distance online classes.</p> <p>Intervention by Educational Plans and case management showed significant impact on students at risk.</p> <p>Grades First is a retention program/ plan. Grades First has many aspects for early warning and for communicating with students. It is proving an extremely effective tool allowing faculty and advisors to communicate with at risk students more timely using contemporary technology which includes text messaging as well as email.</p> <p>Raise the matriculation to graduation rate of students of color by attention to individual advising and Educational Plans. Expanded features of Grades First to allow communications to set up tutoring appointments.</p> <p>Raise the enrollment rate and serving students of color by improved collaboration with community based groups. (Tribal Councils, Integrative Collaborative, Informal Social groups).</p> <p>Increase the graduation rate of students of color. Emphasis social events, speakers and bi-lingual guests to create retention efforts.</p> <p>Mandatory meetings will be held once a semester for Student Services Advisors in order to coordinate activities, develop plans for retention, and matriculation to graduation for all special populations including students with documented disabilities, diverse students, students majoring in classes nontraditional for gender, displaced homemakers, single parents and single pregnant students. LARC staff and Student Services Advisors provide tutoring, assistance to students needing academic support.</p> <p>Smarthinking online tutoring is available to all students in a variety of subject areas not all of which are available face to face on each campus.</p> <p>FAFSA workshops will be held from February through April 2014. Students will have the opportunity to complete their 2014-15 FAFSA with assistance from Minnesota West financial aid professionals. Minnesota West CTC Financial Aid Director is responsible along with individual campus Financial Aid Advisors. Students and parents are often mystified by the financial aid process and The benefit of these workshops is that students will be able to complete their FAFSA during these hands-on workshops with the assistance of a Minnesota West Financial Aid professional. Other financial aid information is available during the workshops should participants have questions.</p> <p>Auto Mechanics - Minnesota West continues to work with the City of Worthington in establishing the building of the previous City Firehall to be repurposed to provide classroom learning for Auto Mechanics courses for high school students. Minnesota West and Worthington school district 518 will offer concurrent enrollment opportunities for high school students in auto mechanics courses beginning fall semester. Target areas include first generation students and at risk students.</p>
Measures*	

	<p>The Integrative Collaborative feels that sending students to Kids College is valuable. They usually refer on average 75 students to enroll in Kids College. We expect this to continue in the summer of 2014 (The Integrative Collaborative-is a critical relationship in providing an opportunity to serve persons of color.)</p> <p>Breaking Traditions is well attended and a collaborative effort with PIC, ALC's and MN West. Students visiting the programs have an opportunity to experience college. An average of 5 students from a group of 30 transitions to college. (ALC, 4/2013)</p> <p>Career Scope is offered as an online assessment. The Career Scope is now accessible to all students. An improvement to assist career planning for all students including PSEO students.</p> <p>The yearly average of full-time first-time students needing development coursework is 241. Freshman Seminar is recommended to all students who place into two developmental courses based on Accuplacer placement scores. Freshman Seminar enhances student adjustment and success with college experience. The Freshman Seminar course provides first-year students with a general orientation and introduction to resources and skills helpful in the transition to college life and to assist in long term academic and personal success. Strategies for successful college experience:ITV skills, online class skills, time management, studying smart, taking lecture notes writing, test techniques, stress management.</p> <p>Minnesota West is working very hard to improve retention and graduation rates. Grades First software is helping us meet those goals. Grades First tracks students through a new student advising and retention system to assist with and analyze data. Information is available to advisors/faculty, students, administration and athletics department. Educational Plans/case management is a joint effort with at risk student and advisor/faculty. Grades First allows us to intervene much earlier at crucial times for student success and allows for direct and early communication.</p> <p>Due to the large geographical area and multi-campus setting, the part-time college-wide retention coordinator is needed. Duties include monitoring retention efforts and student's matriculation to graduation and intervene when additional advising is needed. Special emphasis continues to be given to assist high risk groups of athletes with academic checks, tutoring and supportive environment. Purpose: Monitor matriculation of students in programs with low graduation rates. A pilot study consisted of a focus on the students needing "intrusive tutoring" to send a message of captivation of potential before complete failure. The retention coordinator targeted student athletes that were in trouble academically and needed to make use of LARC time in a more productive way. Selected students were pulled into working with tutors when completing required LARC hours. The results are 3 of 5 students are now passing (instead of failing out - which is where these students were within their first semester here at MW). One even made the Dean's List after sitting with a 1.2 GPA! Intrusive tutoring made a difference and will be continued and expanded to include additional students. In 2014, we had 1121 students of color.We are working to support and serve this population. Significant cultural events and participatory events have brought hundreds of diverse persons to campuses and created awareness for all. Mixed Blood Theater has performed on each campus as well as speakers sharing information and educating students, staff and faculty.</p> <p>Increase Smarthinking tutoring efforts in correlation with increased online students. Encourage Smarthinking online tutoring at new sites - Luveme, Redwood Falls and Fairmont.</p> <p>A minimum of 15 Financial Aid workshops will be held on the MN West campuses from February through April 2014.</p> <p>Students/families from over 15 area high schools will be invited to attend.</p> <p>Students/families will have the opportunity to complete their 2014-15 FAFSAs with professional assistance. Students will receive their financial aid award estimates from various institutions well in advance of their start date.Students will be able to compare their post-secondary education financial obligations for all schools they are considering attending.</p> <p>Fifteen Worthington District 518 High School students will enroll in Auto Mechanics classes in order to receive job readiness training.</p>
Description	
Post-Secondary Required Activities	\$104,151.21
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$65,984.25
Post-Secondary Reallocation	\$0.00
Post-Secondary Total	\$170,135.46
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$170,135.46
Goal 3 Objectives 7	

Use of Funds*	R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies*	Special population students will have full access to high school CTE programs and courses.
Outcomes*	Approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses.
Measures*	35% of approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses. 90% of individuals with disabilities will identified as "Completers" according to the Perkins IV Core Indicators as supplied by the consortium school districts.
Description	
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 Reallocation	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$7,370.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$7,370.00
Total	\$7,370.00
Goal 3 Objectives 8	
Use of Funds*	R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition
Strategies*	Special population students will learn critical workplace skills through youth employment programs that are directed by the SW MN Private Industry Council.
Outcomes*	High school students will be placed in jobs through regional youth employment programs in.
Measures*	85% of students will rate their work place experience as above average. 80% of employers will rate their experience with the Youth Program as meeting or exceeding their expectations
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 9	
Use of Funds*	R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition
Strategies*	Students will be provided information and opportunities to experience occupational work in a variety of non-traditional careers
Outcomes*	Representatives from MRVED, Minnesota West and the SWWWC Service Cooperative will serve on the Youth Council that oversees regional youth employment programs delivered through the Private Industry Council. The Youth Council will work with PIC staff to develop program goals including exposing students to non-traditional careers. The Breaking Traditions Conferences will be advertised to area alternative learning centers. Breaking Traditions events will be offered on four Minnesota West campuses.
Measures*	100% of Minnesota West Technical College Campuses will partner with the SW MN PIC to host a Breaking Traditions event.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 4 Narrative:*(5,000 word limit)*

The Minnesota West Consortium will join 14 other consortia as part of the www.ctecreditmn.com website. College credit certificates will be available for students meeting pre-established competencies.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , P8 Teacher Preparation
Strategies*	Communicate college and work readiness standards to teachers, improve academic and technical skills of students in CTE programs, and prepare students for high wage, high skill, or high demand occupations.
Outcomes*	Each year, two facilitated meetings will be held with Minnesota River Valley Education district CTE staff. FACS, Industrial Technology, Business and Agriculture will meet. Instructors will share curriculum information with one another, make necessary updates to their curriculum maps, and create common formative assessments.
Measures*	80% of Minnesota River Valley Education District Staff will update their curriculum maps to reflect an understanding of college and work readiness standards, alignment of academic and CTE programs, and the skills needed to prepare students for future careers. Industrial Tech and Ag teachers will concentrate on developing formative assessments. Business and FACS teachers will concentrate on pacing guides and ELA alignment. The MRVED continues to expand their online course options. Program approval will be completed by consortium instructors.
Description	
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 Reallocation	\$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	\$3,744.00
Secondary Reallocation	\$0.00
Secondary Total	\$8,744.00
Total	\$8,744.00
Goal 4 Objectives 2	
Use of Funds*	R6 Assessment , R10 Collaboration, R11 Articulation
Strategies*	Consortium partners, secondary and college teachers and administrators will have access to up-to-date information about the consortium's Carl Perkins projects.
Outcomes*	The consortium website (www.lifetimeoflearning.com) will be maintained to provide teachers and administrators with information about consortium events and activities, program approval updates, access to Minnesota Articulated College Credit information, links to Programs of Study website and necessary data collection requirements. A monthly blog will be used to update members of important information. Annual meetings will be held with each district's CTE instructors and administrators.
Measures*	At least 5 CTE blog entries will be posted each month with an average of 300 page views per month.
Description	
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 Reallocation	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$7,621.02
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$7,621.02
Total	\$7,621.02
Goal 4 Objectives 3	
Use of Funds*	R5 Professional Development , R10 Collaboration, P8 Teacher Preparation
Strategies*	High school CTE instructors will keep pace with industry changes and new technology through approved professional development activities.
Outcomes*	High school CTE teachers of approved programs will participate in staff development events that lead to program improvement and increased student achievement.

Measures*	60% of high school CTE teachers of approved programs will participate in consortium sponsored staff development events that lead to program improvement.
Description	
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 Reallocation	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$9,666.98
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,428.00
Secondary Reallocation	\$0.00
Secondary Total	\$11,094.98
Total	\$11,094.98

Goal 4 Objectives 4	
Use of Funds*	R2 Programs of Study, R10 Collaboration, R11 Articulation
Strategies*	High school students will have access to a seamless system of coursework through articulation agreements between secondary and post-secondary schools.
Outcomes*	<p>Articulated College Credit certificates will be issued to career and tech students and concentrators.</p> <p>Articulated college credit certificates will be available for issue to consortium schools.</p> <p>College credit certificates will be issued to high school CTE students that are part of the Southern Minnesota Articulated College Credit Partnership.</p>
Measures*	<p>200 consortium high school students will achieve college credit through articulation of their high school courses.</p> <p>2,225 students from across the Southern Minnesota Articulated College Credit Partnership will join with students from 8 additional consortia to achieve college credit through articulation of their high school courses through the www.ctecreditmn.com website.</p> <p>30% of consortium schools will issue Minnesota Articulated College Credits to high school students that meet post-secondary competencies.</p>
Description	
Post-Secondary Required Activities	\$180.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation	\$0.00
Post-Secondary Total	\$180.00
Secondary Required Activities	\$10,240.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$10,240.00
Total	\$10,420.00

Goal 4 Objectives 5	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P10 Student Transition
Strategies*	<p>Minnesota West will assist and support student transition from high school (or before – PSEO) to college. Minnesota West will continue to work towards increasing graduation rates for students of diverse backgrounds.</p> <p>Minnesota West Community and Technical College is continuing to work on adding 2 + 2, articulation and Baccalaureate degree completion, available online and onsite, for students enrolled in technical programs.</p> <p>Student transitions are enabled by the joint efforts of consortium members. The coordinator for the consortium activities at the secondary level works with Minnesota West Community and Technical College, MRVD, and high schools to integrate high school and college objectives for transition.</p> <p>Secondary Students will be offered Nursing Prep Courses to earn college credits. Credits will be completed during one Semester. Students will be provided with academic support. Responsibility will include professional personnel from nursing department and Allied Health.</p>
Outcomes*	

	<p>Minnesota West will work collaboratively to assist secondary schools & students with classes in math, business, HS Fluid Power Technology and Computer Support Technology.</p> <p>The college will continue to evaluate developmental classes in order to better serve lower functioning students. Based on Accuplacer scores, the college will continue to increase student enrollment in developmental courses on ground and online when appropriate.</p> <p>Minnesota West CTC has articulation agreements with the following universities in several academic areas: Minnesota State University- Mankato, University of MN- Crookston, Minnesota State University- Moorhead, and Southwest Minnesota State University. Degrees include Operations Management, Computer Science, Agricultural Systems, Animal Science, Law Enforcement, Nursing, Agronomy, and Early Childhood Education.</p> <p>Three nursing and/or health professional preparation courses will be offered to secondary students for a total of 6 credits of college level courses upon successful completion to be completed during a college semester. Students will be able to complete a block of Nursing Prep Courses.</p>
Measures*	<p>In fiscal year 2014, 414 students were enrolled in one or more developmental classes. We believe that it is a given that we will have entering students requiring developmental classes. In Fall 2014, students will be assessed and enrolled in developmental classes, if appropriate. Developmental classes increase student success by placing student in appropriate basic skill classes rather than entering classes that are inappropriate.</p> <p>Continue to use Accuplacer to correctly place academically challenged students in developmental courses in order to develop successful academic skills.</p> <p>Freshman Seminar addresses academic and student study skills using Accuplacer scores for placement. Freshman Seminar credits are used as elective credits.</p> <p>Secondary students are encouraged to visit the campus for special events. An example is 9th Grade Day where students visit the campus and are engaged in technical programs with presentations by faculty and possible diversity presentations such as the Mixed Blood Theatre or special population speakers.</p> <p>16 students will register and successfully complete Medical Terminology(3credits), AHA CPR-AED First Aid Certification (1credit), Nursing Assistant (3credits). Total of 6 Credits. Students will receive academic support. PSEO series of Nursing Prep Courses.</p>
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 4 Objectives 6	
Use of Funds*	R9 Special Populations, P10 Student Transition
Strategies*	Schools will develop a transition to post-secondary education and employment plan to meet state legislative requirements.
Outcomes*	Use a school-wide guidance program to increase the number students who graduate from high school with the knowledge, skills, and habits necessary for success in college and a career.
Measures*	4 consortium schools will implement the Ramp Up to Readiness curriculum.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 7	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, P8 Teacher Preparation
Strategies*	Technology (ITV, Phone Conferencing, on-line PowerPoint Presentation, on-line local applications) will be utilized to meet with high school administrators, CTE teachers, business managers, and counselors. A percentage of local Perkins Committee meetings will be held in person each year on a rotating basis.
Outcomes*	Meetings will make more efficient use of time and travel funds by holding annual Perkins meetings via ITV or phone conference in schools where available.
Measures*	80% of meetings with consortium Perkins committees will be held using technology to breakdown distance barriers and reduce travel time and costs.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

(5,000 word limit)

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

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration
Strategies*	College and secondary CTE consortium members will receive services that meet their needs.
Outcomes*	A survey of Minnesota West Carl Perkins consortium services will be sent to consortium members by April 2013 and results will be used to make changes to the types of services delivered and improve delivery methods.
Measures*	97% of respondents will indicate they are satisfied or extremely satisfaction with the Minnesota West Carl Perkins Consortium on annual CTE survey.
Description	
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 Reallocation	\$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 Reallocation	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 5 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P8 Teacher Preparation, P9 Alternative Formats
Strategies*	Consortium plans, activities, staff development opportunities and other news will be shared with school district staff, college faculty, administrators, and critical partners.
Outcomes*	The MN West Consortium will employ a coordinator to be a liaison between programs and faculty of college and regional high schools. Consortium staff will plan and attend meetings between secondary and college faculty based on discipline area, at least one time per year.
Measures*	The consortium's website will be updated and maintained on a regular basis to provide 24-7 access to Carl Perkins data, event information, FAQ's, and Articulated College Credits.
Description	
Post-Secondary Required Activities	\$39,509.98
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation	\$0.00
Post-Secondary Total	\$39,509.98
Secondary Required Activities	\$18,341.04
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$12,655.30
Secondary Reserve	\$0.00
Secondary Reallocation	\$0.00
Secondary Total	\$18,341.04
Total	\$57,851.02

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$5,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,800.00	\$48,905.70	\$0.00	\$0.00	\$905.15	\$0.00	\$49,810.85	\$55,610.85

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$14,719.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,719.00	\$69,913.53	\$0.00	\$0.00	\$30,815.47	\$0.00	\$100,729.00	\$115,448.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$104,151.21	\$0.00	\$0.00	\$65,984.25	\$0.00	\$170,135.46	\$25,370.00	\$0.00	\$0.00	\$8,500.00	\$0.00	\$33,870.00	\$204,005.46

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$180.00	\$0.00	\$0.00	\$0.00	\$0.00	\$180.00	\$32,528.00	\$0.00	\$0.00	\$5,172.00	\$0.00	\$37,700.00	\$37,880.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$39,509.98	\$0.00	\$0.00	\$0.00	\$0.00	\$39,509.98	\$18,341.04	\$0.00	\$12,655.30	\$0.00	\$0.00	\$30,996.34	\$70,506.32

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$164,360.19	\$0.00	\$0.00	\$65,984.25	\$0.00	\$230,344.44	\$195,058.27	\$0.00	\$12,655.30	\$45,392.62	\$0.00	\$253,106.19	\$483,450.63

Verification

I have looked over these budget numbers.*

Yes

Secondary Budget Details

File Name	Description	File Size
Copy of 2014-2015-SecondaryBudgetWithReallocationandMid-YearReporting.xlsx (78 KB)	2014-15 Minnesota West Secondary Budget	78 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$3,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$2,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$11,000.00

Coordination Time for Perkins Grant

Secondary

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

Total percentage of time for Coordinators of Perkins: 50.0%

Coordinator Budget: \$37,508.98

Post-Secondary

Total percentage of time for Coordinators of Perkins: 50.0%

Coordinator Budget: \$37,508.98

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Position Description
Gail Polejewski	Minnesota West Consortium Coordinator		\$37,508.98	
Laurie Van Watermeulen	Carl Perkins Support Staff		\$26,650.00	
Tom Hoff	Articulated College Credit Project Coordinator		\$6,800.00	
Laurel Christianson	Student Services Advisor		\$46,700.79	
Terry Peterson	LARC - Tutor		\$19,507.94	
Lynn Vanderplaats	Student Services Advisor		\$50,274.43	
Julie Williams	LARC Coordinator/Tutor		\$16,744.48	
			\$204,186.62	

Perkins Improvement Report

Perkins Improvement Report 1	
Indicator Not Met:*	2P1 – Credential, certificate, or degree
Negotiated Performance: *	79.00%
Actual Performance: *	77.61%
General strategies planned to improve performance:*	Because we have a significant student based of high risk students (first generation, immigrant, etc. and high risk online student population, we will expand and continue Grades First Early Warning System which allows advisors and faculty to communicate with students(students with faculty) when initial at risk issues arise. Timeliness of the system is key to assist students without waiting until midterms. Grades First has several advantages in addition to Early Warning, include the ability to easily communicate- including text with students and faculty to faculty throughout the entire semester. We are working towards better graduation rates by using Grades First and a better process of communication with students that are at risk.
Comments or context for actual performance (optional):	The number of student contacts has increased significantly since the college has adopted Grades First.. Number of Students Tracked: Fall 2012-3451; Spring 2013 - 3,706. Number of students reported on: Fall 2012 – 1,857; Spring 2013 – 1,605. All students are followed by Grades First which allows for better communication and sooner intervention.
Perkins Improvement Report 2	
Indicator Not Met:*	5P1 – Nontraditional participation
Negotiated Performance: *	12.40%
Actual Performance: *	9.65%
General strategies planned to improve performance:*	We plan to make a concerted effort to focus on programs that are nontraditional by gender. We plan to meet with faculty in those programs to discuss the training involved and ways in which the Student Service Advisors on each of the five campuses can assist with nontraditional students. Budget has been dedicated to provide activities and education to prospective students regarding the advantages of a graduating from a nontraditional program. Student Service Advisors will provide support for the faculty and the students entering in programs nontraditional for gender.
Comments or context for actual performance (optional):	
Perkins Improvement Report 3	
Indicator Not Met:*	5P2 – Nontraditional completion
Negotiated Performance: *	8.90%
Actual Performance: *	6.91%
General strategies planned to improve performance:*	A concerted retention and completion effort will be made with CTE students in all campus programs nontraditional for student gender. Meetings with faculty and other stakeholders will held initially prior to the start of Fall Semester 2014. A plan will be drawn up for ways to support CTE students throughout their education at Minnesota West. Secondary counselors and Secondary Consortium Coordinator will be a part of the resource committee. Where appropriate, Student Service Advisors will meet collectively and individually with students in CTE programs to offer support and resources available.
Comments or context for actual performance (optional):	
Perkins Improvement Report 4	
Indicator Not Met:*	6S1 – Nontraditional participation
Negotiated Performance: *	33.79
Actual Performance: *	30.26
General strategies planned to improve performance:*	The consortium will continue to offer activities that demonstrate the benefits of participating in non-traditional careers. Breaking Traditions and the Career Expo expose approximately 2000 high school students to non-traditional careers. A continued emphasis will be placed on changing teacher attitudes through blog articles and invitations to participate in webinars from the National Alliance for Partnerships in Equity (NAPE.)
Comments or context for actual performance (optional):	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
<p>-Expand Introduction to Career and Technical Education (Intro to CTE). -All five campuses will participate in Introduction to CTE. -Each of the campus Student Service Advisors are in charge of coordinating activities and events that will focus on recruiting students into programs non-traditional by gender. The Student Service Advisors will also coordinate activities that will support students entering programs non-traditional according to gender. -Coordinated STEM activities will include but are not limited to Women in the Trades, adults returning to college and activities with secondary students and high schools. -Faculty will be assisted with events with possible students and shadowing in their classrooms. -Student Service Advisors will meet with marketing team to discuss publicity for events and support for events. -Meet with marketing team to discuss how marketing materials can reflect the benefits of majoring in non-traditional careers. -Meet with marketing and communication team to discuss additions to the college website. -Non-traditional programs that are high demand and high pay will be highlighted.</p>	
Resources Needed*	<p>-Carl Perkins funding for events and activities. -Student Service Advisors -Faculty -Campus Marketer -College Marketing Director -Campus Deans -HS Counselors -Workforce Center/PIC</p>
Timeline*	<p>Planning will begin July 2014 Activities will begin prior to Fall Semester 2014 All activities must be concluded prior to June 30, 2015</p>
Person(s) Responsible*	<p>Student Service Advisors Marketers Faculty CP Coordinators</p>
How will progress be documented?*	<p>Activities will be documented by each Student Service Advisor. Student Service Advisors will submit reports to Carl Perkins Coordinator</p>
Sub-populations or groups where gap exists:	<p>High School Counselors often still do not recognize the advantages of majoring in non-traditional careers...or, even technical careers</p>
Describe any contextual factors that might contribute to this gap:	<p>We have discontinued some of our technical programs.</p>
Further Information	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
<p>Nontraditional Completion - A concerted retention and completion effort will be made with CTE students in all campus programs nontraditional for student gender. Meetings with faculty and other stakeholders will held initially prior to the start of Fall Semester 2014. A plan will be drawn up for ways to support CTE students throughout their education at Minnesota West. Secondary counselors and Secondary Consortium Coordinator will be a part of the resource committee. Where appropriate, Student Service Advisors will meet collectively and individually with students in CTE programs to offer support and resources available.</p>	
Resources Needed*	<p>Statistics on program completion rates. Program Faculty Student Service Advisors Communications Director Campus Marketing Staff Workforce Center/PIC Adult Basic Education Campus Deans Secondary Counselors</p>
Timeline*	<p>Begin work in July 2014 with persons and resources involved. All activities will conclude prior to June 30, 2015.</p>
Person(s) Responsible*	<p>Consortium Coordinator Student Service Advisors Program Faculty Campus Deans</p>
How will progress be documented?*	<p>Progress will be documented using retention program Grades First, meeting with students in CTE programs nontraditional by gender</p>
Sub-populations or groups where gap exists:	
Describe any contextual factors that might contribute to this gap:	
Further Information	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting

documents here.

Rigorous Program of Study

State-Approved Rigorous Program of Study	RPOS submitted with 10 components
Accounting	MinnesotaWest_MarshallHS_Accounting_MN Programs of Study_I SEEK.pdf

Programs of Study

Career Fields	Career Clusters	Career Pathways	In which CTE Program?	At which High School? College?	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments	In which course (use course code) or at what time in the program?
Engineering, Manufacturing & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive Technology	Minnesota West Community & Technical College		Automotive Service Excellence (ASE) Automotive Technician Certification Examination	Prior to Graduation
Business, Management, & Administration	Finance	Accounting	Business	Fairmont, Marshall, Westbrook-Walnut Grove, Canby, Montevideo	NOCTI Accounting Basic Assessment		140710-16
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Agriculture	Springfield	CareerTech - Plant & Soil Science: Soil Specialist		019901
Business, Management, & Administration	Finance	Accounting	Accounting	Minnesota West Community & Technical College		NOCTI Accounting Advanced Assessment	ACCT2101
Business, Management, & Administration	Finance	Accounting	Accounting	Minnesota West Community and Technical College		NOCTI Accounting Basic Assessment	BUS2201
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Agriculture	Minnesota West Community and Technical College		MN Dept. of Agriculture (MDA) Licensed Commercial Pesticide Applicator	AGRI 1125
Engineering, Manufacturing & Technology	Architecture and Construction	Construction	Construction Occupations	Yellow Medicine East	Skills USA - Carpentry		171000
Human Services	Human Services	Early Childhood Development and Services	Family and Consumer Science	Luverne	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment		090101
Human Services	Human Services	Early Childhood Development and Services	Child Development Technology	Minnesota West Community & Technical College		NOCTI Early Childhood Care and Education - Basic, Job Ready Assessment	Prior to Graduation
Engineering, Manufacturing & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive	Fairmont	CareerTech - Automotive: Engine Repair Technician		170303-30
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	MN West Community and Technical College		NOCTI - Administrative Services	Prior to graduation
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Power, Structural, and Technical Systems	Agriculture	Westbrook-Walnut Grove	CareerTech - Welding: Gas Tungsten Arc Welder (GTAW)		019901
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	Montevideo	NOCTI - Administrative Services		140710-41
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Power, Structural, and Technical Systems	Welding	Minnesota West Community & Technical College		American Welding Society - Certified Welder	prior to completion
Engineering, Manufacturing & Technology	Architecture and Construction	Construction	Plumbing	Minnesota West Community & Technical College		NOCTI - Plumbing	Prior to Graduation

Statement of Assurances & Certifications

File Name	Description	File Size
statement of assurances pdf (14.0 MB)	MN West Statement of Assurances (47 pages)	14.0 MB