



# MINNESOTA STATE

## Career and Technical Education

### Application

#### 02058 - FY18 PERKINS APPLICATION - Final Application

02089 - FY18 Minnesota West Consortium

Perkins IV Consortium

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#### Applicant Information

##### Primary Contact:

Name:\* Ms. Gail Polejewski  
Salutation First Name Middle Name Last Name  
Title:\* Secondary Contact  
Email:\* gail.polejewski@swsc.org  
Address: SW/WC Service Coop.  
1420 East College Drive  
Marshall Minnesota 56258  
City State/Province Postal Code/Zip  
Phone: 507-537-2273  
Phone Ext.  
Fax: 507-537-7327

##### Authorized Official

Name:\* Ms. Linda Pesch  
Salutation First Name Middle Name Last Name  
Title:\* Student Services Advisor  
Email:\* linda.pesch@mnwest.edu  
Address: 1011 1st Street West  
Canby Minnesota 56220  
City State/Province Postal Code/Zip  
Phone: 507-223-1325  
Phone Ext.  
Fax:

##### Organization Information

Name:\* Minnesota West Consortium  
Organization Type: MN Perkins Consortium  
Organization Website:

**Address:\*** 1011 First Street West

**\*** Canby Minnesota 56220  
City State/Province Postal Code/Zip

**Phone:\*** 507-223-7252

**Fax:**

**Ext.**

### Agency List

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

### Summary Narrative Part One

#### Career and Technical Education Programs:

***Q1) How does your plan support the career and technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)]***

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

The plan very much supports CTE programs in the area by focusing on program improvement and development. Funds will be used to initiate new and significantly improve CTE programs and education. In particular, MN West CTC began offering Health Information Technology, Precision Machining, and Mechatronics in FY17. Not only have traditional students sought out these programs, but our business partners have been very interested in partnering with us to educate some of their existing workforce. New in FY18 will be the Carpentry Program on the Pipestone Campus. This position will be a jointly funded position between the Pipestone High School and MN West CTC. The program will offer both Certificate and Diploma degrees. High school juniors and seniors can participate in the program and will attend daily in the afternoons. If students choose to participate fully, they will graduate with a carpentry certificate at the same time as receiving a high school diploma. This program and partnership was developed as a result of conversations with the city of Pipestone, area contractors and the high school and a great need in the area.

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

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

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

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

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

## **Meeting State and Local adjusted levels of Performance**

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

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

### **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)(3-6)]***

The types of CTE programs our regional economy needs are expensive to run in small districts due to low student numbers and a lack of available CTE instructors. A regional effort has been made to provide courses students are interested in and that will meet economy needs. These factors are crucial in order to be sustainable. An invitation to school administrators who have an interest in collaborating is the start of the process, students are surveyed to determine their interests (over 200 students were surveyed in 2016-17.) Careers in high-demand and high-growth potential are a priority. Employer needs and colleges' entry-level course expectations must be met. Having representatives from industry, advisory boards, and post-secondary involved is crucial. The Healthcare Core Curriculum and Advance IT are based on industry standards and are the cornerstone of our new courses. Project Lead the Way will be key to the development of new Engineering and Manufacturing courses. To meet sufficient enrollment, collaborative CTE program are comprised of students from 4-5 different districts.

The development of the Mechatronics, Precision Machining, Welding, and Carpentry Programs are direct results of labor market data, community and business need. Low enrollment in new programs is often a reality as a number of factors impact when marketing starts and when the program actually starts. However our diligence in listening and collaborating with our partners has led to a full or almost full program in Welding just one year in. Our business partners including, Schwans, Case IH, JBS, AGCO, and Monogram Meats have been instrumental in advancing the Welding, Mechatronics, and Precision Machining programs.

### **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)]***

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

Job shadowing, internships, externships, and clinical experiences are also integral components to our curriculum. In 2016, 34 courses from 15 CTE program offered some type of work based learning resulting in over 290 students impacted. This includes the programs which have a formalized internship/externship requirement. However other programs such as Electrical and Wind Energy encourage their students to participate in internships but do not formally include them in their curriculum.

## Summary Narrative Part Two

### Comprehensive Professional Development

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

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. Business and FACS teachers meet annually and additional trainings are developed based on teacher survey responses or other available opportunities. The Culinary Skills Challenge not only allows students to learn from industry professionals but CTE teachers develop relationships and learn new skills as well. CTE teachers may apply for funding for additional professional development activities including Best Prep, Minnesota Association of Agricultural Educators, E3 conferences and FACS to the Max. More intensive SLEDs training will be offered to interested teachers and secondary administrators.

MN West CTC provides funding for CTE faculty, to attend the CTE Works Summit, to those expressing interest or new faculty. In conjunction with that MN West is very supportive and provides for ongoing professional development. New faculty who are not credentialed are required to complete the 3 courses in faculty credentialing. New faculty are provided a new faculty orientation. Faculty members, as part of their contracts, are able to take advantage of tuition waivers. Each campus has CTL leaders that plan professional development activities throughout the year along with two college wide events at the end of spring and beginning of the fall semester. Also, faculty have professional development dollars which they use for AGCO and Zeigler training, D2L Ignite, Con Expo, Redkin, BPA, Star of the North, Nursing Simulation, Electrical Summit and State Superintendent Workshop to name a few.

### Recruitment and Retention

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***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)]***

The SWWC Service Cooperative recently administered a state-wide assessment of CTE licensing needs and concerns. A high level of concern was expressed by schools regarding the inability to fill vacancies caused by retirements and lack of new candidates. This shortage tends to mean that courses are being taught based more on teacher interest rather than industry need. Schools are filling vacancies with community experts, which isn't ideal, but it is ensuring courses are available for students. MN West CTC hires many faculty directly from business and industry. CTE faculty must have 4 full time years of experience in their field of expertise, one of which has to be within the last 5 years. In some cases licensure or certification in the field is required as is the case with nursing. Advertising is directed to diverse groups through a variety of media including industry associations.

### Evaluate Student Performance and Programs

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

***NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.***

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

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

## How Programs of Study Affects Outcomes

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

Accounting has been identified as the MN West Consortium RPOS. Secondary and post-secondary consortium schools have strong accounting programs and finding a TSA to administer has not been difficult.

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.

The consortium has surveyed over 2000 students to determine what courses they wished their school offered that it currently doesn't. Healthcare was the overwhelming choice. A hybrid Introduction to Medical Careers course has been established in one area of the consortium and two additional cohorts will begin in 2017. The class is a combination of online classes, lab time at Minnesota West, and job shadowing in their communities.

Many community members, industry representatives, and faculty and administration from Minnesota West and Southwest Minnesota State University have been meeting regularly to discuss regional workforce training needs. Southwest Minnesota's largest employers are in the manufacturing and 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.

## Goal 1 Narrative

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

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Your Goal 1 narrative must include descriptions of the following elements:

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

1.) The MN West Consortium has identified Accounting as its RPOS. Technical assistance has been provided to help update the information in the Program of Study website. Member schools will update their portions of the website by Fall 2017. 7 Programs of Study have been identified- Animal Systems, Accounting, Facility and Mobile Maintenance, Child Development, Network Systems, Support Services, and Production. In FY17, three new CTE programs were offered at the college, Health Information Technology, Precision Machining, and Mechatronics as a result of regional needs assessments, labor market information, and advisory board recommendations. In FY18, Carpentry will also be offered in the form of certificate and diploma program. The cost of the position will be shared between the Pipestone High School and MN West CTC. Students from the high school can participate as juniors and seniors and complete a full certificate at the time they graduate high school. MN West will be working with area contractors, lumber yards and the city of Pipestone to meet an area shortage of carpenters as well as possibly rehabbing a number of properties. Any credits completed successfully transition to either the certificate or diploma.

2.) High school students in the consortium have opportunities to earn credit through articulation, contracted PSEO, traditional PSEO, and CIS courses. Twelve school districts have offered 20 college courses in the high schools along with 70+ school districts participating in traditional PSEO. In recent years, there has been expansion of early college credit with Marshall Area Technical Education Center offering a 16 credit Welding Certificate and CNA. Additional courses offered hybrid and in cooperation with secondary include Introduction to Medical Careers, CST 1101, Basic Mechanics, and Carpentry.

3.) The consortium continues to expand its POS and has held many meetings with school administration, counselors, and CTE instructors to develop a sequence of courses in new pathways. Teachers and counselors will update the MNPOS website. Many districts' course catalogs are designed around the career fields as are the 3 Career Expo events held each school year. Advisory boards, labor market data and survey results from 687 high school students from 8 area high schools looking to share CTE programs were considered in the MN West Consortium's aggressive campaign to regrow career and technical education in the region. Data collected showed overwhelming interest and support for Construction, Health Careers, Law Enforcement and Manufacturing courses. Pipestone High School along with the community of Pipestone and MN West entered a partnership to offer a brand new Carpentry Diploma. The program will serve both secondary and post secondary students in a co-mingled environment, of which the secondary students will receive both high school and college credit. The ongoing surveys and meetings also led to the development of Mechatronics and Health Information Technology Programs and a complete restructure of Law Enforcement curriculum. The consortium has high school course offerings in Introduction to Health Careers, Medical Terminology, CNA, Welding and are exploring and Introduction to Mechanics course.

4.) Based on performance measure data, our districts are performing well. Teachers may use Perkins funds to purchase curricula to enhance math, language and science. Technical skills are enhanced through updating specialized technology and equipment whether using Perkins funds or other funding mechanisms such as donations. CTE programs also rely heavily on advisory boards and industry partners for direction and areas of improvement.

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

6.) Technical Skill Assessments are administered to students who participate in courses that cover enough breadth and depth. Precision Exams offers many of the assessments the consortium needs but not all. The college has extended an invitation to Minnesota State to present on Precision Exams and other TSA's that may be appropriate in order to better assess skill attainment.

7.) MN West CTC, SWMNPIC, and SW ABE launched the Career Pathways Program in 2003. The grant-funded special project initially targeted unemployed, underemployed and ESL individuals. Over the past 13 years, the partnership has grown and evolved to meet the needs of the residents and workforce of SW MN raising more than \$1.5 million dollars. The CPP is an example of shared responsibility and understanding each partner's role. MN West offers technical skills program, credentialing and industry-recognized training. ABE provides support in basic skill instruction, literacy and comprehension

skills development. ABE instructors also serve as mentors and tutors to learners. SWPIC is our central point of contact for CPP students and provides assistance with employment, career counseling, resume preparation and job search and placement.

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

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

#### **Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R3 All Aspects of an Industry, P5 Student Organizations
Strategies	
Approved Health, 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 2017 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 FCCLA teams will achieve gold level performance at State competition. 65 % of consortium FFA teams will achieve gold level performance at State competition. 85 % of consortium schools with BPA programs will place in the top 10 at State competition	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$44,498.93
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$44,498.93
<b>Total</b>	\$44,498.93
<b>Goal 1 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 Programs of Study
Strategies	
High School CTE students will demonstrate technical skill attainment using 3rd party, standardized assessments. New options for assessments will be explored.	
Outcomes	
Health, Business, Automotive, Early Childhood, and Manufacturing programs that teach significant content will be identified. Instructors will evaluate their classes to determine which CTE programs teach a sufficient level of content to warrant students taking an approved TSA. Tests will be purchased for participating schools.	
Measures	
55% of consortium students will pass third party technical skill assessments	
<b>Post-Secondary Required Activities</b>	\$0.00



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

**Goal 1 Objectives 3**

**Required/Permissive Uses of Funds\*** R2 Programs of Study

## Strategies

MN Programs of Study website will be updated.

## Outcomes

Schools will update their information in the MNPOS website. The recorded Webinar session created after the request for technical assistance will be used to guide users. Additional training will be offered if necessary.

## Measures

100% of schools in the MN West Perkins consortium will update their information in the MNPOS website.

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

**Goal 1 Objectives 4**

**Required/Permissive Uses of Funds\*** R1 Academic Integration , R5 Professional Development , R6 Assessment

## Strategies

CTE faculty at the post-secondary level will improve curriculum, teaching practices, CTE programs, and assessment of student success.

## Outcomes

Faculty will participate in a variety of professional development experiences throughout the year including the CTE Works Summit in Fall 2017 as well as a breakout session on technical skill assessments at fall kickoff.

## Measures

Up to 5 faculty will apply for registration for the CTE Works Summit, fall 2017. MN West will offer a breakout session at the faculty fall kick off day in which TSA's will be explored, facilitated by Minnesota State.

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

**Goal 1 Objectives 5**

**Required/Permissive Uses of Funds\*** R1 Academic Integration , R3 All Aspects of an Industry, R6 Assessment

Strategies	
Faculty in CTE programs will utilize a variety of third party technical skill assessments, skills competitions, and certifications and licensure exams to enhance student success and evaluate student success and skill attainment.	
Outcomes	
Students will have ability to participate in and have access to skills assessments and competitions that allow for demonstration of knowledge and skills learned.	
Measures	
Students will out perform their peers at the state and national levels on standardized tests, certification and licensure exams and in student competitions. MN West CTC will meet negotiated targets of 85.40% in technical skill attainment and 79.40% in credential, certificate or degree.	
Post-Secondary Required Activities	\$7,300.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$7,300.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,300.00

**Goal 1 Objectives 6**

Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R10 Collaboration, R11 Articulation, Post-secondary Admin Cost
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Strategies	
Initiate one new CTE program for FY2018 that is a high wage and high demand occupation based on regional labor market information, need, and advisory board recommendations. Overhaul and revamp curriculum and assessment in brand new programs Health Information Technology and Mechatronics and existing Law Enforcement Program.	
Outcomes	
Hire instructor for approved Carpentry Program in Pipestone which will start Fall 2017. Offerings will be Carpentry Certificate and Diploma. Faculty in Carpentry will not only teach carpentry courses but will research and develop brand new curriculum for the program along with build an advisory board, research assessment strategies, develop partner relationships, market the program and do outreach with area high schools and area resources. Faculty in Health Information Technology, Mechatronics, and Law Enforcement will research and develop curriculum that aligns with accreditation and industry standards so as to provide challenging, relevant and up to date course work and attract students in an attempt to regrow career and technical education in the region.	
Measures	
Marketing, recruitment, collaboration and enrollment efforts have begun for Carpentry. Carpentry, Health Information Technology, Mechatronics, and Law Enforcement will be available Fall 2017. Anticipated enrollment of 7 students in Carpentry, Mechatronics and Health Information Technology and 15 students in Law Enforcement.	
Post-Secondary Required Activities	\$7,478.84
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$5,000.00
Post-Secondary Reserve	\$65,458.34
Post-Secondary Total	\$77,937.18
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$77,937.18

**Goal 1 Objectives 7**

Required/Permissive Uses of Funds*	R5 Professional Development
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Strategies	
Poll teachers to gauge their professional development needs.	
Outcomes	
Offer professional development opportunities for teachers.	

Measures	
1 training will be offered specific to FACS, Ag, Business, or Healthcare teachers' needs.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,000.00
Secondary Total	\$2,000.00
Total	\$2,000.00

## Goal 2 Narrative

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

★

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

(20,000 character limit)

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

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

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

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

4.) Consortium staff sit on the board of the SW MN Youth Council. The Youth Council includes representatives from a variety of organizations who work to transition youth from high school to college and careers and ensure access to services they need to be self-sufficient. Student services advisors have connections with area high school counselors in which they participate in transition planning for students on IEP's and 504 plans when appropriate. Another clear partnership is that between SW ABE, SW MN PIC, and MN West CTC with the Career Pathways Program and MnAMP Earn, Work, Learn project. Students have access to resources, services, and staff at any stage of participation. The college's REACH and PSEO programs also help to support transitions for high school students in they are already connected to the college, have experienced college curriculum, and have earned college credit that goes towards a certificate, diploma or degree. Twelve schools in our service area utilize us for REACH with other districts exploring the option. More than 70 school districts utilized the college for PSEO courses in 2016.

5.) The clearest example of a successful collaborative effort is the new Introduction to Medical Careers course. The first class was held Spring Semester 2017 with 15 students from 5 school districts. This hybrid class was offered so students could limit travel by doing coursework online in their school and then meet two days/week at Minnesota West- Granite Falls. Schools had to manage student schedules and transportation issues to make the class successful. Since then two other regions and ten schools have started the process so another class can be up and running in Fall 2017. An Introduction to Mechanics course is in the planning stages with 4 school districts and an advisory committee is planning for a collaborative Information Technology class to begin Spring of 2018.

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

### **Goal 2 Objectives**

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, P1 Advisory Committees, P10 Student Transition
Strategies	
Consortium staff will work with business and community partners to provide high school students the opportunity to demonstrate technical skills through skills competitions.	
Outcomes	
Students will demonstrate industry specific skills at Culinary Skills Challenge and Digital Photography competitions. Students will attend breakout sessions taught by professionals from industry. Competition guidelines and judging criteria will be determined with help of industry professionals. Students will demonstrate industry specific skills. Industry professionals will assist in establishing evaluation criteria, provide information through seminars and judge student competitions.	
Measures	
250 students will participate in culinary and digital photography competitions and seminars judged and developed by industry professionals.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$5,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$3,112.85
<b>Secondary Total</b>	\$8,112.85
<b>Total</b>	\$8,112.85
<b>Goal 2 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 Programs of Study, R3 All Aspects of an Industry

Strategies	
District's CTE programs will be supported by determining strengths and gaps in opportunities and services. A regional shared CTE delivery model will be expanded in 2017.	
Outcomes	
A hybrid course that provides students with center-based labs, community-based experiences, and on-line learning will be developed. An advisory team will provide input and evaluate the course in order to make improvements for year two of program.	
Measures	
Two additional Introduction to Medical Careers courses, an Information Technology course and a Introduction to Mechanics course will be developed in the region. At least 11 additional schools will enroll students in the courses. Approximately 80 students will be served during the 2017-18 school year. An Engineering course will also be explored.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

**Goal 2 Objectives 3**

<b>Required/Permissive Uses of Funds*</b>	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve /Modernize Technology , P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading
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Strategies	
High school CTE instructors will teach technical skills based on industry standards. Consortium high schools will have access to consortium funds to make program improvements to their CTE programs/classes (i.e. equipment, curriculum, technology, staff development). Program improvements must meet criteria toward academic or technical skills attainment, program of study alignment, or preparation for high tech, high wage or high demand jobs. Program improvement requests will be approved by the Minnesota West CTE advisory committee and purchases will be made by the fiscal host on behalf of the consortium.	
Outcomes	
Students will demonstrate technical skills through participation in FFA, FCCLA, BPA, or other CTE student organization. Instructors of approved programs will update their courses (curriculum, technology) to meet changes in industry expectations or industry standards. High school instructors of approved programs will receive training on topics related to their disciplines.	
Measures	
75% of Consortium schools with approved CTE programs will update their equipment, technology or curriculum to reflect business/industry expectations.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$50,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$50,000.00
Total	\$50,000.00

**Goal 2 Objectives 4**

<b>Required/Permissive Uses of Funds*</b>	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition
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Strategies	
Industry and community partners will collaborate to offer interactive, career exploration events for high school sophomores and juniors. Career Expo events will be held in Marshall, Worthington, and Fairmont.	
Outcomes	

High schools will send their sophomores or juniors to Career Expo events. Business and industry partners will volunteer to establish interactive career experiences for participants. The interactive Game Show will be updated to provide up-to-date information about career trends, non-traditional careers and labor market information specific to southwest Minnesota.

#### Measures

There will be a 40% increase of students rating their knowledge of non-traditional careers as "Knowledgeable-Very Knowledgeable" as a result of the interactive exhibits and game show activities. 70% of industry exhibitors will rate students as generally "Engaged" in the process of career exploration while visiting interactive career exhibits.

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

#### Goal 2 Objectives 5

**Required/Permissive Uses of Funds\*** R2 Programs of Study, P8 Teacher Preparation

#### Strategies

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

#### Outcomes

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

#### Measures

2 teachers will attend training through HealthForce Minnesota.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$1,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,000.00
<b>Total</b>	\$1,000.00

#### Goal 2 Objectives 6

**Required/Permissive Uses of Funds\*** R3 All Aspects of an Industry, R9 Special Populations, P10 Student Transition

#### Strategies

Career exploration activities for high school students will be offered.

#### Outcomes

Career Expo events will be held at Southwest Minnesota State University, MN West Community and Technical College, and Fairmont High school. Event will consist of hands-on career exploration activities, campus tours, and an interactive Game Show to educate students about career and educational options, especially those available in southwest Minnesota.

#### Measures

Over 2000 high school sophomores and juniors will attend.

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

<b>Secondary Required Activities</b>	\$1,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,000.00
<b>Total</b>	\$1,000.00

**Goal 2 Objectives 7**

<b>Required/Permissive Uses of Funds*</b>	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration
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## Strategies

Continuous improvement of curriculum, equipment, and technology are the cornerstone of successful CTE programs. These needs are evaluated in the 5 year technology/equipment plan each program submits. Innovation Project through Perkins will be available when available to assist programs in meeting their 5 year technology and equipment goals.

## Outcomes

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

## Measures

Each eligible CTE program will submit an Innovation Project application to improve or enhance technology and equipment.

<b>Post-Secondary Required Activities</b>	\$44,636.71
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$44,636.71
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$44,636.71

**Goal 2 Objectives 8**

<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R3 All Aspects of an Industry, R6 Assessment , R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences
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## Strategies

MN West CTC will offer appropriate internships, externships, field experiences, and clinicals through arrangements with business and industry partners. Such activities enhance student learning, assist in job placement, and allow for collaboration with area partners.

## Outcomes

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

## Measures

300 students from 15 CTE programs will participate in field experiences, clinicals, externships, internships, capstones and special topics in 2017-2018.

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

**Goal 2 Objectives 9**

<b>Required/Permissive Uses of Funds*</b>	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees
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Strategies	
The Minnesota West Consortium is a model of flexibility and collaboration with community, educators, business and industry partners to ensure access to all aspects of industry, state of the art equipment, relevant curriculum, industry savvy faculty, ease of transition, and support to enter, persist and complete certifications and degrees.	
Outcomes	
Relationships with partners improve experience and success of students by allowing for improved and state of the art equipment and technology. These partnerships also address needs of underprepared students, provide opportunities to increase basic work-readiness, occupational skills leading to credentials that allow for high demand, high pay positions and careers.	
Measures	
Minnesota West CTC will collaborate with at least 20 business and industry and support organizations to make curriculum, technology, and equipment improvements to CTE programs as well as improve transitions and placements for students. Minnesota West will continue to partner with other post-secondary institutions to share courses delivery and equipment.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

### Goal 3 Narrative

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

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

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec. 134 (b) (3) (8A & B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

(20,000 character limit)

1.) The many ongoing and new partnerships within the MN West Consortium lend to the support and advocacy of special population students. Students involved in any Career Pathways Program and MnAMP Learn, Work, Earn have access to any of the partners and their resources. This access includes a wide gamut of services and resources from tutoring, career counseling, training, literacy and comprehension skills development, to job readiness skills. The Southwest Minnesota Private Industry Council (PIC) holds their annual Breaking Traditions events on the Minnesota West campuses. The events expose students from area learning centers to a variety of non-traditional careers through hands-on activities. The annual Career Expo introduces high school sophomores and juniors to non-traditional careers through a Career Game Show. Other events geared towards exposing students to career options not otherwise considered include 9<sup>th</sup> Grade Day and Extravaganza.

2.) Project Discovery is a state-approved transition disabled program that offers career exploration activities for special needs students. Project Search is a nationally recognized transition high school that takes places completely at a local worksite. Students participate in classroom instruction, career exploration and hands-on training through a variety of worksite rotations. The MnAMP Learn, Work, Earn project and Career Pathways has a clear objective to support students from start to finish through intrusive advising and access to all services and partners.

3.) Project Search students receive transportation assistance from their high schools. Following graduation from the program, they receive services from Vocational Rehabilitation counselors to ensure a smooth transition to the workplace. Students with special needs who are enrolled in the Introduction to Medical Careers course receive special



accommodations. Perkins funds can be used to purchase equipment to reduce barriers for students with disabilities.

In 2017, MN West CTC embarked on the development of a new strategic inclusion plan and strategic enrollment initiative. Policies and procedures were scrutinized which could pose barriers for any student including special populations. A new busing option is now being offered between the campuses of Worthington and Jackson. Expansion of this service will be considered if necessary. Also being implemented is a notification alert to advisors when new advisees are assigned ensuring advisors have immediate knowledge and access. Other resources are employed to enhance student success and experience which include Grades First, Student Orientation, Advising, and Registration days for new students, Get Connected Day at the onset of the fall semester, and content readers in D2L. Content tutoring as well as general education course tutoring is available to all students in a multitude of formats. Courses are also offered in a number of formats to assist with the varied needs and experiences of our students. A new position was also created slated to begin Summer 2017 to work in retention. Specifically the individual will be responsible for CLEP and GED testing on campus, housing coordination and retention. The position was created to allow better access and ease of transition for students as well as be a resource for non commuting students and ensuring responsible tenancy.

4.) Special education students will be offered the same CTE programs and coursework as their peers. Adaptations and accommodations will be provided to ensure their participation. Five student services advisors are employed at MN West CTC to work specifically with special population students so that students do not need to identify to multiple individuals. In particular students with disabilities go through these individuals to ensure the confidentiality of the nature of their disability. Per MN West Policy Chp 3 - Educational, 3.4 Admissions:

Minnesota West Community & Technical College maintains an open door policy for admissions to the college. Students who have graduated from high school or have obtained a General Education Development (GED) Certificate, have scores on the High School Equivalency Test (HiSET) Exam or Test Assessing Secondary Completion (TASC) Exam that would qualify for high school equivalency, are eligible for admission.

Students who do not have a high school diploma or General Education Development Certificate, or do not meet the test score requirements on the HiSET or TASC exams may be admitted at the discretion of the college. Some students may be required to complete certain developmental courses before enrolling.

Minnesota West also follows Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 in which the college has two significant responsibilities:

- First, the college must not discriminate against individuals on the basis of disability. A 'qualified' individual with a documented disability is someone who, with or without reasonable accommodation, meets the essential eligibility requirements for the receipt of services or the participation in programs, services, or activities provided by this college. The college may not treat qualified individuals with disabilities differently from individuals without disabilities or have a policy that disparately impacts individuals with disabilities.
- Second, the college must provide access to its programs and services, and reasonably accommodate qualified individuals with documented disabilities to allow them to effectively participate in those programs and services.

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

6.) Transition experiences like the Career Expo, job shadowing, careers classes are available to all students. Schools use the Minnesota Career Information System to help with transition planning and it is designed for all students. All students at the college level must meet satisfactory academic progress regardless of status. This is in accordance to Minnesota West Policy Chapter 2 - Students 2.9 Satisfactory Progress Standards:

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

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

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

Satisfactory Academic Progress is defined as progressing in a positive manner toward fulfilling requirements for the degree or certificate in a given program of study. Satisfactory progress is the measurement of a student's performance (credits completed and cumulative grade point average) in meeting the institutional degree requirements.

Minnesota West Community & Technical College believes that students are responsible for their own academic progress and for seeking assistance when experiencing academic difficulty.

Minnesota West Community & Technical College has an established procedure for placing students on academic warning, academic suspension, financial aid warning, and financial aid suspension.

There is also an appeal process for academic/financial aid suspension based on unusual or extenuating circumstances. Appeal forms for both academic and financial aid issues are available from the Student Services Office, the Campus Administrator Office or online.

The standards that follow are based on Federal requirements and Minnesota State Colleges and Universities Board Policy.

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

### ***Goal 3 Objectives***

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

<b>Total</b>	\$0.00
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<b>Goal 3 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R9 Special Populations, P10 Student Transition
Strategies	
Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities	
Outcomes	
High school special population students will develop transition plans based on the Project Discovery Career Assessment and Exploration program experience. Students will participate in the independent living skills assessment process to establish baseline levels	
Measures	
Independent living assessments results will be utilized in the development of students' transition goals and objectives 100% of the time.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$15,500.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$2,600.00
<b>Secondary Total</b>	\$18,100.00
<b>Total</b>	\$18,100.00

  

<b>Goal 3 Objectives 3</b>	
<b>Required/Permissive Uses of Funds*</b>	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	
Project Search is a transition high school that will serve students transitioning from high school to employment. Avera Marshall will host students as they intern in a variety of career areas within the hospital.	
Measures	
9 students will enroll in the 2017-18 school year.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$2,600.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,600.00
<b>Total</b>	\$2,600.00

  

<b>Goal 3 Objectives 4</b>	
<b>Required/Permissive Uses of Funds*</b>	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. 95% of individuals with disabilities will identified as "Completers" according to the Perkins Accountability Data files as supplied by the consortium school districts.	
<b>Post-Secondary Required Activities</b>	\$0.00

<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$8,600.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$8,600.00
<b>Total</b>	\$8,600.00

**Goal 3 Objectives 5**

<b>Required/Permissive Uses of Funds*</b>	R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition
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## Strategies

Special population students will learn critical workplace skills through youth employment programs that are directed by the SW MN Private Industry Council.

## Outcomes

High school students will be placed in jobs through regional youth employment programs.

## Measures

85% of students will rate their work place experience as above average. 80% of employers will rate their experience with the Youth Program as meeting or exceeding their expectations.

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

**Goal 3 Objectives 6**

<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R9 Special Populations, R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition
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## Strategies

Minnesota West created and will hire a part time testing, housing and retention coordinator. Specifically the individual will provide CLEP, GED and coordinate and proctor Accuplacer along with work with non communiting students on securing and maintaining housing and ensure responsible tenancy.

## Outcomes

Students will maintain stable housing while attending Minnesota West. Students will also have ease of transition to Minnesota West with having access to CLEP and GED testing on the campuses.

## Measures

Minnesota West anticipates higher rates of admissions of students receiving GEDs and allowing for better access to post secondary education along with increased rates of retention for at risk students through the housing support.

<b>Post-Secondary Required Activities</b>	\$16,974.50
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$5,000.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$21,974.50
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00

<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$21,974.50

**Goal 3 Objectives 7**

<b>Required/Permissive Uses of Funds*</b>	R9 Special Populations, R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition
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## Strategies

MN West CTC will provide exploration to any and all students interested in post-secondary education. Students and prospective student will be exposed to and provided information and opportunities to experience occupational work in a variety of non-traditional careers.

## Outcomes

Representatives from MRVED, MN West CTC and the SWWC Service Cooperative will serve on the Youth Council that oversees the regional youth employment programs delivered through the Private Industry Council. The Youth Council and the MN West Consortium partners will provide a number of activities and programs to expose individuals to non-traditional careers for gender.

## Measures

100% of MN West CTC campuses will partner with SW MN PIC to host Breaking Traditions events. We will also work with other to expose learners to high wage, high demand occupations such as 9th Grade Day, Extravaganza, Scrubs Camps and Coderdojo.

<b>Post-Secondary Required Activities</b>	\$2,500.00
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<b>Post-Secondary Permissible Activities</b>	\$0.00
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<b>Post-Secondary Admin Cost</b>	\$0.00
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<b>Post-Secondary Reserve</b>	\$0.00
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<b>Post-Secondary Total</b>	\$2,500.00
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<b>Secondary Required Activities</b>	\$0.00
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<b>Secondary Permissible Activities</b>	\$0.00
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<b>Secondary Admin Cost</b>	\$0.00
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<b>Secondary Reserve</b>	\$0.00
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<b>Secondary Total</b>	\$0.00
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<b>Total</b>	\$2,500.00
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**Goal 3 Objectives 8**

<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P5 Student Organizations , P6 Mentoring/Support Services, P10 Student Transition
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## Strategies

Special population learners at MN West CTC will have full access to resources, services, and course work necessary to make informed decisions about appropriate career options, to persist and matriculate to graduation, and transition to the workforce. Retention efforts and services are offered throughout the year for students. While retention and completion efforts are the responsibility of everyone at the college MN West has designated individuals to provide expertise in the areas of retention. These individuals include Student Services Advisors, Diversity and Retention staff, Faculty Advisors, and Tutors and Resource Specialists.

## Outcomes

MN West strives for success, retention and completion for students and employs a number of tools throughout to ensure this happens. Collaborative efforts with consortium partners and community members to offer nontraditional career exploration and exploration in high wage, high demand careers events like Breaking Traditions, 9<sup>th</sup> Grade Day, Coderdojo, Extravaganza will occur college wide. Career Scope, Freshman Seminar, College Central, Grades First, Smarthinking and other tutoring, content reader are all resources and services offered to all students to assist in their transition and persistence at MN West CTC. Accuplacer or some type of placement testing is required for all incoming students to determine appropriate course placement and any developmental education needs. Student Orientation, Advising, and Registration (S.O.A.R.) is also required for all new incoming students as a means to prepare for their first semester. Other actions occur, college wide, to ensure college and academic integration, learning and success of which include various diversity events and enrichment opportunities.

## Measures

Non traditional career exploration events will happen on each campus of MN West. 50 Career Scopes will be administered and interpreted to both current and prospective students. Students will meet with advisors for appropriate course placement. S.O.A.R events will take place on each campus for students starting Fall 2017 and then for students starting Spring 2018. All advisors and 80% of faculty will use Grades First as an instrument in intrusive advising. MN West will strive to meet the negotiated performance targets for 2017.

<b>Post-Secondary Required Activities</b>	\$18,231.19
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<b>Post-Secondary Permissible Activities</b>	\$0.00
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<b>Post-Secondary Admin Cost</b>	\$0.00
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<b>Post-Secondary Reserve</b>	\$0.00
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<b>Post-Secondary Total</b>	\$18,231.19
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<b>Secondary Required Activities</b>	\$0.00
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<b>Secondary Permissible Activities</b>	\$0.00
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<b>Secondary Admin Cost</b>	\$0.00
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<b>Secondary Reserve</b>	\$0.00
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Secondary Total	\$0.00
Total	\$18,231.19

## Goal 4 Narrative

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

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

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

(20,000 character limit)

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

1.) The newly designed Introduction to Medical Careers course is just one example of flexibility of offerings our consortium offers. It is a hybrid course that allows the flexibility schools need. Instruction is delivered face-to-face, through technology, through job shadowing experiences and in-class presentations. This saves schools transportation costs and delivers information in a variety of ways to meet students' needs. The schedule was designed to accommodate schools on 7 or 8 period days as well as block schedules. The course is offered at the beginning or end of the school day to minimize disruptions. Within the consortium, similar formats are being explored for Engineering Manufacturing (Spring 18), CST 1101, and Basic Mechanics (Spring 18). Minnesota West CTC works with a number of businesses to train their staff and have worked diligently to meet their needs through hybrid offerings (lectures online or adobe connect and recorded and labs onsite) and flexibility in course start dates. The entire math department has moved to hybrid offerings so students can participate face to face onsite, face to face via Adobe Connect, or view recorded lectures. These courses are well received and other departments have begun to offer courses in such a format.

New this fall will be the Introduction to Medical Careers offered in the southern tier of the service area along with the existing one in the northern service area. MN West CTC has also created a new Carpentry Certificate and Diploma program. The instructor will be shared through the Pipestone High School and MN West CTC. Students from the high school can participate by attending at the college campus every afternoon. Full participation over the 2 years earns them a 16 credit Carpentry Certificate that would transfer in to the Diploma program, although all credits go towards the diploma.

2.) Consortium schools offer a variety of college credit options to help students transition to college and careers which include articulation, CIS, and PSEO. In 2016, 12 secondary school districts worked with MN West CTC to offer 20 college courses in the high schools while 78 school districts including home school partners had students participate in REACH and PSEO. Marshall Area Technical Education Center (MATEC) offers college credit curriculum to students in CNA (3 cr), Medical Terminology (2cr), and Welding (16 cr) at their facility. They are continuing to explore the possibility of Child Development and Basic Mechanics to their offerings. The Southwest Minnesota Career Pathway Program offers college credit and certification in 6 areas including CNA/Home Health Aide, Medical Terminology, Community Health Worker, Community Interpreter Certification, Welding, and Commercial Driver's License. Adult students doing welding have been afforded the opportunity to complete their welding certificates at the MATEC center beyond participation in the CPP courses the past two years. The Montevideo ALC worked this spring semester to offer Welding to their students through an agreement with MN West CTC and transporting the students to the campus. A variety of options allow flexibility for students but schools also need to contain costs of students participating in course outside their school buildings.

3.) A number of activities and services are offered to traditional and nontraditional students to enrich their transitions. Students in the high schools, with IEP's and 504 plans, work with their schools on transition planning. Often MN West CTC advisors are invited to those transition meetings to discuss possible barriers and needs and accommodations while in college. Students attending post-secondary, with documented disabilities, who identify work with a designated student

service advisor on their campus to ensure continuum of services. A joint advisor works with both the CNA and Welding students at MATEC for services, career exploration, admissions, financial aid etc. Students participating in the MnAMP Learn Work Earn Grant also have a college advisor to ensure success. Both secondary and post-secondary schools offer financial aid nights to ensure questions can be answered and resolved. MN West CTC requires all new incoming students participate in a Student Orientation, Advising, and Registration (SOAR) event before starting. The intent is to ensure all needs are met and questions answered prior to the first day of the semester. Upon starting, new and returning students participate in Student Success Boot Camps and our annual Get Connected Day. Students are also offered our Freshman Seminar course, ideally to be taken their first semester. The course is geared towards college experience and success, time management, study skills, health, and career exploration.

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

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

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

6.) MN West CTC employs varied strategies to enroll and retain military veterans, underemployed, and unemployed adults. This year we worked with Mike Kurtz to develop a strategic enrollment plan for the college. Processes were mapped from suspect to graduation which included veterans, underemployed and unemployed. A student services specialist is also employed as our Veteran's Certifying Officer, a point of contact to assist military veterans with the many programs and regulations attached to their funding. Our continued partnership with the SW MN Career Pathways Program also helps to enhance enrollment and retention as the CPP incorporates soft skill training, career interest assessments, and presentations by MN West staff.

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

#### **Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , P8 Teacher Preparation
<b>Strategies</b>	
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.	
<b>Outcomes</b>	
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.	
<b>Measures</b>	
\$\$\$	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00



<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$7,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$2,500.00
<b>Secondary Total</b>	\$9,500.00
<b>Total</b>	\$9,500.00

**Goal 4 Objectives 2**

**Required/Permissive Uses of Funds\*** R5 Professional Development , R10 Collaboration

## 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.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$7,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$2,400.00
<b>Secondary Total</b>	\$9,400.00
<b>Total</b>	\$9,400.00

**Goal 4 Objectives 3**

**Required/Permissive Uses of Funds\*** R2 Programs of Study, R11 Articulation

## Strategies

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

## Outcomes

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

## Measures

Consortium schools will issue Minnesota Articulated College Credits to high school students that meet post-secondary competencies. 18 consortia have joined together to form the [www.ctecreditmn.com](http://www.ctecreditmn.com) website.

<b>Post-Secondary Required Activities</b>	\$1,110.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$1,110.00
<b>Secondary Required Activities</b>	\$7,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$7,000.00
<b>Total</b>	\$8,110.00

**Goal 4 Objectives 4**

**Required/Permissive Uses of Funds\*** R1 Academic Integration , R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P9 Alternative Formats, P10 Student Transition



Strategies	
Consortium partners will continue to explore pathways for students to earn articulated credits or actual college credit and jointly support those students for successful transition to college.	
Outcomes	
Students involved will earn articulated or actual college credit in a program area that transitions in to a full degree program with ease.	
Measures	
Introduction to Medical Careers will be offered in the northern and southern service areas. Welding and CNA will continue at MATEC. Additions of Engineering Manufacturing (articulated credit), CST 1101, Basic Mechanics and Carpentry will be made.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

**Goal 4 Objectives 5**

<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R10 Collaboration, R11 Articulation, P10 Student Transition
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## Strategies

High school students 10-12 grades will have access to college course work through REACH and PSEO. Sophomores have access to CTE only and juniors and seniors both CTE and liberal arts.

## Outcomes

Minnesota West will issue college transcripts for any college credits taken to high school students. These transcripts are also issued to the home school for articulation on the high school transcript.

## Measures

Students from at least 12 area high schools will participate in REACH courses. Students from 50 high schools will participate in PSEO coursework. Students participating in REACH or PSEO will be better prepared for college. They will also leave high school with college credits already completed or possibly a degree earned.

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

**Goal 4 Objectives 6**

<b>Required/Permissive Uses of Funds*</b>	P2 Counseling, P10 Student Transition
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## Strategies

Schools will use MCIS and other resources to provide career guidance and counseling

## Outcomes

School guidance programs are designed to increase the number students who graduate from high school with the knowledge, skills, and habits necessary for success in college and a career.

## Measures

70% of consortium school will utilize MCIS

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

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$15,530.82
Secondary Total	\$17,530.82
Total	\$17,530.82

**Goal 4 Objectives 7**

**Required/Permissive Uses of Funds\*** R2 Programs of Study, R9 Special Populations, R10 Collaboration, R11 Articulation, P10 Student Transition

**Strategies**

Through partnerships such as SWMNCP and MnAMP Learn Work Earn adult learners, GED student, underemployed and unemployed, and ESL learners will have access to college credit coursework, college preparation, and post-secondary admissions information.

**Outcomes**

Students will have access to appropriate support to enter, persist and matriculate to degree completion as well as a variety of course offerings.

**Measures**

50 adult learners will complete certifications through the SWMNCP and MnAMP grant as well as at least 3 informational presentations will be given to these students on the possibility of their certifications transferring to other degrees.

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

**Goal 5 Narrative****Narrative for Goal 5: Sustain the Consortium**

\*

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

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

(20,000 character limit)

1.) The consortium is subject to an annual fiscal audit. A cost-to-benefit assessment is conducted when making all financial decisions. Monthly, the post-secondary budget is reviewed by the post-secondary coordinator, business manager, and vice president of administration. On a yearly basis Minnesota West CTC staff and administration meets to plan the following year's application and evaluate the current year's activities, projects, and priorities. This information is then incorporated in to the application and annual report.

2.) At the conclusion of each school year, school administrators, CTE instructors, business managers, and counselors are surveyed to ensure the consortium is meeting districts' needs. Students from schools participating on collaborative CTE courses are also surveyed to measure their level of engagement and satisfaction. Other formal methods of evaluation and data review are used including TSA's, licensure and certification exams, Registrar for EPM data, SLEDS data, IPEDS data, CCSSE Survey, and Accountability Dashboard. Results are shared with academic affairs, governance and advisory

committees where decisions about program improvement are made.

3.) Responsibilities are shared among the partners in collaborative projects. We work with partners to determine each organization's role. Data is collected to determine whether projects are increasing student knowledge and meeting their needs.

4.) Partners share costs for many collaborative projects including the consortium coordinator, articulation website, Career Expo, Career Pathways Programs, student service advisor time and learning space for collaborative projects. An example of collaborative budget development is the development of the Introduction to Medical Careers course offered in Granite Falls and at five area high schools. Stakeholders were brought to the table to discuss the feasibility, structure, curriculum and offering, and budget.

5.) Minnesota West Consortium has an extensive history of collaboration and partnerships with participating members and area stakeholders. As a result we have a history of successful and varied joint projects. Examples of some of these projects include Career Expo, E3: Energy Education for Educators, MnAmp Learn Work Earn Grant, Breaking Traditions, Career Pathways programming, a joint coordinator, membership on the SWMNPIC Youth Council, joint presentations at conferences such CTE Works, 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. Partners share cost of website management and meeting coordination for the [www.ctecreditmn.com](http://www.ctecreditmn.com) website. The secondary coordinator

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

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

### ***Goal 5 Objectives***

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R6 Assessment
<b>Strategies</b>	
Consortium partners, secondary and college teachers and administrators will have access to up-to-date information about the consortium's Carl Perkins projects.	
<b>Outcomes</b>	
The consortium website ( <a href="http://www.lifetimeoflearning.com">www.lifetimeoflearning.com</a> ) 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.	
<b>Measures</b>	
At least 5 CTE blog entries will be posted each month with an average of 250 page views per month.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$21,373.76
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00

Secondary Reserve	\$12,000.00
Secondary Total	\$33,373.76
Total	\$33,373.76

**Goal 5 Objectives 2**

Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P1 Advisory Committees, P8 Teacher Preparation
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## Strategies

Consortium vision, projects, activities, staff development opportunities and other important CTE and consortia news will be communicated and shared with school district staff, college faculty, administration, and other critical partners.

## Outcomes

The Minnesota West Consortium will employ a coordinator to be the connection and communication link between member partners.

## Measures

The consortium's website will be updated and maintained to provide 24/7 access to Carl Perkins data, event information, FAQ's, and Articulated College Credits. Consortium staff will continue to sit on and actively participate in the SWMNPIC Youth Council.

Post-Secondary Required Activities	\$42,574.67
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$42,574.67
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$12,235.83
Secondary Reserve	\$0.00
Secondary Total	\$12,235.83
Total	\$54,810.50

**Secondary Supplemental Budget**

File Name	Description	File Size
Perkins Budget Summary spreadsheet FY18 for Secondary.xlsx (55 KB)	<a href="#">MN West 2018 Supplemental Budget</a>	55 KB

**Calculate Goals**

Do you want to calculate all budget goals?\*

Yes

**Budget Goal 1**

Row	Post-secondary Required Activities	Post-secondary Permissible Activities	Post-secondary Admin Cost	Post-secondary Reserve	Post-secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$15,778.84	\$0.00	\$5,000.00	\$65,458.34	\$86,237.18	\$54,498.93	\$0.00	\$0.00	\$7,000.00	\$61,498.93	\$147,736.11

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$44,636.71	\$0.00	\$0.00	\$0.00	\$44,636.71	\$74,000.00	\$0.00	\$0.00	\$3,112.85	\$77,112.85	\$121,749.56

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$37,705.69	\$0.00	\$5,000.00	\$0.00	\$42,705.69	\$26,700.00	\$0.00	\$0.00	\$2,600.00	\$29,300.00	\$72,005.69

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$1,110.00	\$0.00	\$0.00	\$0.00	\$1,110.00	\$23,000.00	\$0.00	\$0.00	\$20,430.82	\$43,430.82	\$44,540.82

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$42,574.67	\$0.00	\$0.00	\$0.00	\$42,574.67	\$21,373.76	\$0.00	\$12,235.83	\$12,000.00	\$45,609.59	\$88,184.26

**Goal Totals**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal Total	\$141,805.91	\$0.00	\$10,000.00	\$65,458.34	\$217,264.25	\$199,572.69	\$0.00	\$12,235.83	\$45,143.67	\$256,952.19	\$474,216.44

**Perkins Grant Collaboration with WorkForce Centers**

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,400.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$6,600.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$3,500.00

(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$6,700.00
<b>Totals</b>	<b>\$22,200.00</b>

### Coordination Time for Perkins Grant

#### Secondary

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

<b>Total percentage of time for Coordinators of Perkins:*</b>	45.0%
<b>Coordinator Budget:*</b>	\$38,071.67

#### Post-Secondary

<b>Total percentage of time for Coordinators of Perkins:*</b>	50.0%
<b>Coordinator Budget:*</b>	\$40,074.67

### Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Gail Polejewski	Minnesota West Consortium Coordinator		\$50,682.36	wg_Career Development Coordinator.doc
Laurie Fales	Carl Perkins Support Staff		\$29,296.50	wg_wg_OfficeAssistant(82312).pdf
Tom Hoff	Career Expo Coordinator		\$7,800.87	wg_Career and Technical Project Coordinator.docx
Ty Bowen	Mechatronics Instructor		\$12,755.68	wg_Automated Systems and Mechatronics.htm
Linda Pesch	Advisor/Post Secondary Perkins Coordinator		\$0.00	wg_Linda Pesch Job Description.pdf
Ronald Schwint	Law Enforcement Instructor		\$12,033.90	
Solomon Derby	Carpentry Instructor		\$32,250.00	wg_Carpentry Instructor.pdf
Kris Babler	Testing/Housing Coordinator		\$16,974.50	wg_Testing HousingCoordinatorJobDescription.docx
Elaina Nichols	Health Information Technology Instructor		\$15,897.60	
			\$177,691.41	

### Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
2S1 – Technical Skill Attainment	A concerted effort will be made to identify all advanced programs offered in consortium schools. Those schools will be expected to administer TSAs to their classes. Additional funds will be designated for the administration of TSAs. We will work with Advance IT to find a suitable TSA for the collaborative Information Technology courses being offered. A new Mechanics course is being planned so a suitable TSA will be sought. Teachers will be surveyed to identify barriers to administering TSAs. An incentive program will be developed to encourage better participation. Funds will be designated so more pretests can be given. This will hopefully help the teacher design their message and materials and give students a preview of what will be expected of them.	Additional funds to implement an incentive program for teachers.	Identification of advanced courses will begin prior to the start of the 2017-18 school year. Meetings with districts will take place in September and October 2017.	Secondary Perkins Coordinator	Students will be assessed in three new courses.			

## Improvement Report

### Improvement Report 1

**Indicator Not Met:**\* 1P1 – Technical Skill attainment

**Negotiated Performance:** \* 85.40%

**Actual Performance:** \* 79.06%

General strategies planned to improve performance:

Currently at Minnesota West CTC Administrative Assistant, Automotive Technology, Computer Technology, Electrical, and Diesel Technology utilize NOCTI assessments. Other programs utilize licensure exams and certifications as a means to determine technical skill attainment. These include Radiology Tech, Nursing, Dental, Law Enforcement, EMS/EMT and Fluid Power. There is discussion amongst some of the CTE programs that NOCTI tests are not flexible enough to get at the heart of what is being taught. Faculty are interested in exploring other assessments so an invitation to Minnesota State has been extended to present at our fall Kick Off and CTL event for faculty at which time other options can be explored.

Comments or context for actual performance (optional):

### Improvement Report 2

**Indicator Not Met:**\* 1S1 - Academic Attainment in Reading/ Language Arts

**Negotiated Performance:** \* 56.27

**Actual Performance:** \* 51.9

General strategies planned to improve performance:

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

Instructional reading strategies across content areas will be emphasized.

SWWC is currently posting for a Reading Specialist through our Regional Center of Excellence. The intent of this position is to provide concentrated, on-site support to schools in needing improvement in these content areas, based on MCA test results.

Comments or context for actual performance (optional):

### Improvement Report 3

**Indicator Not Met:**\* 1S2 - Academic Attainment in Math

**Negotiated Performance:** \* 42.89

**Actual Performance:** \* 41.23

General strategies planned to improve performance:

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

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

SWWC annually hosts a Regional Math Conference where a keynote presents and models strategies for educators to implement, based on a regional data analysis of MCA math results. In addition, breakout sessions are offered featuring best practices, curriculum and resources being utilized with successful results.

Comments or context for actual performance (optional):

### Improvement Report 4

**Indicator Not Met:**\* 2S1 – Technical Skill Attainment

**Negotiated Performance:** \* 56.32%

**Actual Performance:** \* 12.12%

General strategies planned to improve performance:

Interest in TSAs is slowly growing in the Ag area. The variety of programs they teach will hopefully improve the number of TSAs given next school year. There are plans to test in welding and animal science. The school that has been giving the Child Development TSA has a new instructor who wasn't prepared to give the assessments this school year. The plan is to implement them next year again. The new option of using Precision Exams has helped with both the cost and the alignment to curriculum. It's our hope that a compatible TSA can be found for the collaborative Information Technology courses that will be taught throughout the consortium next school year. There is not a TSA that closely matches the new Intro. to Health Careers course at this time.

As teachers get experience using the exams, hopefully scores will improve. Additional funds will be used to give both pre and post tests. Up to this point, most instructors have just been using the post test. 12 of 13 students passed the assessment used in the Introduction to Medical Careers class. We are hopeful these results will be similar in the other collaborative courses. We also have more control of the collaborative courses and can ensure the

assessments are given.

Comments or context for actual performance (optional):

#### Improvement Report 5

**Indicator Not Met:**\* 3P1 – Student retention or transfer

**Negotiated Performance:** \* 10.89%

**Actual Performance:** \* 9.91%

General strategies planned to improve performance:

In FY17 Minnesota West worked with Mike Kurtz to develop a strategic enrollment plan for the college. The group responsible mapped processes from suspect to graduation and are busy implementing vital changes related to recruitment, enrollment, retention, and graduation.

Minnesota West CTC is currently working with Southwest Minnesota State University on the Blue to Brown Connection. This is a contract between the two institutions to offer opportunities to students denied admissions at SMSU. Students will be referred to the connection become Minnesota West students for up to 20 credits taking our courses while living at and participating in activities and services at SMSU. At the time a student completes 20 credits they can opt to move to SMSU coursework or stay and complete a degree at Minnesota West. This program is slated to begin Fall 2017.

Throughout the year Minnesota West CTC and SMSU present to the students in the CNA program at the Marshall Area Technical Education Center regarding our respective RN and BSN programs. This introduces the different pathways students can take to gain an RN and BSN degree and the ease at how it can happen between the two institutions.

This past year Minnesota West worked to complete a new Strategic Inclusion plan. The goal being to promote an inclusive, respectful and dynamic learning environment that provides opportunities to expand and advance diversity awareness and cultural competence for students and our communities. We hope an inclusive environment invites students to attend, persist and matriculate to graduation.

Comments or context for actual performance (optional):

#### Improvement Report 6

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

**Negotiated Performance:** \* 12.40%

**Actual Performance:** \* 11.83%

General strategies planned to improve performance:

In FY17 Minnesota West worked with Mike Kurtz to develop a strategic enrollment plan for the college. The group responsible mapped processes from suspect to graduation and are busy implementing vital changes related to recruitment, enrollment, retention, and graduation.

This past year Minnesota West worked to complete a new Strategic Inclusion plan. The goal being to promote an inclusive, respectful and dynamic learning environment that provides opportunities to expand and advance diversity awareness and cultural competence for students and our communities. We hope an inclusive environment invites students to attend, persist and matriculate to graduation.

Minnesota West also has a strong partnership with our area Adult Basic Education and Workforce/Private Industry Council through our Career Pathways Program. Staff from MN West present to the Welding and CNA CPP groups to offer information about furthering education, admissions, financial aid, transfer and career aptitude testing.

Six student services advisors (one on each campus) also are responsible to work with special population prospects and current students to ensure needs are met.

Activities are offered, throughout the year, for prospective students to explore the varying programs and courses offered at MN West as well as get their hands on equipment and projects. These include Breaking Traditions, Tech Search, 9th Grade Day, Career Expo, FAFSA workshops, Coderdojo.

Comments or context for actual performance (optional):

### Rigorous Program of Study

State-Approved Rigorous Program of Study	RPOS submitted with 10 components
<a href="#">Accounting</a>	wg_doc07562220170502155455.pdf

### Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments



								the program?		
Business, Management, & Administration	Finance	Accounting	Precision Exams Accounting I	National Occupational Competency Testing Institute Accounting - Advanced		Business	Fairmont	End of semester		
Arts, Communication, & Information Systems	Information Technology	Network Systems		National Occupational Competency Testing Institute Computer Technology		Business	Tracy			
Human Services	Human Services	Early Childhood Development and Services		National Occupational Competency Testing Institute Early Childhood Education and Care - Advanced		Family and Consumer Science	Luverne	End of semester		
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Animal Systems	Precision Exams Veterinary Assistant			Agriculture	Fairmont, Ridgewater	End of semester		
Health Science Technology	Health Science	Therapeutics Services		National Council of State Boards of Nursing National Council Licensure Examination for Registered Nurses, State Certification Exam		Introduction to Medical Careers	Dawson-Boyd, Lakeview, MACCRA, Montevideo, Renville, County West, Yellow Medicine East	Just prior to capstone project		
Engineering, Manufacturing, & Technology	Manufacturing	Production	Precision Exams Welding Technician, Entry			Agriculture	Martin County West	End of semester		
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance		National Occupational Competency Testing Institute Diesel Technology		Agriculture	Canby	pre and post test		
Foundation Knowledge and Skills	Foundation Knowledge and Skills	Foundation Knowledge & Skills				WE-Handicapped Seminar	Martin West High School	Special education		

### Statement of Assurances & Certifications

File Name	Description	File Size
doc07573820170508113403.pdf (4.1 MB)	MN West Statement of Assurances	4.1 MB
MN West FY18 SOA Comfrey Lac qui Parle MN River Valley Ed Dist.pdf (1007 KB)	FY18 SOAs for Comfrey, Lac qui Parle, MN River Valley Ed District	1007 KB

### Attachments

File Name	Description	File Size
FY18POS.TSA.planning.MNWest 7-20-17.docx (28 KB)	<a href="#">POS TSA Revised (Added by Ginny)</a>	28 KB
FY18POS.TSA.planning.MNWest.docx (25 KB)	<a href="#">MN West TSAs</a>	25 KB
Perkins Budget Summary spreadsheet FY18 for Secondary.xlsx (55 KB)	<a href="#">Minnesota West FY18 Budget Summary</a>	55 KB
strategic_inclusion_plan_2016-2021.pdf (459 KB)	<a href="#">Strategic Inclusion Plan for MN West CTC</a>	459 KB
TSAs Given in 2016.docx (14 KB)	<a href="#">TSAs given but are not on drop down list</a>	14 KB