

Perkins IV Consortium Application FY12 (2011-2012)
COVER SHEET
Minnesota West Carl Perkins Consortium

Please complete the following:

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***District #** 0991 **District Type:** 83
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
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District/Agency Name/College	Secondary Type & Number
Adrian	0511-01
Benson	0777-01
Blue Earth	2860-01
Brewster	0513-01
Canby	0891-01
Cedar Mountain	2754-01
Comfrey	0081-01
Dawson-Boyd	0378-01
Edgerton	0581-01
Ellsworth	0514-01
Fairmont	2752-01
Fulda	0505-01
Granada Huntley-East Chain	2536-01
Hendricks	0402-01
Heron Lake-Okabena	0330-01
Hills Beaver Creek	0671-01
Ivanhoe	0403-01

Jackson County Central School	2895-01
Lac Qui Parle Valley School	2853-01
Lake Benton	0404-01
Lakeview	2167-01
Luverne	2184-01
Lynd	0415-01
Marshall	0413-01
Martin County West Schools	2448-01
Milroy	0635-01
Minneota	0414-01
Minnesota River Valley Education District	6018-61
Minnesota West Community and Technical College	
Montevideo	0129-01
Mountain Lake	0173-01
Murray County Central Schools	2169-01
Ortonville	0062-01
Pipestone	2689-01
Red Rock Central	2884-01
Redwood Area	2897-01
Renville County West	2890-01
Round Lake	0516-01
RTR Schools	2902-01
Southwest/West Central Service Coop	0991-83
Springfield	0085-01
Tracy	0417-01
Truman	0458-01
Wabasso	0640-01
Westbrook-Walnut Grove	2898-01
Windom	0177-010
Worthington	0518-01
Yellow Medicine East School District	2190-01

Consortium Plan Summary Narrative

1. Describe how the career and technical education programs will be carried out with the funds received. [Sec.134 (b)(1)]

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

2. Describe how career and technical education activities supported by Perkins funds will assist the consortium in meeting State and local adjusted levels of performance. [Sec. 134 (b)(2)]

Student achievement of CTE students in the Minnesota West Consortium is evident in the school completion, graduation rates, student organization success, and student MCA scores. However, secondary performance issues have been related to math indicators and nontraditional completion rates. The SW/WC Service Cooperative offers various avenues for member schools to help increase student achievement in math. A math and school improvement specialist helps participating teachers gain a better understanding of the math standards and increase their content knowledge. Curriculum Alignment to Standards, Data Mining, Enriching Instruction strategies, Sheltered Instruction strategies and Formative Assessment professional development opportunities are provided to schools not making adequate yearly progress or who have contracted for services.

3. Describe how students participating in CTE, are provided programs of sufficient size, scope and quality that include academic and technical education components through a coherent sequence of courses with rigorous content aligned with challenging standards, and that CTE students are taught to the same challenging academic standards expected for all students. [Sec. 135 (b)(8)]

Resources are available to implement strategies that will provide rigorous coursework for all students. Educators are encouraged to participate in professional development opportunities at the local, state, and national level. It is a goal of the consortium to provide at least one training opportunity each year by Minnesota West or Southwest Minnesota State University faculty to secondary instructors. This education will ensure quality, alignment of standards to industry, rigorous curriculum content, and a stronger connection between faculty members.

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

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

5. Describe how comprehensive professional development for appropriate personnel promotes integration of standards as described in Item 3, above. [Sec.135 (c)(8)]

Professional development activities are highly valued as a means to share content between instructors and develop professional relationships. These trainings ensure alignment of curriculum and an opportunity to share best practices. An emphasis on Professional Learning Communities (PLCs) has been implemented throughout many member districts where teachers and administrators share learning and then act on what they learn in order to improve effectiveness as professionals for student benefit. PLCs have proven to be an effective strategy for school change and improvement.

Examples of activities where Minnesota West staff have provided the training to secondary staff include two welding workshops, a session on network security, and an upcoming carpentry workshop that will focus on new green building techniques. These workshops are designed so teachers can return to their classrooms and immediately implement what they've learned.

6. Describe efforts to improve the recruitment and retention of technical teachers, faculty, counselors (including individuals in groups underrepresented in the teaching profession) and the transition to teaching from business and industry. [Sec.135 (b)(5)(A-D)]

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

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

7. Describe the data analysis and process that will be used to evaluate student performance and continuously improve programs. List technical skill assessments you have chosen to use for each state-approved program of study for which assessments have been identified. [Sec.134 (b)(7)]

State-wide academic test data, as well as information from Perkins Core Indicators and Brio reports, are used to evaluate student performance and determine improvement plans. Technical Skill Assessments have been used at the post-secondary level in many programs for years. The inclusion of secondary programs will be an added tool to gauge student content mastery.

8. Describe how evaluation of the POS process affects the planning outcomes. [Sec. 135 (b)(1)]

The Minnesota West Consortium has seven Programs of Study approved. The focus has been to develop POS in areas where relationships between secondary, post-secondary and industry already exist. The natural starting point was to focus on the Business and Agriculture fields. This process has proven successful, so we will continue by developing POS in Information Support and Services, Network Systems, and Programming and Software Development, Construction, and Early Childhood Development and Services. Minnesota West holds articulation agreements in Child Development, Carpentry, and Computer Science with several universities including Southwest Minnesota State, Minnesota State University- Moorhead, Minnesota State University- Mankato, and the University of Minnesota- Crookston . This will provide focus for how the consortium develops goals, objectives, and strategies.

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

Topics Required for Inclusion

Program of Study (POS) Design and Implementation – It is recommended that each consortia have at least 1 POS in each career field. POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]	Opportunities for early college credit [Sec. 135. (c) (10)]		
Secondary teacher and postsecondary faculty and counselor involvement [State requirement; Sec. 134 (b) (5)]	Improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]		
Professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]	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)]		
Addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]	All Aspects of the Industry <i>included in all POS</i> [Sec. 134 (b) (3 C.)]		
Goal 1 Narrative: The Minnesota West Consortium has completed seven POS to date. The goal for the FY 12 school year will be to focus on developing Programs of Study in the Arts, Communications, & Information Systems, Engineering, Manufacturing & Technology, and Human Services fields. The successful practice of inviting secondary school faculty to attend off-site workshops to populate the MN POS website will be continued.			
Objective(s)	Strategies	Outcomes and Measures (FY12)	<u>Projected Budget by Objective</u>

<p>COLLABORATIVE</p> <p>1. Develop Programs of Study that align high school, 2-year college and 4-year university courses and majors, to provide a seamless progression for students seeking certificates, diplomas, or degrees.</p>	<p>A. Determine which consortium high schools have approved programs in Arts, Communications & Information Systems, Engineering, Manufacturing, & Technology, and Human Services Career Fields.</p> <p>B. Bring high school and college faculty together in November 2011 to gather information about degrees, diplomas, certificates, and course information in the remaining career fields</p> <p>C. Enter POS information into MNPOS website.</p>	<p>1.a. Establish a regional Program of Study model, beginning in the 9th grade and progressing through the two-and four-year college level, in Information Support Services, Network Systems, Programming and Software Development, Construction, and Early Childhood Development and Services for all consortium schools by March 2012.</p> <p>Programs of Study were created for the Construction, Facility and Mobile Maintenance and Early Childhood Development pathways. Pilot schools will be secured to determine testing options for the consortium. POS meetings were held with school districts to update their website information.</p> <p>1.b. Initiate planning of new POS for the 2012-13 school year by April 2012.</p> <p>The creation of Networking and Information Support programs of study will be investigated. Early indications from meetings with instructors suggest that schools do not teach the content needed for students to be able to pass the assessments.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
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<p>SECONDARY</p> <p>2. High school students in the Agriculture, Food, and Natural Resources, Business, Management and Administration, and Human Services Programs of Study will develop and demonstrate industry based technical skills through student organization participation.</p>	<p>A. Approved Agriculture, Business, and Family and Consumer Science programs will be supported through Carl Perkins consortium funding.</p> <p>B. Approved programs must apply for funds by November 2011 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.</p> <p>C. Those approved programs that are associated with student organizations will report participation levels and competition results each year as part of the annual Perkins data collection process.</p>	<p>2.a. 1500 students will participate in consortium FFA chapters at the secondary level in 2011-12.</p> <p><i>1730 students participated in FFA programs.</i></p> <p>2.b. 100 secondary FFA teams/individuals (duplicated count) will place in the top ten of the State FFA competition in 2011-12.</p> <p><i>118 FFA teams/individuals placed in the top ten at the State FFA competition.</i></p> <p>2.c. 210 students will participate in consortium BPA chapters at the secondary level in 2011-12.</p> <p><i>235 students participated in BPA programs.</i></p> <p>2.d. 75 secondary BPA teams/individuals (duplicated count) will place in the top ten of the State BPA competition in 2011-12.</p> <p><i>96 teams/individuals placed in the top ten at the State BPA competition.</i></p> <p>2.e. 225 secondary students will participate in FCCLA chapters in 2011-12</p> <p><i>254 students participated in FCCLA programs.</i></p> <p>2.f. 50 students will place in the Gold Level at the State FCCLA competition in 2011-12</p> <p><i>83 students placed in the Gold Level at the State FCCLA competition.</i></p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
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<p>SECONDARY 3. High School CTE advanced accounting students will demonstrate technical skill attainment using 3rd party, standardized assessments.</p>	<p>A. Approved CTE programs that teach at least two semesters of accounting will be identified.</p> <p>B. Determine which CTE programs teach a sufficient level of accounting to warrant students to take the NOCTI Basic Accounting Assessment.</p> <p>C. Provide passwords so teachers can explore NOCTI assessments.</p> <p>D. Provide training for teachers at fall business teacher meeting.</p> <p>E. Tests will be purchased for participating schools.</p> <p>F. A system will be developed to analyze student data.</p>	<p>3.a. Student data will be collected to determine a baseline to be used by the consortium schools to compare with national and statewide scores.</p> <p>4 school districts indicated they taught enough content in their Accounting courses to warrant testing their students. Schools indicated that their students scored above the national average. Teachers will make changes in their classrooms to address the areas where students didn't perform as well.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
<p>SECONDARY 4. High school students with advance coursework in plant systems courses will demonstrate technical skill attainment using 3rd party assessments.</p>	<p>A. Approved CTE programs that teach at least two semesters of floriculture or horticulture will be identified.</p> <p>B. Determine which CTE programs teach a sufficient level of floriculture or horticulture to warrant students to take an assessment.</p> <p>C. Determine which testing instrument would be most beneficial.</p> <p>D. Provide training for teachers.</p> <p>E. Tests will be purchased for participating schools.</p> <p>F. A system will be developed to analyze student data.</p>	<p>4.a. Student data will be collected to determine a baseline to be used by the consortium schools to compare with national and statewide scores.</p> <p>1 school district offered to pilot the Plant Systems test for the consortium. After looking at both the NOCTI and MyCaert assessments, it was decided that they didn't teach the content to be able to test their students. A second district offered to test their students but ran out of time before the end of the school year.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>

<p>POST-SECONDARY 5. Minnesota West Community & Technical College will expand the technical programs participating in National Skills Testing.</p> <p>Skills assessments will be reviewed by business and industry representatives through program Advisory Boards' yearly meetings.</p>	<p>A. National Skill Standards and/or established business and industry standards will be exceeded in skill testing and certification qualifications. The following assessments will be used:</p> <ul style="list-style-type: none"> • NOCTI – Accounting and Business • ASE – Auto Mechanics • NOCTI – Electrician • HESI – Nursing • PAS – Post Secondary Agriculture • NOCTI- Fluid Power Technology • Heartland Beauty Expo Competition • Technical Skill Assessments will be implemented in Child Development in 2011-2012. <p>B. Advisory committees for each technical program composed of industry and business representation will be requested to examine assessment instruments. They will be asked to verify integrity of skill assessments being used or consult on a new instrument. Faculty will be prepared to share instruments, recommend new and incorporate advisory committees recommendations.</p> <p>C. Minnesota West Community & Technical College's Students in Free Enterprise (SIFE) chapter will continue to serve students with entrepreneurial backgrounds or interest.</p>	<p>5.a. 10 postsecondary BPA teams/individuals will place at the state level on skills tests and 2 at the national level. 4 BPA students competed at the National Level...all 4 placed in these areas: Medalist in Presentation Management Individual; Ambassador Award recipient(2 received highest honor an individual may achieve; National Voting Delegate; Medalist in Parliamentary Procedure; Quality Chapter Award—highest honor a chapter may achieve.</p> <p>5.b. All Minnesota West students enrolled in accounting and administrative assistant programs will perform above the national average on the NOCTI skills tests. Administrative Assistant students: 8 tested, 4 placed above the national average of 75.3.</p> <p>5.c. Cosmetology students will perform above the state average demonstrated by competing in Heartland Beauty Skills Competition. 10 of 11 students have passed the State board test, the 11th student was waiting for her sister to graduate and is planning to take it with-in the month. 7 students competed in Women's Evening look & placed 1st out of 70 competitors. Day Haircutting 5th place of 45 competitors.</p> <p>5.d. Auto Mechanics (ASE), Electrician (NOCTI) and Post Secondary Agriculture (PAS) students will score above national average in skills competition. – Electrician NOCTI Assessment 10 students were tested Avg. was 77 % National Avg was 69.5%; Auto Mechanics National Automotive Student Skills Standards Assessment 23 students were tested Students tested at 60%. Agriculture will test in FY13.</p> <p>5.e. Business and industry advisory groups aid in the setting of standards and skill testing for articulation. Advisory groups are interested in curriculum and assessments results.</p>	<p><i>Post-secondary</i></p> <p><i>\$5000 expansion of skill testing and tests.</i></p>
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Use of Funds: Highlight or Bold the required and permissible activities addressed above (“**R**” for required and “**P**” for permissible).

Required

R1 Academic Integration

R2 Programs of Study

R3 All Aspects of an Industry

R4 Develop/Improve/Expand the use of Technology

R6 Assessment

R7 Initiate/Improve/Modernize Technology

R8 Size/Scope/Quality

R9 Special Populations

R10 Collaboration

R11 Articulation

Permissible

P1 Advisory Committees

P2 Counseling

P3 Work-Based Experiences

P4 Additional Special Populations

P5 Student Organizations

P6 Mentoring/Support Services

P7 Equipment Leasing/Purchasing/Upgrading

P8 Teacher Preparation

P9 Alternative Formats

P10 Student Transition

P11 Entrepreneurship

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

All Aspects of the Industry, including <i>work-based experiences</i> and <i>internships</i> [Sec. 134 (b) (3 C.)]	Program advisory committees that 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)]		
Program advisory committees involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]	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)]		
Collaboration that leads to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]			
<p>Goal 2 Narrative: Southwest Minnesota prides itself on its ability to form often unlikely business and agency partnerships for a common cause. In order to serve a large area with limited resources, we have demonstrated, time and time again, the benefits of working together with many partners to meet the needs of traditional and non-traditional learners. Through conferences, staff development opportunities, student competitions, and other events, we rely on the expertise of industry, non-profits, WorkForce Centers, and educators at all levels to provide the best services possible. A greater emphasis will be placed on partnering with members of industry who represent high-wage, high demand occupations. Advisory committees are required for any approved high school or post-secondary CTE program. Because we agree that direction and feedback from industry is crucial to ensure program quality, the Minnesota West Consortium will focus more energy on improving advisory committee effectiveness in the upcoming year.</p>			
Objective(s)	Strategies	Outcomes and Measures (FY12)	<u>Projected Budget by Objective</u>

<p>COLLABORATIVE</p> <p>1. Consortium staff will work with business and other community partners to provide high school students the opportunity to demonstrate technical skills through STEM related skill competitions.</p>	<p>A. A list of possible industry partners will be developed.</p> <p>B. Event competition and demonstration areas will be established by October 2011.</p> <p>C. Competition guidelines and judging criteria will be established and distributed to CTE (and other STEM associated) teachers prior to December 2011.</p> <p>D. Industry judges will be determined by January 2012.</p> <p>E. Technical Skill competition events will be held by May 2012.</p>	<p>1.a. New competitions will be explored as possible additions to the event.</p> <p>Advisory board members help determine new competitions and make improvements to current competitions. Trends in industry drive the creation of relevant competitions and breakout sessions.</p> <p>1.b. 275 students from 20 high schools will demonstrate industry specific skills at consortium CTE skills competitions (Tech Skills Challenge and Culinary Skills Challenge) during the 2011-12 school year.</p> <p>218 students from 15 school districts participated in the Culinary Skills Challenge. Due to funding cuts, the Technical Skills Challenge wasn't held.</p> <p>1.c. A new event focused on carpentry will be added to the Technical Skills Challenge.</p> <p>Unable to hold competition.</p> <p>1.d. 15 professional organizations and businesses will participate as seminar presenters at events.</p> <p>Professional organizations and businesses presented 8 breakout sessions at the Culinary Skills Challenge. Sessions reflect industry trends. Technical Skills Challenge wasn't held.</p> <p>1.e. 20 industry professionals will assist in establishing evaluation criteria and will judge consortium CTE skill competitions by May 2012.</p> <p>14 professionals helped develop judging criteria for the Culinary Skills Challenge. The Technical Skills Challenge wasn't held.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
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<p>COLLABORATIVE</p> <p>2. Industry and community partners will collaborate to offer interactive, career exploration events for high school students.</p>	<p>A. Career Expo advisory committee will begin event planning in March for the following academic year.</p> <p>B. Format for the event sites will be determined.</p> <p>C. Chairpersons for each of six career fields will be chosen.</p> <p>D. Chairpersons will work with committee members to recruit businesses and industry organizations to develop interactive exhibits. An added effort will be made to employ the assistance of area Chamber of Commerce and Economic Development Association staff.</p> <p>E. Career Game Show will be updated to reflect career and post-secondary opportunities in southwest Minnesota. Greater focus will be placed on high-wage, high-demand occupations.</p> <p>F. All schools in the Minnesota West Perkins Consortium will be invited to bring their sophomore or juniors to one of the event sites.</p> <p>G. All school registrations will be complete by September 2011.</p> <p>H. The 2011-12 Career Expos will be held in Marshall, Worthington, and Fairmont by April 2012.</p> <p>I. Consortium schools will provide supplemental career guidance using career and occupational software (MCIS, ISEEK, etc.)</p>	<p>2.a. 125 business and industry partners will volunteer to establish interactive career experiences for participants.</p> <p><i>179 business, industry, and post-secondary partners provided hands-on career experiences for students attending the Career Expo events.</i></p> <p>2.b. The interactive Game Show will be updated to provide up-to-date information about career trends and labor market information specific to southwest Minnesota.</p> <p><i>Staff from the Minnesota Department of Employment and Economic Development use current labor market data to ensure the questions used in the Game Show use the most recent data and are representative of SW Minnesota.</i></p> <p>2.c. 2000 high school sophomores will receive career education information through Career Expo activities.</p> <p><i>2177 students from 46 schools attended Career Expo events in Marshall, Worthington, and Fairmont.</i></p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
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<p>COLLABORATIVE</p> <p>3. High school CTE instructors will teach technical skills based on industry standards.</p>	<p>A. 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).</p> <p>B. Programs 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.</p> <p>C. 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.</p> <p>D. Schools will supply data to the consortium regarding student technical skill attainment, academic performance, and work based learning participation.</p> <p>E. Secondary construction trades instructors will be provided a staff development opportunity to ensure their instruction meets industry standards and they are aware of changes in industry, especially as they relate to green building practices.</p> <p>F. A regional technology user's conference will bring together K-12 teachers as well as higher education faculty to share knowledge using technology to enhance teaching.</p>	<p>3.a. 2050 students will demonstrate technical skills through participation in FFA, FCCLA, BPA, HERO, MAPP STARS or other CTE student organization events and competitions in 2011-12.</p> <p>2303 students participated in student organization events and competitions.</p> <p>3.b. 30 instructors of approved programs will update their courses (curriculum, technology) to meet changes in industry expectations or industry standards by May 2012.</p> <p>30 instructors used Perkins funds to update their course curriculum.</p> <p>3.c. 30 instructors of approved programs will update their equipment and technology to reflect the equipment and technology used in the corresponding business/industry by May 2012.</p> <p>46 teachers updated the equipment or technology in their classrooms to stay current with industry.</p> <p>3.d. 20 high school instructors of approved construction trades/ag. construction programs will receive training on most recent trends in green build construction techniques.</p> <p>12 secondary teachers attended a Green Building workshop hosted by Minnesota West's Construction Trades program. Teachers learned about new construction techniques that utilize environmental concepts.</p> <p>3.e. 50 high school teachers will complete the conference having learned technical knowledge that can be implemented in their classrooms.</p> <p>Minnesota West was unable to hold the technology conference. Other workshops were held to bring secondary and post-secondary instructors together to learn about new technology- iPad training, FACS and Business teacher meetings.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
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POST-

SECONDARY

4. Minnesota West continues to build community, industry and business partnerships to provide students with state of the art equipment, technology and industry savvy faculty.

A. Shared faculty will be utilized and expanded with:

- Prairie Holdings
- Minnesota Telecommunications Alliance
- Smith Trucking
- Novatec
- Sanford Health Systems
 - Medical Laboratory Technician
 - Clinical Instruction
 - Radiologic Technology
 - Surgical Technology

B. Equipment and technology shared resources:

- Prairie Holdings - shared laboratories
- Smith Trucking - shared trucks
- Novatec – Training ethanol simulator
- ArtiCat – Snowmobiles

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

D. Minnesota West CTC will collaborate with Minnesota State University, Mankato to offer Construction Trades students an opportunity to obtain a bachelors degree in Construction Management.

E. Campus Community Advisory Committees will be formed on each campus including the Learning Centers at Redwood Falls, Fairmont and Luverne. The Committees include business, industry and community and education leaders.

4.a. Minnesota West Community and Technical College will collaborate with 20 business and industry partners to make technology and equipment improvements for CTE Programs.

4.b.. During the 2011-2012 school year, regional businesses will provide \$14,000.00 in equipment and supplies and assist with curriculum to supplement Minnesota West CTE Programs.

4.c. Telecommunications Technology certificates and instruction are a collaborative effort by the Minnesota Telecommunications Alliance, a consortium of telephone companies that serve the state, Minnesota West and industry partners. Industry will provide access to equipment, hardware and software for training 24 credits or 8 classes to enable students to earn the Telecommunications Certificate within one year. Computer Support Technology students may add the Telecommunications Certificate to existing degree. Courses will be delivered in a combination of classroom and online delivery. Existing telecommunication workers will be required by the Federal High-speed Broadband Internet System to upgrade their skills to include computer networking.

4.d. Minimum of 14 courses will be delivered to multiple students using shared staff and facilities between business and industry and Minnesota West (FY 2012).

The Telecommunications program at Minnesota West is currently working with Minnesota State Community and Technical College in Wadena and Inver Hills Community and Technical College to align curriculum to deliver Telecommunications degrees and certificates.

		<p>These institutions are collaborating on both design and delivery of the courses. In addition, Advance IT Minnesota is working with these institutions to determine workforce needs in the Telecommunication industry. This includes curriculum, equipment and other resources required to deliver high quality, timely education to this group.</p> <p>The Telecommunications program at Minnesota West is in the first full year of operation and will graduate the first class in May of 2013. Most of the students in the program will receive multiple degrees and certificates in the computer and networking field as then enter the workforce.</p> <p>4.e. Minnesota West Community and Technical College in collaboration with Minnesota State University, Mankato and the Pipestone Community are exploring delivering broad construction trade courses at the Pipestone campus and sharing faculty resources at Minnesota State University, Mankato and Minnesota West CTC, Pipestone. <i>Communication is continuing.</i></p>	
<p>POST-SECONDARY</p> <p>5. All programs offered through Minnesota West appropriate for internships and externships will provide them in arrangements with business and industry. Education and training and placement of students will be enhanced.</p>	<p>A. Uniform standards will exist for experiences.</p> <p>B. Credit bearing courses will be listed as externships, internships or special topics.</p> <p>C. In 2011-12, Minnesota West will develop standards for internships and externships. These standards will be incorporated into student and faculty handbooks</p>	<p>5.a. Provide internships and externships to 300 Minnesota West CTE students during 2011-12 school year. <i>Including nursing, 288 internships/externships available.</i></p> <p>5.b. 30 Minnesota West CTE Programs will provide internship and externship opportunities for students in 2011-12. <i>30 Minnesota West CTE Programs have internships/externships available</i></p>	

Use of Funds: Highlight or Bold the required and permissible activities addressed above (“**R**” for required and “**P**” for permissible).

Required

R1 Academic Integration

R2 Programs of Study

R3 All Aspects of an Industry

R4 Develop/Improve/Expand the use of Technology

R6 Assessment

R7 Initiate/Improve/Modernize Technology

R8 Size/Scope/Quality

R9 Special Populations

R10 Collaboration

R11 Articulation

Permissible

P1 Advisory Committees

P2 Counseling

P3 Work-Based Experiences

P4 Additional Special Populations

P5 Student Organizations

P6 Mentoring/Support Services

P7 Equipment Leasing/Purchasing/Upgrading

P8 Teacher Preparation

P9 Alternative Formats

P10 Student Transition

P11 Entrepreneurship

Goal 3: Improve Service to Special Populations

Topics Required for Inclusion

Access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]	Plan showing 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)]		
Identification and adoption of strategies and outcomes 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.)]	Description of how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]		
High-Skill, High-Wage or High-Demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]	Plan showing that expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]		
<p>Goal 3 Narrative: Resources and support to special needs students is provided in a variety of ways with the help of other secondary and post-secondary partners. The Southwest Minnesota Private Industry Council (PIC) holds their annual Breaking Traditions events on the Minnesota West campuses. The event exposes students from area learning centers to a variety of non-traditional careers through hands-on activities. The annual Career Expo will introduce high school sophomores and juniors to non-traditional careers through a Career Game Show. An intensified effort will be made to find more non-traditional exhibitors for the interactive displays. Our regional career assessment and exploration program, Project Discovery, will expand its independent living skills component to meet the needs of more students and their families. The Minnesota West Community & Technical College Financial Aid staff will host Financial Aid workshops on each campus to assist students/families with completing their FAFSA and/or get financial aid questions answered.</p>			
Objective(s)	Strategies	Outcomes and Measures (FY12)	<u>Projected Budget by Objective</u>

<p>COLLABORATIVE</p> <p>1. Students will be provided information and opportunities to experience occupational work in a variety of non-traditional careers.</p>	<p>A. Staff from MRVED, Minnesota West and the SW/WC Service Cooperatives will serve on the PIC Youth Council.</p> <p>B. The Youth Council will work with PIC staff to develop program goals including exposing students to non-traditional careers.</p> <p>C. The Breaking Traditions Conferences will be advertised to area alternative learning centers.</p> <p>D. Breaking Traditions events will be offered on four Minnesota West campuses.</p> <p>E. Students will learn about the opportunities in non-traditional careers and have the opportunity to perform tasks associated with those jobs.</p>	<p>1.a. 60 high school students will explore non-traditional careers through the Breaking Traditions Conferences held at the Minnesota West Community and Technical College campuses by April 2012.</p> <p>80 students were served through the annual Breaking Traditions project on four Minnesota West campuses. Students were exposed to a variety of non-traditional careers through hands-on projects and campus visits.</p> <p>1.b. Representatives from MRVED, Minnesota West and the SW/WC Service Cooperative will serve on the Youth Council that oversees regional youth employment programs delivered through the Private Industry Council.</p> <p>The Youth Council meets quarterly to advise program staff and oversee activities delivered through the Private Industry Council's youth programs. The Council is made up of industry and education representatives including Service Co-op, Minnesota West and MRVED staff.</p>	<p>PIC Funds</p>
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<p>COLLABORATIVE</p> <p>2. Special population students will learn critical workplace skills through youth employment programs that are directed by the SW MN Private Industry Council.</p>	<p>A. Staff from MRVED, Minnesota West and the SW/WC Service Cooperatives will serve on the PIC Youth Council.</p> <p>B. The Youth Council will work with PIC staff to develop program goals including providing employment training and experience for high school special population students.</p> <p>C. Marketing materials will be provided to the schools throughout the year.</p> <p>D. Students will apply to participate in the program.</p> <p>E. Students will be selected to participate based on program criteria.</p> <p>F. Regional employers will be secured to hire students.</p> <p>G. Follow-up will be conducted with employers and students throughout the length of employment.</p> <p>H. Feedback will be provided to students regarding their experiences so they might improve their work skills and behaviors.</p> <p>I. Students and employers participating in work programs will complete satisfaction surveys at the completion of their experiences.</p>	<p>2.a. 135 students will be placed in jobs through regional youth employment programs in 2011-12.</p> <p>216 students were employed through the Private Industry Council's youth programs.</p> <p>2.b. 85% of students will rate their work place experience as above average.</p> <p>Due to a change in procedures, this information was not collected.</p> <p>2.c. 80% of employers will rate their experience with the Youth Program as meeting or exceeding their expectations.</p> <p>Employers evaluate student workers on timesheets which are submitted every two weeks. Evaluations rate student competency in job performance, punctuality, ability to get along with coworkers and supervisor, etc. These ratings provide an opportunity for employers to discuss the student's work performance with them; the feedback helps open dialog so the students know what areas they need to make improvements. One of the biggest indicators of employer satisfaction is the number who repeatedly offer work experience opportunities for students.</p>	<p>PIC Funds</p>
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<p>SECONDARY</p> <p>3. Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.</p>	<p>A. Project Discovery will maintain its status as a State-approved Transition Disabled Program.</p> <p>B. Appropriately licensed staff will be maintained that meet the qualifications as a Career Accommodations Specialist.</p> <p>C. A fee structure will be determined for school/student participation for 2011-12.</p> <p>D. Information about the Transition-Disabled program will be marketed to area schools in August of 2011.</p> <p>E. Teachers will refer students to participate in the program.</p> <p>F. Participation in the program will be listed in the student's IEP.</p> <p>G. Project Discovery staff will administer Learning and Work Style inventories, Career Interest Tests and observe students while they are completing their work tasks.</p> <p>H. Benchmark and rating behavior sheets will be completed to assess the student's technical performance and work-related behavior during the program.</p> <p>I. Upon completion of the program, a follow-up meeting will be scheduled with the student's IEP team to review the results of their career assessment and exploration experience.</p> <p>J. Assessment results will be incorporated into the student's transition plan.</p> <p>K. Private Industry Council staff will serve on advisory committee.</p> <p>L. Release of Information forms will be given to Project Discovery participants.</p> <p>M. Private Industry Council applications will be provided to Project Discovery students, parents, and teachers at follow up staff meetings.</p> <p>N. An independent living skills program will be marketed to schools by August 2011.</p>	<p>3.a. 175 high school special population students will develop transition plans based on the Project Discovery Career Assessment and Exploration program experience in 2011-12.</p> <p>151 students participated in Project Discovery. Results from the assessments are used to develop and steer IEP goals. The higher participation numbers in previous years can be attributed to several schools using a grant to pay for transportation expenses.</p> <p>3.b. 25 students will participate in the independent living skills assessment process to establish baseline levels.</p> <p>6 students participated in the inaugural year of the independent living skills assessments. Increased marketing to schools will hopefully positively affect participation in the future.</p> <p>3.c. The development of a regional work-based learning program (Project Search) will be explored.</p> <p>A steering committee has been formed to acquire a work place partner, secure funding, and market Project Search to area school districts.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
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<p>SECONDARY</p> <p>4. Special population students will have full access to high school CTE programs and courses.</p>	<p>A. Consortium funds may be accessed by high schools for the improvement of their approved CTE programs.</p> <p>B. One acceptable use of funds, by an approved CTE program, is to purchase technology, equipment and materials that break down any barriers that prevent special population students from participating in CTE courses.</p> <p>C. All requests will be approved by the CTE advisory team and purchases made by the fiscal host on behalf of the school.</p> <p>D. The consortium will maintain inventory of all equipment that is purchased by the schools.</p>	<p>4.a. 15 approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses by May 2012.</p> <p>18 secondary programs purchased technology, equipment, or supplies to enhance learning for special population students.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
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POST-SECONDARY

5. Special population students will be given a variety of options, services, and course work provided by Minnesota West to successfully matriculate to graduation.

During FY 2010, the college embarked on an extended study of factors affecting graduation rates of students. The quantitative and qualitative study identified the populations with the most serious attrition problems. The study revealed which intervention strategies worked best and those are identified in this section of the Perkins Plan.

Areas most demanding attention:

- Recruitment and retention of students of color
- Students needing developmental classes jumped from 212 in 2005 to 379 in Fall 2010.
- Fully online students have lower graduation rates.
- Afro-Americans have the lowest GPA
- Afro-Americans transfer more often
- Some programs have significant matriculation problems

Outcomes positively influenced by strategies:

A. Continue to expand Kids College. Continue to partner with Integrative Collaboratives for recruitment of first generation and students of diversity, increasing the numbers of special population students.

B. The staff of the Library and Academic Resource Center will continue the use of Career Scope and continue to encourage students to take the assessment as a tool for assisting in deciding on major and career planning.

C. The transition of first generation, minority, and underprepared students will be enhanced by a weeklong, intensive summer session where results of Accuplacer and through referrals from high school counselors are used to place students in English, Math, and Reading/Writing developmental courses. Study skills and socialization to college will be included.

D. Expand "Access" Task Force including agencies who work with current or potential students to be expanded to additional campuses.
 * Veterans' Affairs * High School Counselors * Corrections * Private Industry Council * Adult Basic Ed * Work Force Centers * Tribal Council * Integrative Collaborative * Vocational Rehab. * Consortium Coordinator

E.1. Improve the coordination of services to students of color on the eight Minnesota West sites/campuses. Recruitment and retention efforts assigned on each campus with personnel assigned as "recruiters of diverse students".

5.a. 75 students will enroll in Kids College in the summer of 2012 (Paid for with tuition and Integrative Collaborative funds.) *120 students enrolled Kid's College.*

5.b. The continued use of Career Scopes will be administered with students in the Library and Academic Resource Center. Expanded use will be accomplished by recruiters, admissions personnel and advisors explaining Career Scopes upon initial contact. Career Scopes will be introduced at all student orientations.

The Career Scope is referred to and information placed in all students folders at orientations. It will also be offered to our students on line. We have subscribed to the on line version in an effort to make the Career Scope reachable for all students.

5.c. 100 students enrolled in Fast Track in FY 2012 *It was decided to discontinue Fast Track in favor of Freshman Seminar which offers a more comprehensive program for students.*

5.d. Access Task Force will be continued with addition of Consortium Coordinator. *Access for students of diversity continued this year with many activities for education for everyone and diversity activities for children and adults. Speakers and cultural events/activities are regularly scheduled.*

5.e. Freshman Seminar is recommended to all students who place into two developmental courses based on Accuplacer placement scores. Freshman Seminar enhances student adjustment and success with the college experience. The Freshman Seminar course provides first-year students with a general orientation and introduction to resources and skills helpful in the transition to college life and to assist in long term academic and personal success. *Freshman Seminar has been expanded to better meet the needs of students. Freshman Seminar reaches more students and is available on line and face to face. It is offered both Fall and Spring Semesters. In Fall 2011, 139 students were enrolled Fresh. Sem. Seminar.*

Post-Secondary \$152,602.00

<ul style="list-style-type: none"> • Students who attend Fast Track have higher retention rate. • Women athletes have highest graduation rate of all students. • Certain technical programs have exemplary graduation rates. • Smarthinking online tutoring is available to all students in a variety of subject areas not all of which are available face to face at each campus. • Intervention by learning contracts and case management showed significant impact on students at risk. 	<p>E.2. Raise the matriculation to graduation rate of students of color by attention to individual advising and contracts for learning.</p> <p>E.3 Raise the enrollment rate of students of color by improved collaboration with community based groups. (Tribal Councils, Integrative Collaborative, Informal Social groups).</p> <p>E.4 Increase the graduation rate of students of color. Emphasis social events, speakers and bi-lingual guests to create retention efforts.</p> <p>F. Fully implement the Case Management Process including faculty, advisor and student planning through Learning Contracts for seriously academically at risk students. (7 campuses/sites)</p> <p>G. Increase Smarthinking tutoring efforts in correlation with increased online students. Encourage Smarthinking online tutoring at new sites – Luverne, Redwood Falls and Fairmont.</p> <p>H. Evaluate effectiveness of early warning software on retention of students.</p> <p>I. Evaluate and explore new and additional software and website options in assisting and tracking students through a new student advising and retention system to assist with and analyze data. Information will be available to advisors/faculty, students, administration and athletics department.</p>	<p>5. g. Continue the efforts of the College-wide Retention Coordinator. Due to the large geographical area and multi-campus setting, the part-time college-wide retention coordinator is needed. Duties include monitoring retention efforts and student’s matriculation to graduation and intervene when additional advising is needed. Purpose: Monitor matriculation of students in programs with low graduation rates. The main focus for the Retention Coordinator are students of color and students of color in athletics. The coordinator works one on one with the students and focuses on time spent dedicated to academics and structured study times. Two student-athletes earned perfect 4.0 GPA fall semester. 18 Bluejays/Lady Jays earned a 3.5 or higher GPA (12+ credits), an additional 12 received a 3.0- 3.4 GPA (10+ credits) 15 Bluejays/ Lady Jays graded at 2.50-2.99 meaning that unofficially, 45 student-athletes achieved a 2.5 or better GPA Fall Semester (number of athletes ranged from 63-85 depending if/when they were dropped from active rosters). 3 student-athletes named “Who’s Who Among Student’s in America’s Junior Colleges”. 3 student-athletes named 2011-12 NJCAA “Athletes of Distinction”. 22 student-athletes named Spring 2010-11 MCAC “All-Academic” (3.0+ GPA). 11 student-athletes named Fall 2011-12 MCAC “All-Academic” (3.0+ GPA). 10 student-athletes named Spring 2011 Minnesota West “Dean’s List” (3.5+ GPA). 12 student-athletes named to Fall 2011 Minnesota West “Dean’s List” (3.5+ GPA). The percentage of “At-Risk” athletes dropped from 21.6% (1st semester) to 16.3% (2nd semester)</p> <p>Mandatory meetings will be held once a semester for minority affairs advisors in order to coordinate activities, develop plans for retention, and matriculation to graduation. Student Service Advisors meet once or more a semester to coordinate activities and pool ideas for presentations and programs to enlighten all students.</p>	
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POST-SECONDARY

6. Students will have the opportunity to complete their 2011-12 FAFSA with assistance from Minnesota West financial aid professionals.

- A. Financial aid professionals will host Financial Aid workshops for students seeking post-secondary education opportunities.
- B The workshops are advertised in local newspapers, radio stations and high school bulletins.
- C. Students will be able to complete their FAFSA during these hands-on workshops.
- D. Other financial aid information is available during the workshops
- E. Veterans and active duty troops will continue to be served by regularly meeting with Veteran liaison assigned to campuses.
- F. Minnesota West website has links to referrals for students at each campus for Disability Information, Mental Health referral, Project Turnabout (chemical dependency), Gambling Assistance, Crisis Centers and both public agency and private health professionals.
- G. Students who are considered non-traditional and/or special populations will have increased enrollment and matriculation to graduation. Requested accommodations met through assistance by tutoring or equipment for students with disabilities.
- H. Minnesota West will host Breaking Tradition conferences on four of their campuses in which non-traditional careers and gender equity opportunities are experienced.
- N. Develop survey to assess effectiveness of GradesFirst.

- 5.i. Enrollment of 548 students of color in FY 2011. Goal met in 2011 – goal for 2012 is 573. Significant cultural events and participatory events have brought hundreds of diverse persons to campuses and create awareness. Mixed Blood Theater has performed for the students on each campus. Emphasis continues to be given to assist high risk groups of athletes with academic tutoring and supportive environment. Our goal of 573 was met. Enrollment of students of color FY 12 total is 609.
- 6.a. A minimum of 15 Financial Aid workshops will be held on the MN West campuses from February through April 2012. 16 FA workshops were provided (some at MN West, others at area high schools).
- 6.b. Students/families from over 18 area high schools will be invited to attend. 28 schools were contacted to invite students/families to workshops or to host a workshop at their school.
- 6.c. Students/families will have the opportunity to complete their 2011-12 FAFSAs with professional assistance. Yes, trained financial aid staff conducted each workshop.
- 6.d. Students will receive their financial aid award estimates from various institutions well in advance of their start date. Yes, all students who attended were assisted in completing their FAFSA during the workshop allowing them to receive estimates well in advance of a fall start.
- 6.e. Students will be able to compare their post-secondary education financial obligations for all schools they are considering attending. Yes, info for all colleges.
- 6.f. Increase graduation rate by 2% for students of color for FY 2012. We continue to work to improve graduation rates. Latest figures: Fall 2006 grad rate was 27.45%. Fall 2009 grad rate was 34.85% students of color.

		<p>6.g. Case management and learning contracts will stabilize student retention. 143 students with documented disabilities were assisted by Student Svcs Advisors.</p> <p>6.h. Advisors will continue to utilize Learning Contracts and case management in 2012. Yes. Fall 52 students received CASE Mgmt in Spring 81 students received CASE Mgmt.</p> <p>6.i.. Increase tutoring and expand Smarthinking tutoring to the three Learning Centers of Fairmont, Redwood Falls and Luverne. Smarthinking online available to all students. 117 distinct users. 518 different sessions/reviews.</p> <p>6.j. Increase matriculation to graduation over next 3 years with application of GradesFirst system. GF tracked 2,681 students Fall Semester & 2,950 students Spring Semester. Students Reported At Risk Fall 715 Spring 510</p> <p>6. k. GradesFirst will be in use and monitoring of effectiveness will be in 2012. GradesFirst implemented. The following are some results:58 Student-Athletes logged 1782 hours in the LARC Fall semester .</p>	
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Use of Funds: Highlight or Bold the required and permissible activities addressed above (“R” for required and “P” for permissible).

Required

- R1 Academic Integration
- R2 Programs of Study
- R3 All Aspects of an Industry
- R4 Develop/Improve/Expand the use of Technology
- R6 Assessment**
- R7 Initiate/Improve/Modernize Technology
- R8 Size/Scope/Quality

- R9 Special Populations**
- R10 Collaboration**
- R11 Articulation
- Permissible
- P1 Advisory Committees
- P2 Counseling**
- P3 Work-Based Experiences**

- P4 Additional Special Populations**
- P5 Student Organizations
- P6 Mentoring/Support Services
- P7 Equipment Leasing/Purchasing/Upgrading**
- P8 Teacher Preparation
- P9 Alternative Formats
- P10 Student Transition**
- P11 Entrepreneurship

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

Topics Required for Inclusion

Flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]	Implementation of CSP relative to (a) programs of study; (b) early college credit opportunities [Sec. 135 (c) (10)]
Student services that enhance student transition [State Plan]	Transition of adult learners into the workforce [Sec. 135 (c) (9)]
Continuum of Service Provisions/Brokering with other consortia [State Plan]	Improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

Goal 4 Narrative: College credit certificates will be maintained on the Southern Minnesota Articulated College Credit website where teachers can request certificates for students meeting pre-established competencies. A consortium website is used to share information about upcoming events, provide easy access to forms, and register for staff development workshops.

Objective(s)	Strategies	Outcomes and Measures (FY12)	Projected Budget by Objective
<p>COLLABORATIVE</p> <p>1. High school students will have access to a seamless system of coursework through articulation agreements between secondary and post-secondary schools.</p>	<p>A. Meet annually with secondary and post-secondary instructors to review course guidelines and share curriculum to make sure that earning a certificate is based on industry based skills.</p> <p>B. Participate in Southern Minnesota Articulated College Credit articulation meetings.</p> <p>C. Distribute Minnesota Articulated College Credit Certificates to secondary instructors upon learners meeting competencies.</p> <p>D. Maintain an on-line articulation system that allows teachers, students, families to see articulation possibilities. Teachers can request articulation certificates on-line.</p> <p>E. Teachers will be able to sort certificates by consortium and career field.</p> <p>F. Website will encourage brokering of services by linking each certificate to an individual high school instead of a consortium.</p> <p>G. Complete analysis of college credit certificates that could be offered by Minnesota West.</p>	<p>1a. 100 tech prep college credit certificates will be issued to career and tech students and concentrators.</p> <p><i>227 college credit certificates were issued to students who met the required competencies established for college credit. This represents an increase in certificates from the previous year and over double the number of requests made the year prior to that.</i></p> <p>1.b. 50 tech prep college credit certificates will be available for issue to consortium schools.</p> <p><i>73 certificates are available for request to teachers in consortium schools. Secondary and post-secondary teachers continue biennial meetings to negotiate certificates and add new ones when appropriate.</i></p> <p>1.c. 2,500 college credit certificates will be issued to high school CTE students that are part of the Southern Minnesota Articulated College Credit Partnership.</p> <p><i>2427 students earned college credit certificates.</i></p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>

<p>COLLABORATIVE</p> <p>2. Consortium partners, secondary and college teachers and administrators will have access to up-to-date information about the consortium's Carl Perkins projects.</p>	<p>A. Website (www.lifetimeoflearning.com) will undergo constant improvements to more effectively provide information to consortium members.</p> <p>B. Changes to the website will be determined to more closely reflect the current Carl Perkins legislation.</p> <p>C. Secondary program approval information will be updated by August 2011.</p> <p>D. Any changes to Table C of the program approval codes will be updated on an ongoing basis.</p> <p>E. All Program Approval information, including a sample document, will be available on the website.</p> <p>F. A monthly blog will be used to update members of important information.</p> <p>G. Fall meetings will be held with each district's CTE instructors and administrators.</p> <p>H. Registration for activities will be done through website.</p>	<p>2.a. The consortium website 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.</p> <p>The consortium website is maintained to reflect upcoming events, provide easy access to forms and resources pertinent to consortium members, as well as links to the Minnesota Articulated College Credit site, Programs of Study, and other useful websites.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
<p>COLLABORATIVE</p> <p>3. Technology will be utilized to meet with high school administrators, CTE teachers, business managers, and counselors.</p>	<p>A. Determine a schedule for consortium schools that will provide face-to-face meetings or ITV meetings on a three year rotation.</p> <p>B. Communicate with schools each August about changes to Perkins legislation or processes and to schedule a meeting with district CTE teachers, administration and business managers</p>	<p>3.a. 40% of meetings will make more efficient use of time and travel funds by holding annual Perkins meetings via ITV or phone conference in schools where available.</p> <p>An online presentation about changes to the consortium application was created and posted on the consortium website for schools unable to schedule a face to face meeting. Personal visits were made to schools with new CTE staff. Perkins coordinator attended multiple meetings where teachers gathered by discipline. ITV meetings were held where available.</p>	

<p>COLLABORATIVE</p> <p>4. CTE courses will be made available to students in schools where those courses are not available.</p>	<p>A. Determine the gaps in CTE programs and courses within the consortium.</p> <p>B. On-line CTE courses will be developed by CTE teachers within the consortium.</p> <p>C. A course catalog will be developed that includes a variety of CTE courses.</p> <p>D. Courses will be marketed to schools that cannot provide the CTE program within their school.</p> <p>E. Those courses that receive enough registrants will be held.</p>	<p>4.a. 5 CTE courses will be developed for administration online or through ITV.</p> <p>9 CTE courses were offered via ITV or online through the SW/WC Service Cooperative's Distance Learning Program.</p> <p>4.b. Developed courses will be listed in SW/WC Service Cooperative course catalog.</p> <p>The Distance Learning Catalog is available on the SW/WC Service Cooperative's website.</p> <p>4.c. 45 students will enroll in offered courses.</p> <p>52 students enrolled in online CTE courses through the Distance Learning program. Courses included Teen and Family Issues, Food and Nutrition, and Child Development.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
<p>SECONDARY</p> <p>5. High school CTE instructors will keep pace with industry changes and new technology through approved professional development activities.</p>	<p>A. Consortium high schools may apply for funds to improve courses in approved CTE programs. Requests will be approved by CTE Advisory Committee.</p> <p>B. One acceptable use of funds, by an approved CTE program, is for staff to participate in professional development that leads to program improvement, increased student achievement, or alignment with industry standards.</p>	<p>5.a. 75 high school CTE teachers of approved programs will participate in staff development events that lead to program improvement and increased student achievement by May 2012.</p> <p>76 teachers participated in staff development events through professional organizations and consortium meetings.</p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>

<p>SECONDARY</p> <p>6. 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.</p>	<p>A. Each year, two facilitated meetings will be held with Minnesota River Valley Education district CTE staff.</p> <p>B. Disciplines that will meet include: FACS, Industrial Technology, Business and Agriculture.</p> <p>C. Instructors will share curriculum information with one another, make necessary updates to their curriculum maps, and create common formative assessments.</p>	<p>6.a. 80% (24 of 30) Minnesota River Valley Education District staff will update their curriculum maps to reflect an understanding of college and work readiness standards, alignment of academic and CTE programs, and the skills needed to prepare students for future careers by May 2012.</p> <p><i>MRVED teachers gather biannually by discipline to update their curriculum maps, network, share best practices, and learn new strategies.</i></p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
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POST-SECONDARY

7. Minnesota West will assist and support student transition from high school (or before --PSEO) to college. Minnesota West will continue to work towards increasing graduation rates for students of diverse backgrounds.

Minnesota West Community and Technical College is continuing to work on adding 2 + 2, articulation and Baccalaureate degree completion, available online and onsite, for students enrolled in technical programs.

Student transitions are enabled by the joint efforts of consortium members. The coordinator for the consortium activities at the secondary level works with Minnesota West Community and Technical College, MRVD, and high schools to integrate high school and college objectives for transition.

A. The college will continue to evaluate development classes in order to better serve lower functioning students

B. Based on Accuplacer scores, the college will continue to increase student enrollment in developmental courses on ground and online when appropriate.

C. The college modified the Essential of Writing course into two levels to accommodate different readiness levels.

Minnesota West CTC has articulation agreements with the following universities in several academic areas: Minnesota State University-Mankato, University of MN-Crookston, Minnesota State University- Moorhead, and Southwest Minnesota State University. Degrees include Operations Management, Computer Science, Agricultural Systems, Animal Science, Law Enforcement, Nursing, Agronomy, and Early Childhood Education.

7.a. In Fall 2010, 379 students were enrolled in one or more developmental classes. In Fall 2011, students will be assessed and enrolled in developmental classes, if appropriate.

In Fall 2011, 358 students took one or more developmental courses based on their Accuplacer assessment scores.

7.b. Continue to use Accuplacer to correctly place academically challenged students in developmental courses in order to develop successful academic skills.

All of Minnesota West students take the Accuplacer or other national scores are utilized such as the ACT/SAT scores are used for student placement.

7.c. Freshman Seminar addresses academic and student study skills using Accuplacer scores for placement. Freshman Seminar credits are used as elective credits.

Freshman Seminar will be continued and offered to students that need to improve their study skills. Freshman Seminar is an improvement as it is more comprehensive than and earlier program Fast Track. 139 students enrolled in Freshman Seminar.

7. d. Secondary students are encouraged to visit the campus for special events. An example is 9th Grade Day where students visit the campus and are engaged in technical programs with presentations by faculty and possible diversity presentations such as the Mixed Blood Theatre.

On March 23, 2012, 9th Grade Day was held. It was a great success with over 300 students from area high schools attending.

Use of Funds: Highlight or Bold the required and permissible activities addressed above (“**R**” for required and “**P**” for permissible).

Required

R1 Academic Integration

R2 Programs of Study

R3 All Aspects of an Industry

R4 Develop/Improve/Expand the use of Technology

R6 Assessment

R7 Initiate/Improve/Modernize Technology

R8 Size/Scope/Quality

R9 Special Populations

R10 Collaboration

R11 Articulation

Permissible

P1 Advisory Committees

P2 Counseling

P3 Work-Based Experiences

P4 Additional Special Populations

P5 Student Organizations

P6 Mentoring/Support Services

P7 Equipment Leasing/Purchasing/Upgrading

P8 Teacher Preparation

P9 Alternative Formats

P10 Student Transition

P11 Entrepreneurship

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Topics Required for Inclusion

Self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]	Use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]		
Shared responsibility among all partners for collaboration and accountability for success [State Plan]	Collaborative budget development [State Plan]		
Collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]	Promotion of consortium CTE vision [State Plan]		
<p>Goal 5 Narrative: The partners in the Minnesota West Carl Perkins consortium have established relationships and a history of successful joint projects. Examples of some of these projects include Career Expo, Technical Skills Challenge, a joint coordinator, and in-service trainings by college instructors to secondary teachers. Our partnership list is constantly expanding to include additional businesses, colleges, and regional organizations. All consortium information and vision will be shared frequently with partners, school staff, elected officials and state Perkins directors. An annual evaluation of our services by consortium CTE instructors and administrators will be used to make improvements to our service delivery.</p>			
Objective(s)	Strategies	Outcomes and Measures (FY12)	Projected Budget by Objective

<p>COLLABORATIVE</p> <p>1. Consortium plans, activities, staff development opportunities and other news will be shared with school district staff, college faculty, administrators, and critical partners.</p>	<p>A. The MN West Consortium will employ a coordinator to be a liaison between programs and faculty of college and regional high schools.</p> <p>B. Implementation of the communications plan will be the responsibility of the secondary-college liaison who is employed jointly by the secondary and post-secondary partners.</p> <p>C. While advisory committees and consortium partners will have considerable responsibility, it is the primary duty of the secondary-college liaison to make sure that information is communicated, events are planned appropriately, the website is updated, newsletters are written, and meeting schedules are maintained.</p> <p>D. Performance of the consortium and of staff will be based, in part, on the timeliness and completeness of information sharing with consortium members.</p> <p>E. Minnesota West will assign a faculty member to assist in design of the POS.</p>	<p>1.a. In an effort to improve communication and reduce travel expenditures, the consortium will hold 40% of fall meetings via ITV or phone conferences.</p> <p><i>ITV, phone conferencing, instructional videos as well in-person visits are utilized to meet with consortium members on an annual basis to discuss district needs.</i></p> <p>1.b. An average of five blog entries will be posted each month and sent to CTE teachers, administrators, agency partners, and elected officials.</p> <p><i>A monthly blog is used to keep partners informed of newsworthy events taking place in the consortium.</i></p> <p>1.c. A website will be maintained that provides access to up-to-date Carl Perkins data, event information, FAQ's, and Articulated College Credits.</p> <p><i>The www.lifetimeoflearning.com website is the source of information for consortium members to find upcoming workshops, forms, college credit information, and student competition information.</i></p> <p>1.d. Consortium staff will plan and attend meetings between secondary and college faculty based on discipline area, at least one time per year.</p> <p><i>FACS and Business teachers meet annually with their peers to network and share best practices.</i></p>	<p>Actual expenditures will be reported prior to 12/1/2010 upon the completion of the annual audit.</p>
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<p>COLLABORATIVE</p> <p>2. College and secondary CTE consortium members will receive services that meet their needs.</p>	<p>A. Each April an electronic survey will be sent to consortium members.</p> <p>B. Evaluation data will be analyzed to determine which initiatives and services have been successful and where there are gaps in service.</p> <p>C. The need for service change will be addressed and incorporated into the FY13 consortium plan.</p>	<p>2.a. A survey of Minnesota West Carl Perkins consortium services will be sent to consortium members by April 2012 and results will be used to make changes to the types of services delivered and improve delivery methods.</p> <p>The survey from the 2011-2012 school year indicated that almost half of the respondents were either somewhat familiar or unfamiliar with the articulated college credit system. There will be an increased effort to familiarize members to the opportunity of college credit and in turn hopefully increase the number of certificates requested and redeemed. The survey also indicated that respondents felt the most critical use of Perkins funds are for technology upgrades and purchasing specialized equipment.</p>	<p>See Goal 5 Objective 1</p>			
<p>Use of Funds: Highlight or Bold the required and permissible activities addressed above (“R” for required and “P” for permissible).</p> <table border="0"> <tr> <td data-bbox="128 771 724 1015"> <u>Required</u> R1 Academic Integration R2 Programs of Study R3 All Aspects of an Industry R4 Develop/Improve/Expand the use of Technology R6 Assessment R7 Initiate/Improve/Modernize Technology R8 Size/Scope/Quality </td> <td data-bbox="724 771 1188 1015"> R9 Special Populations R10 Collaboration R11 Articulation <u>Permissible</u> P1 Advisory Committees P2 Counseling P3 Work-Based Experiences </td> <td data-bbox="1188 771 2016 1015"> P4 Additional Special Populations P5 Student Organizations P6 Mentoring/Support Services P7 Equipment Leasing/Purchasing/Upgrading P8 Teacher Preparation P9 Alternative Formats P10 Student Transition P11 Entrepreneurship </td> </tr> </table>				<u>Required</u> R1 Academic Integration R2 Programs of Study R3 All Aspects of an Industry R4 Develop/Improve/Expand the use of Technology R6 Assessment R7 Initiate/Improve/Modernize Technology R8 Size/Scope/Quality	R9 Special Populations R10 Collaboration R11 Articulation <u>Permissible</u> P1 Advisory Committees P2 Counseling P3 Work-Based Experiences	P4 Additional Special Populations P5 Student Organizations P6 Mentoring/Support Services P7 Equipment Leasing/Purchasing/Upgrading P8 Teacher Preparation P9 Alternative Formats P10 Student Transition P11 Entrepreneurship
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SUMMARY FOR PERKINS-FUNDED POSITIONS

NOTE: Complete the space below as it pertains to individuals whose salaries are being paid either full time or part time using federal Perkins dollars. If no dollars are used for salaries, just indicate on the line below and submit with your local application.

_____ No Perkins dollars are being used for funding positions.

Yes, the following are Perkins Funded Positions:

1. Position Title: Perkins Minnesota West Consortium Coordinator

Number of years this position has been paid out of federal Perkins dollars: 6

Dollars used to support this position: \$27,000.00

Position Description: MN West Consortium employs a coordinator half time with the college to be a liaison between programs and faculty of college and regional high schools. Responsibilities of the position include coordination and promotion of Carl Perkins events, providing training and assistance to consortium high schools, collecting data and providing project reports, reviewing school district expenditures as a member of the consortium advisory committee, and ensuring communication between secondary and post-secondary CTE instructors.

2. Position Title: Student Services Advisor

Number of years this position has been paid out of federal Perkins dollars: 3 to 13 years

Dollars used to support this position: \$109,956

Position Description: Perkins funding is used to fund the four technical campus Student Service positions and is known for its changes and shifting of duties nearly every year. The Student Services Advisor works with all of the At Risk students and with all the students considered Special Populations. It currently involves tutoring, Minority/Diversity Advisor, working and writing Learning Contracts for Retention for At Risk students on probation or returning from suspension, advising students with low placement scores, advisor for students with documented disabilities, testing and test proctoring, presenting information at Orientations. It has also evolved into assisting in the LARC (Library Academic Resource Center). The most recent addition has been marketing and recruiting of Diversity students and first generation students. In addition, duties now include community orientation events, attending college/career fairs, visiting high schools, and hosting diversity events on each campus.

3. Position Title: Tutor

Number of years this position has been paid out of federal Perkins dollars: 11

Dollars used to support this position: \$15,975

Position Description: This position has changed as far as the focus of tutoring to different program/majors and at risk students. This position also was an assistant in the LARC (Library Academic Resource Center), this changed in July 2009 when this position no longer assisted with the LARC. Since July 2009, this position focuses on tutoring academically at risk students (including Special Populations) in the Nursing Major. While tutors help all students, much of their focus is on assisting students in technical career programs. Emphasis is placed on the most needed areas in which to assist technical program students.

4. **Position Title:** College-wide Retention Coordinator
Number of years this position has been paid out of federal Perkins dollars: 1
Dollars used to support this position: \$8,000.00
Position Description: Duties include monitoring retention efforts and student's matriculation to graduation and intervene when additional advising is needed. Intervene when necessary and assist and refer to proper support. Purpose: Monitor matriculation of students in programs with low graduation rates.

5. **Position Title:** Carl Perkins Support Staff
Number of years this position has been paid out of federal Perkins dollars: 7
Dollars used to support this position: \$31,000
Position Description: Responsibilities include handling on-line registration for staff development workshops and processing requests for articulated college credit certificates. Photocopying and preparation for meetings, staff development, conferences, and student competitions. Responsible for updating and maintaining database of consortium staff, inventory database, and consortium website. Processes service agreements for Project Discovery and manages contracts with specialists and event speakers.

6. **Position Title:** Articulated College Credit Project Coordinator
Number of years this position has been paid out of federal Perkins dollars: 2
Dollars used to support this position: \$6500.00
Position Description: Project Coordinator works with software developer to make updates and changes to articulated college credit website, updates database of Southern Minnesota Articulated College Credit schools, provides reports to consortium partners and state agencies, attends articulation meetings between secondary and post-secondary faculty.

PROGRAMS OF STUDY FRAMEWORK SUPPORTING ELEMENTS

SECONDARY AND POSTSECONDARY

To support states in developing Programs of Study that address each of the required elements identified in *Perkins IV*, the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), has issued a design framework to clarify and define the four statutory POS requirements in the Act. The POS framework contains 10 supporting elements that are viewed by CTE practitioners as instrumental for creating and implementing a high quality, comprehensive POS. Listed below are the 10 supporting elements of this framework with a subsequent question. **Please respond to each question by checking the box that best describes your progress to date. Add a brief description and/or justification in the space provided summarizing your work in FY11.**

<u>Program of Study Supporting Elements</u>	Not Being Considered	In the Planning Stage	Partially Implemented	Fully Implemented
<p>LEGISLATION AND POLICY: Has your consortium created a plan with formal procedures for maintaining and continually improving your Programs of Study (POS)?</p>			X	
<p>Narrative: <i>School counselors, administrators and CTE instructors gather annually to populate the MN POS website. Tools such as the “annual review” which are available on the POS website may be used. Seven POS have been approved to date. The following POS will be developed in 2011-12: Information Support & Services, Network Systems, Programming and Software Development, Construction, and Early Childhood Development & Services.</i></p>				
<p>PARTNERSHIPS: When developing your POS, do you have input from all partners including secondary, postsecondary, business/industry and community stakeholders?</p>		X		
<p>Narrative: <i>Both secondary and post-secondary instructors will help develop the POS. Advisory committees will be utilized. Secondary and post-secondary CTE teachers meet annually by discipline area to align curriculum and discuss program standards. Business and industry have a significant involvement in the planning and development of regional CTE competitions and the SW MN Career Expo.</i></p>				
<p>PROFESSIONAL DEVELOPMENT: Has your consortium developed and implemented a POS professional development plan for secondary and postsecondary stakeholders?</p>			X	
<p>Narrative: <i>The first career fields to have POS developed were Business and Agriculture. Development of these POS led to the identification of key areas for staff development activities. Secondary and post secondary have worked together to provide staff development workshops in welding and computer security. Several consortium members have attended College Level Accounting trainings, and a workshop for Ag instructors who teach construction courses will be offered. These trainings give instructors tools to implement new concepts into their courses immediately.</i></p>				
<p>ACCOUNTABILITY AND EVALUATION SYSTEMS: Does your consortium have systems & strategies to gather and examine qualitative & quantitative data focused on the effectiveness of HS to college transitions through programs of study and that provides information needed to engage in continuous improvement?</p>		X		
<p>Narrative: <i>One system to gather data about high school transition is through the Southern Minnesota Articulated College Credit website. Members can access information about programs offering articulation agreements as well as which career fields those program areas are in. The SW MN Career Expo is designed with the six fields of the career wheel in mind. Data about the top 100 careers from the SW MN Careers</i></p>				

website is also used to guide committee members as industry contacts are made. This ensures exposure to high-wage, high-demand occupation within the region. Students are asked about their career plans through an event evaluation. The Fast Track program gives students specific tools for success before beginning college-level courses and offers services designed to ease the transition to college. MN West reviews outcomes of students who have participated in Fast Track citing graduation and retention rates.

<u>Program of Study Supporting Elements</u>	Not Being Considered	In the Planning Stage	Partially Implemented	Fully Implemented
COLLEGE & CAREER READINESS: Do your Programs of Study include essential knowledge and skills for college and career readiness?			X	
Narrative: <i>Students can demonstrate college readiness by earning articulation certificates. These certificates can be requested by high school faculty for students who have demonstrated mastery of competencies previously agreed upon by secondary and post-secondary faculty. These certificates can be requested through the Articulated College Credit website. Student organizations offer students opportunities to learn more about careers and post-high school training options, develop leadership skills that prepare them for college and career, and offer opportunities for skills testing at state and national competitions. Fast Track provides transition skills for students entering Minnesota West CTC. The implementation of Technical Skills Assessments will offer a means to evaluate CTE programs using reliable and valid measures. The Minnesota West Consortium implemented TSA for Accounting with a pilot project this year. It will be fully implemented in 2011-12. Testing in Plant Systems will also be implemented in 2011-12.</i>				
COURSE SEQUENCES: Does your process for developing course sequences in a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework?			X	
Narrative: <i>Regional articulation certificates are renegotiated by secondary and post-secondary instructors every two years. This process ensures that students can receive credit for courses completed in high school and duplication will not occur. Secondary and post-secondary instructors meet by discipline each fall to design and align curriculum. College level accounting trainings will offer an additional means for students to receive college credit.</i>				
CREDIT TRANSFER AGREEMENTS: Are there opportunities in place for credit transfer to either 2- or 4-year colleges?			X	
Narrative: <i>Articulated college credit opportunities are available in all 6 career fields. Minnesota West CTC has articulation agreements with the following universities in several academic areas: Minnesota State University- Mankato, University of MN-Crookston, Minnesota State University- Moorhead, and Southwest Minnesota State University. Degrees include Operations Management, Computer Science, Agricultural Systems, Animal Science, Law Enforcement, Nursing, Agronomy, and Early Childhood Education.</i>				
GUIDANCE COUNSELING AND ACADEMICS: Are the guidance counselors and academic teachers in your schools/ college advisors, counselors, and liberal arts faculty involved with POS development? Are the advisors, counselors, and liberal arts faculty in the college(s) involved with POS development and/or implementation?			X	
Narrative: <i>School counselors, administrators and CTE instructors enter information into MN POS website. Schools are utilizing the MCIS system in their career courses. Guidance counselors are involved in the SW MN Career Expo which is based on Programs of Study. Regional funds are used to support career development at the high school level. Project Discovery offers transition planning for special needs students.</i>				
TEACHING & LEARNING STRATEGIES: Do the college(s) & high schools in your consortium enable innovative instructional approaches where teachers integrate academic and technical instruction and students		X		

apply academic and technical learning to their POS coursework?				
Narrative: <i>Instructors have developed creative way to integrate technical and academic learning. This often happens between Ag and science courses. An example is the development of a green building course offered at Lac qui Parle Valley High School. Student organizations are also an excellent example of how students are applying technical skills, math, science, and language arts in their projects and presentations.</i>				
<u>Program of Study Supporting Elements</u>	Not Being Considered	In the Planning Stage	Partially Implemented	Fully Implemented
TECHNICAL SKILL ASSESSMENTS: Has your consortium identified and implemented the state-approved Technical Skill Assessment(s) for each approved Program of Study?			X	
Narrative: <i>Secondary schools in the Minnesota West consortium will use the NOCTI Accounting Basic Assessment. Minnesota West will continue to use the NOCTI Accounting (Basic) Assessment and NOCTI Accounting (Advanced) Assessment. Technical Skill Assessments will also be implemented in the Plant Systems POS in 2011-12.</i>				

Programs of Study Status Report

Attach a current status report of the approved (or in progress) programs of study from the MNPOS web site. If the consortium is not using MNPOS, provide the following information for each POS: Career Field, Cluster, Pathway, High Schools, and College.

Agriculture, Food, & Natural Resources

In Progress TOTALS	11
Ready for Review TOTALS	52
Reviewed by Consortium TOTALS	3
Reviewed by State TOTALS	3
TOTAL Reviewed	6
Tier: 1) Program of Study TOTALS	0
Tier: 2) Career Field Introduction TOTALS	0
Tier: 3) Career Field Academic Beginning TOTALS	0

Arts, Communications, & Information Systems

In Progress TOTALS	0
Ready for Review TOTALS	0
Reviewed by Consortium TOTALS	0
Reviewed by State TOTALS	0
TOTAL Reviewed	0
Tier: 1) Program of Study TOTALS	0
Tier: 2) Career Field Introduction TOTALS	0
Tier: 3) Career Field Academic Beginning TOTALS	0

Business, Management, & Administration

In Progress TOTALS	156
Ready for Review TOTALS	46
Reviewed by Consortium TOTALS	117
Reviewed by State TOTALS	4
TOTAL Reviewed	121
Tier: 1) Program of Study TOTALS	0
Tier: 2) Career Field Introduction TOTALS	0
Tier: 3) Career Field Academic Beginning TOTALS	0

Engineering, Manufacturing, & Technology

In Progress TOTALS	0
Ready for Review TOTALS	0
Reviewed by Consortium TOTALS	0
Reviewed by State TOTALS	0
TOTAL Reviewed	0
Tier: 1) Program of Study TOTALS	0
Tier: 2) Career Field Introduction TOTALS	0
Tier: 3) Career Field Academic Beginning TOTALS	0

Health Science Technology	
In Progress TOTALS	12
Ready for Review TOTALS	105
Reviewed by Consortium TOTALS	0
Reviewed by State TOTALS	0
TOTAL Reviewed	0
Tier: 1) Program of Study TOTALS	0
Tier: 2) Career Field Introduction TOTALS	0
Tier: 3) Career Field Academic Beginning TOTALS	0

Human Services	
In Progress TOTALS	0
Ready for Review TOTALS	0
Reviewed by Consortium TOTALS	0
Reviewed by State TOTALS	0
TOTAL Reviewed	0
Tier: 1) Program of Study TOTALS	0
Tier: 2) Career Field Introduction TOTALS	0
Tier: 3) Career Field Academic Beginning TOTALS	0

Consortium TOTALS	
In Progress TOTALS	179
Ready for Review TOTALS	203
Reviewed by Consortium TOTALS	120
Reviewed by State TOTALS	7
TOTAL Reviewed	127
Tier: 1) Program of Study TOTALS	0
Tier: 2) Career Field Introduction TOTALS	0
Tier: 3) Career Field Academic Beginning TOTALS	0

Report TOTALS	
In Progress TOTALS	179
Ready for Review TOTALS	203
Reviewed by Consortium TOTALS	120
Reviewed by State TOTALS	7
TOTAL Reviewed	127
Tier: 1) Program of Study TOTALS	0
Tier: 2) Career Field Introduction TOTALS	0
Tier: 3) Career Field Academic Beginning TOTALS	0

A. Complete for REPORT & PLAN	Perkins IV Local Improvement Report						
	Consortium Name: <u>Minnesota West</u>						
	Indicator Not Met:	<u>1S2- Math</u>	Negotiated Performance:	<u>46%</u>	Actual Performance:	<u>39.21%</u>	
	<p>General strategies planned to improve performance:</p> <p><i>A math academy has been established by the SW/WC Service Cooperative to assist schools in improving math competencies for K-12 students. Additionally, AYP coordinators are working with schools with low math scores and helping them to develop Professional Learning Communities and use data to make changes in teaching strategies.</i></p> <p>Comments or context for actual performance (optional): <i>The Minnesota West consortium increased the percentage of CTE students passing the MCA math test from 26.01% to 39.21%. (This is 4% higher than the state average.)</i></p>						
B. Complete for IMPROVEMENT PLAN ONLY	Perkins IV Local Improvement Plan						
	Sub-populations or groups where gap exists <small>(could be by demographic characteristic, school, program, other)</small>	Migrant	Limit English Proficiency	Individuals with Disabilities	Describe any contextual factors that might contribute to this gap. <i>The sub-populations where the greatest gaps exist are not limited to students enrolled in CTE programs but are consistent with school data for all students in the region.</i>		
		Hispanic	Black/Non-Hispanic				
	Action steps to improve the performance Identify the strategies/activities that will be taken to achieve the specified goal and improve the quality of CTE programs and core indicator performance			Resources Needed	Timeline	Person(s) Responsible Identify the person(s) who will oversee implementation of strategies and who determines or communicates significant dates or achievement points throughout the year	How will progress be documented? Identify how the strategies or activities will be evaluated to measure progress. These measures should be observable or quantifiable.
	<i>Consult with math grant specialist to determine math deficiencies for specific schools and the region.</i>			<i>Data from Math Grant Specialist COGNOS student data system</i>	<i>August 2011</i>	<i>Math Grant Specialist</i>	<i>List of math standards and sub standards that students are struggling to achieve.</i>
	<i>Determine if schools with lowest CTE student math performance are currently not making AYP.</i>			<i>Data from Regional AYP Coordinator</i>	<i>August 2011</i>	<i>Regional AYP Coordinator</i>	<i>List of schools with low CTE Math scores compared against AYP Schools</i>
	<i>Provide staff development opportunities relating to grades 9-12 math standards and contextual teaching strategies. Encourage collaboration between math and CTE teachers to address difficult to achieve standards.</i>			<i>Staff Development Opportunity and Accessible Math Textbook</i>	<i>December 2011</i>	<i>Math Grant Specialist Carl Perkins Coordinator</i>	<i>Completed student projects based on the math standard(s)</i>
<i>High School students (including CTE) take MCA math test.</i>			<i>Computer Labs in high schools</i>	<i>April/May 2012</i>	<i>School District Test Proctors</i>	<i>CTE student achievement improvements in MCA math</i>	
Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above: <i>School District Curriculum Coordinators, Math Grant Specialist, AYP Coordinator, Regional COGNOS System Coordinator MCA and NWEA data, MDE Accountability Indicators for Carl Perkins Consortiums</i>							

A. Complete for REPORT & PLAN	Perkins IV Local Improvement Report				
	Consortium Name: <u>Minnesota West</u>				
	Indicator Not Met:	<u>2S1 – Tech Skill Attainment</u>	Negotiated Performance:	<u>94.19%</u>	Actual Performance: <u>92.38%</u>
	General strategies planned to improve performance: <i>Opportunities for staff development will be made available to instructors in the fall before TSA are implemented. A pilot TSA project was implemented during the 2010-11 school year. This pilot project was incredibly beneficial to work out the complexities of the system before implementing it consortium-wide. The lessons learned from the pilot project will help create a smoother transition for all teachers who will begin assessing their students next year. We will determine which schools offer advanced courses that warrant testing. Advanced accounting students will take NOCTI Basic Accounting. Ag instructors will decide which of the plant science assessments will be used.</i>				
	Comments or context for actual performance (optional): <i>Increased score from 92.13% to 92.38% The statewide average is 89.41%</i>				
B. Complete for IMPROVEMENT PLAN ONLY	Perkins IV Local Improvement Plan				
	Sub-populations or groups where gap exists <small>(could be by demographic characteristic, school, program, other)</small>				Describe any contextual factors that might contribute to this gap.
	Action steps to improve the performance <small>Identify the strategies/activities that will be taken to achieve the specified goal and improve the quality of CTE programs and core indicator performance</small>	Resources Needed	Timeline	Person(s) Responsible <small>Identify the person(s) who will oversee implementation of strategies and who determines or communicates significant dates or achievement points throughout the year</small>	How will progress be documented? <small>Identify how the strategies or activities will be evaluated to measure progress. These measures should be observable or quantifiable.</small>
	Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:				

A. Complete for REPORT & PLAN	Perkins IV Local Improvement Report					
	Consortium Name: <u>Minnesota West</u>					
	Indicator Not Met:	<u>6S1- Non trad participation</u>	Negotiated Performance:	<u>59.33%</u>	Actual Performance:	<u>54.56%</u>
	General strategies planned to improve performance: <i>The consortium implemented several activities during the 2010-11 school year to demonstrate the benefits of participating in non-traditional programs. The SW/MN Career Expo featured a Game Show that provided non-traditional career information to over 2000 high school sophomores. The interactive exhibits at the Expo also featured a variety of people in non-traditional professions. The Breaking Traditions events held at the Minnesota West campuses are designed to encourage students to explore non-traditional careers through hands-on career exploration.</i>					
	Comments or context for actual performance (optional): <i>Exceeded the state average by 5 percentage points. (State average is 49.53%)</i> <i>Students attending the 2010 Career Expo were asked to rate their knowledge about non-traditional careers before and after attending the conference. 72 students rated themselves as knowledgeable prior to attending and 273 rated themselves as knowledgeable after attending.</i>					
B. Complete for IMPROVEMENT PLAN ONLY	Perkins IV Local Improvement Plan					
	Sub-populations or groups where gap exists (could be by demographic characteristic, school, program, other)				Describe any contextual factors that might contribute to this gap.	
	Action steps to improve the performance Identify the strategies/activities that will be taken to achieve the specified goal and improve the quality of CTE programs and core indicator performance	Resources Needed	Timeline	Person(s) Responsible Identify the person(s) who will oversee implementation of strategies and who determines or communicates significant dates or achievement points throughout the year	How will progress be documented? Identify how the strategies or activities will be evaluated to measure progress. These measures should be observable or quantifiable.	
Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:						

A. Complete for REPORT & PLAN	Perkins IV Local Improvement Report					
	Consortium Name: <u>Minnesota West</u>					
	Indicator Not Met:	6S2 non-trad completion	Negotiated Performance:	65.26%	Actual Performance:	31.51%
	<p>General strategies planned to improve performance: <i>The consortium implemented several activities during the 2010-11 school year to demonstrate the benefits of non-traditional program completion: A "Success" brochure was developed to showcase regional success stories of individuals that have chosen non-traditional college programs and careers. The SW/MN Career Expo featured a Game Show that provided non-traditional career information to over 1,800 high school sophomores. The interactive exhibits at the Expo also featured a variety of people in non-traditional professions. The Breaking Traditions events held at the Minnesota West campuses are designed to encourage students to explore non-traditional careers through hands-on career exploration.</i></p> <p>Comments or context for actual performance (optional): <i>Consortium's performance was within one percentage point of the state average of 32.5% Several Family And Consumer Science program in the region have been cut to part-time or eliminated. Any student taking a course in an approved FACS- Communications program would no longer have the opportunity to pick up additional credits.</i></p>					

B. Complete for IMPROVEMENT PLAN ONLY	Perkins IV Local Improvement Plan				
	Sub-populations or groups where gap exists <small>(could be by demographic characteristic, school, program, other)</small>	<i>Students w/ Disabilities</i>	<i>Males</i>	<i>Economically Disadvantaged</i>	Describe any contextual factors that might contribute to this gap.
	<i>The negotiated performance target was based on baseline performance for 2008-09 school year. We question the accuracy of that measure and how it could have dropped by 50% in one year's time.</i>				
	Action steps to improve the performance Identify the strategies/activities that will be taken to achieve the specified goal and improve the quality of CTE programs and core indicator performance	Resources Needed	Timeline	Person(s) Responsible <small>Identify the person(s) who will oversee implementation of strategies and who determines or communicates significant dates or achievement points throughout the year</small>	How will progress be documented? <small>Identify how the strategies or activities will be evaluated to measure progress. These measures should be observable or quantifiable.</small>
	Work with regional MARSS coordinator to assure that CTE student data is correctly being entered into the system	MARSS student data software	August 2011	Perkins Coordinator	Evidence that data has been correctly or incorrectly entered into the system
	Recruit exhibitors from Career Expo that represent professionals that are working in fields that are non-traditional for their gender	Industry exhibitors, event facilities	September 2011	Career Expo Advisory committee	Number of exhibitors representing nontraditional career, student evaluations
Breaking Traditions events will continue at four Minnesota West college campuses.	PIC Funds	4 events completed by April 2012	Youth Program Coordinator	Count of number of student participants, student evaluations of experience	
<p>Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above: Regional and local MARSS coordinators, PIC Youth Program Coordinator, Career Expo Advisory team</p> <p>MARSS student data</p>					

Perkins IV Local Improvement Report

Consortium Name: Minnesota West

Indicator Not Met:	<i>2P1 Credential, Certificate Degree</i>	Negotiated Performance:	79.42%	Actual Performance:	78.41%
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General strategies planned to improve performance:

We have discovered the need to improve our process for capturing information regarding persons that graduate. We have students that have completed their degree but have not applied for graduation because of the fee. The plan is to allow for application for graduation without a fee and grad fees for those students who want to participate in the ceremony and/or receive a diploma. It is believed that this will increase the credential, certificate or degree percentage. A side effect will be an increased number of students to follow-up on for placement, which may also increase the student placement percentage.

Comments or context for actual performance (optional):

Perkins IV Local Improvement Plan

Sub-populations or groups where gap exists <small>(could be by demographic characteristic, school, program, other)</small>				Describe any contextual factors that might contribute to this gap.
Action steps to improve the performance <small>Identify the strategies/activities that will be taken to achieve the specified goal and improve the quality of CTE programs and core indicator performance</small>	Resources Needed	Timeline	Person(s) Responsible <small>Identify the person(s) who will oversee implementation of strategies and who determines or communicates significant dates or achievement points throughout the year</small>	How will progress be documented? <small>Identify how the strategies or activities will be evaluated to measure progress. These measures should be observable or quantifiable.</small>

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

A. Complete for REPORT & PLAN	Perkins IV Local Improvement Report					
	Consortium Name: Minnesota West					
	Indicator Not Met:	<i>4P1 Student Placement</i>	Negotiated Performance:	<i>88.03%</i>	Actual Performance:	<i>82.75%</i>
	General strategies planned to improve performance: <i>We examined our current process and found that we need to do a more comprehensive process in order to receive the information needed for accurate reporting. We have changed the format and updated the form that we use for student follow up. We also feel that by changing our process regarding graduation (2P1) that we will be better able to reach students.</i>					
	Comments or context for actual performance (optional):					
B. Complete for IMPROVEMENT PLAN ONLY	Perkins IV Local Improvement Plan					
	Sub-populations or groups where gap exists <small>(could be by demographic characteristic, school, program, other)</small>				Describe any contextual factors that might contribute to this gap.	
	Action steps to improve the performance <small>Identify the strategies/activities that will be taken to achieve the specified goal and improve the quality of CTE programs and core indicator performance</small>	Resources Needed	Timeline	Person(s) Responsible <small>Identify the person(s) who will oversee implementation of strategies and who determines or communicates significant dates or achievement points throughout the year</small>	How will progress be documented? <small>Identify how the strategies or activities will be evaluated to measure progress. These measures should be observable or quantifiable.</small>	
Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:						

