



Status Report

00744-FY15 Minnesota West Consortium Perkins Application

Perkins IV Consortium

Award Year:	2014	Status:	Approved
Contract Number:	00744	Approved By:	Jeralyn Jargo
Report Period:	07/01/2014 - 06/30/2015	Approved Date:	11/02/2015
Status Report Number:	01		
Submitted By:	Gail Polejewski		
Submitted Date:	10/14/2015		
Status Report Type:	Annual Performance Report		

Primary Contact and Organization

Primary Contact

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

Title: Secondary Contact

Email:* gail.polejewski@swsc.org

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

*** City State/Province Postal Code/Zip**
 Marshall Minnesota 56258

Phone:* 507-537-2273
Phone Ext.

Fax: 507-537-7327

Organization Information

Name:* Minnesota West Consortium

Organization Type: MN Perkins Consortium

Organization Website:

Address:* 1011 First Street West

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

Phone:* 507-223-7252

Fax:

Ext.

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

Goal 1 Narrative:

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

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

Two secondary schools assessed their Accounting students in 2014-15. 60% of the students who took the NOCTI assessment passed. One school offered the Early Childhood NOCTI assessment to 19 students. 63% of the students passed compared to 37.5% who passed last year. Two of the schools who have used the NOCTI Accounting test in the past will no longer be assessing their students. Even though the data received from testing was helpful, schools have decided it wasn't valuable enough to continue. One student who passed the NOCTI Accounting test did request the transcript from Excelsior College and received full credit for a course at Northwestern College in Iowa.

Technical skills assessments, competitions, and certification testing were activities students at MN West CTC participated in that help to support our POS. NOCTI assessments were given to Accounting, Administrative Assistant, Early Childhood, Electrical, and Diesel students. Other certifications and assessments included ASE in Auto Mechanics, POST certification in Law Enforcement, Custom Applicator Exam in Agriculture, HESI and state boards for Nursing, Fluid Power certification for Fluid Power, and state boards for Dental Assisting. Students participated in several competitions in 2014-2015 including Electrical and Diesel in Skills USA, Business, Accounting, Administrative Assistants, and Computer Support in BPA, Agriculture for Post-Secondary Agriculture, and Cosmetology in the InSalon Hair Show and Student Competition.

79% of students in Accounting, Administrative Assistant, Child Development, and Electrical that took the NOCTI surpassed the National average. 100% of Accounting and Child Development students assessed in NOCTI exceeded the national averages while 67% of Administrative Assistant students and 72% of Electrical students surpassed national averages. Two electrical students participating in State Skills USA placed 1st and 2nd with one student proceeding to National Skills USA where he took 3rd place in the nation for Industrial Motor Controls. Twenty-one students took the Custom Applicator exam of which 16 passed core, 14 passed field crops, and 11 passed seed treatment. Five Cosmetology students placed in the top 12 among 47 competitors. Two students placed 1st and 4th in a special award recognizing those who compete in more than one event. Eleven students participating in state BPA placed in one or more event leading to 9 eligible to participate in Nationals.

Career Fields and Pathways are a central focus of the southwest Minnesota Career Expo held at Southwest Minnesota State University and Minnesota West Community and Technical College each fall. During the Expo, high school sophomores receive a college campus tour, they participated in a game show where they learn about career

and educational opportunities, especially those available in southwest Minnesota, and they interacted with 104 exhibitors who represent a wide variety of careers. In 2014, 1713 students from 32 schools attended. The exhibitors are organized by career field with the career wheel prominently displayed for students to see the connections between the industries.

The career fields are also used to filter information on the www.ctecreditmn.org articulation website.

All CTE programs at MN West CTC have advisory boards that advise faculty and the college on design, development, operation, and evaluation of the CTE programs. All CTE programs held at least one advisory board meeting in 2014-2015.

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

Students participating in POS courses are better prepared entering college in that they have base knowledge of the program they intend to complete and some experience with college level courses. Many, upon entering MN West CTC come with college credits completed strengthening success, retention and completion. The Worthington Automotive Center, offering Auto Mechanics courses to high school students, had 2 students start Fall 2016 in the Diesel Mechanics program with several credits already completed. Welding is not yet an official program of study for the MN West Consortium but is a program we have been working diligently on to create a pathway to post-secondary. The Marshall Area Technical Education Center offers PSEO Welding courses to area students. Students can complete all or a part of the MN West CTC welding certificate. Students can then opt to continue on with the certificate or diploma upon graduation from high school. FY 15 was the first offering of this and 8 students completed all or part of the welding certificate.

The Career Expo offers a unique opportunity to survey over 1500 high school sophomores about their career plans and the sources of their career information. 65% of students said their family was the primary source of advice for their future education and career plans. When asked where they planned to live when first starting their careers, 32% said somewhere else in the United States, but 28% said they would be in their hometown or somewhere else in southwest Minnesota. The top two career fields they were most interested in were Health Care and Agriculture. 58% planned to go to a four-year college.

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

Advisory boards are an important component to the success of our programs of study because they bring key advisors to the table with important current industry information. We will continue to encourage and require programs to use advisory boards as well as encourage cooperation and participation between secondary and post-secondary boards.

Competitions are well attended and great opportunities for students to demonstrate their skills and network with other educators and industry partners. These will continue to be supported by the MN West Consortium and we are looking at expanding the Skills USA participation to Power Sports in FY16.

The Career Expo is the largest event supported by Carl Perkins funds each year. There is no other event or activity that impacts almost every 10th grader in southwest Minnesota. In addition to the events at Minnesota West and Southwest Minnesota State, a third is held at Fairmont High School. The Minnesota West Carl Perkins also supports that event in order to reach students in five additional member districts. The three events together impact over 2240 students. These events are often the catalyst for students to begin conversations about their plans after high school. Having that many high school students in one place also allows us an opportunity to survey them about their plans, goals, and knowledge about job and educational opportunities in the area.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P5 Student Organizations
Strategies	
Approved Agriculture, Business, Industrial Technology and Family and Consumer Science programs will be supported through Carl Perkins consortium funding. Approved programs will apply for funds by November 2013 to make improvements (equipment, technology, curriculum supplements (under some circumstances), and certain student organization expenses to their programs that align with Programs of Study and Technical Skill Attainment.	
Outcomes	
High school students will develop and demonstrate industry based technical skills through student organization participation.	
Measures	
60 % of consortium schools will have FCCLA teams that achieve goal level performance at State competition 65 % of consortium schools will have FFA teams that achieve goal level performance at State competition 85 % of consortium schools will have BPA teams that place in the top 10 at State competition	
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$47,932.60
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,000.20
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$48,932.80
Total	\$48,932.80

Goal 1 Objectives 2	
Use of Funds*	R2 Programs of Study
Strategies	
High School and post-secondary CTE students will demonstrate technical skill attainment using 3rd party, standardized assessments.	
Outcomes	
Approved Business, Ag, Early Childhood, and Construction programs that teach significant content will be identified. Instructors will evaluate their classes to determine which CTE programs teach a sufficient level of content to warrant students taking an approved TSA. Training will be provided for teachers and tests will be purchased for participating schools.	
Measures	
65% of consortium students will pass third party technical skill assessments	
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,120.30
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,120.30
Total	\$2,120.30

Goal 1 Objectives 3	
Use of Funds*	R2 Programs of Study, R5 Professional Development, R11 Articulation
Strategies	
High school programs that teach advanced coursework will be identified.	
Outcomes	
At least one school with advanced classes in Facility and Mobile Maintenance will be chosen to explore a third party assessment system for the consortium.	
Measures	
Teachers will collect baseline data for future analysis.	
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 4	
Use of Funds*	R2 Programs of Study, R6 Assessment, P5 Student Organizations
Strategies	
National Skill Standards and/or established business and industry standards will be exceeded in skill testing and certification qualifications. Faculty/Majors are responsible for assessment with assistance from coordinators. The assessments will be proctored by persons other than the faculty/instructor.	
Outcomes	
Minnesota West Community & Technical College will expand the technical programs participating in National Skills Testing. There will be compliance with the State assessment schedule for POS. The Data Driven Improvement Model- CTEDDI- will improve data and classroom instruction. Assessment results will allow faculty to be aware of areas of strength in program curriculum as well as areas where curriculum should be strengthened. The following assessments will be used: • NOCTI – Accounting and Business • NOCTI – Administrative Assistant • ASE – Auto Mechanics NOCTI - Child Development • NOCTI – Electrician • National Fluid Power Society Certification-Fluid Power Technology • HESI, State Boards – Nursing • PAS – Post Secondary Agriculture • Heartland Beauty Expo Competition	
Measures	
When the opportunity is appropriate, students competing in state and national events will exhibit higher skills. Ten postsecondary BPA teams/individuals will place at the state level on skills tests and 2 at the national level. All Minnesota West students enrolled in accounting and administrative assistant programs will perform above the national average on the NOCTI skills tests. Four Cosmetology students will perform above the state average demonstrated by competing in Heartland Beauty Skills Competition. Auto Mechanics (ASE), Electrician (NOCTI) and Post Secondary Agriculture (PAS) students will score above national average in skills competition.	
Description	

Post-Secondary Required Activities	\$7,382.30
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,382.30
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,382.30

Goal 1 Objectives 5

Use of Funds* R5 Professional Development

Strategies

Poll teachers to gauge their professional development needs.

Outcomes

Offer professional development opportunities for teachers.

Measures

1 training will be offered specific to Business teachers' needs.

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

Goal 1 Objectives 6

Use of Funds* R2 Programs of Study, R6 Assessment

Strategies

Provide NOCTI and other state approved assessments to assist college CTE faculty and high school teachers in administering approved assessments of students.

Outcomes

POS required assessments will be administered on the required assessment schedule

Measures

85% of students majoring in approved CTE programs will pass approved assessments to determine students' technical skill attainment levels.

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

Goal 1 Objectives 7	
Use of Funds*	R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R10 Collaboration, P1 Advisory Committees
Strategies	
Skill Assessments and results will be shared by faculty with business and industry through program Advisory Boards' yearly meetings.	
Outcomes	
Faculty will share results of instruments with Advisory committees for each technical program. Committees are composed of industry and business representation. This will occur with all majors and in particular with any major that is considered a Program of Study.	
Measures	
100% of CTE majors will hold an advisory meeting a minimum of once a year. Business and industry advisory groups interact and collaborate with faculty regarding student assessment/achievement and quality of training. Assessment results are included and discussed on Advisory Board Agendas. Advisory members will offer input on curriculum in relationship to industry standards and trends and based on assessment results.	
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 2 Narrative:

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

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

Advisory boards are made up of faculty, industry partners, business owners, students and staff. The boards serve to advise instructors and faculty on design, development, operation, and evaluation of CTE programs. The members serving on these teams have crucial industry knowledge and resources that help to ensure that students leaving MN West CTC are capable of performing in their respective professions and that programs are up-to-date and meet current needs. Advisory board members have also supported CTE programs through financial and equipment.

Currently there are no secondary programs sharing advisory committees with post-secondary programs. Distance from the college campuses is a factor, but encouraging more cooperation between the college and districts that are closer in proximity will be a goal in order to develop more of a connection between the programs. Post-secondary instructors attend secondary professional development meetings and provide advice to secondary instructors from the information they receive from their advisory committees.

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

Every approved CTE program has an advisory committee made up of local employers who offer their expertise to instructors. These advisory boards are meant to inform faculty and instructors regarding current trends and practices. Some instructors use their advisory committees on a limited basis while others rely heavily on them for advice, curriculum review, job shadowing, internships, and scholarships for their students. The consortium hosts several skills competitions and events. Planning for events that can host up to 2000 students requires an incredible amount of planning and cooperation. Each event takes advantage of the wealth of knowledge offered by its advisory committee. Skills competitions like the Culinary Skills Challenge and Photography Competition rely heavily on industry experts to create the competition guidelines and judging criteria. Advisory team participants have also supported programs through donations both financial and equipment. Advisory board support and involvement assisted MN West CTC in receiving \$379,435 in donated property in the areas of CDL, Industrial Maintenance, Welding, Diesel, and Nursing; vendor discounts of \$64,533; cash matches of \$39,117. A new committee made up of high school superintendents and college administration is exploring opportunities for collaborative CTE programs including a center-based model.

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

Students who experience these opportunities can make a more relevant connection to their education and apply their classroom knowledge. The pathways most likely to offer these opportunities at the secondary level are: Administrative Support, Plant and Animal Systems, Mobile Equipment Maintenance. 581 job shadowing experiences were offered to students in grades 9-12 in 2014-15. 364 students participated in internship opportunities. At MN West CTC, more than 40 internships, externships, clinicals, field experiences, and practicums were offered in 2014-2015. Areas offering such opportunities included agriculture, business, computer support, child development, human services, dental, medical assisting, nursing, medical lab, health, surgical and radiology technology and diesel. This translates to a total of 427 (duplicated) students taking advantage of work-based learning opportunities. Many other programs encourage students to participate in internships that are not formalized

such as electrician and wind energy. Students involved in work based learning are often offered part-time and full-time employment beyond their education. An example of this is the Diesel Program. Students that graduated in Spring 2015 participated in internships the summer of 2014. 75% of these students went on to be employed by the same organization they did internships with while 100% of the graduating class had full time employment.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , P10 Student Transition
Strategies	
All programs offered through Minnesota West appropriate for internships and externships will provide them in arrangements with business and industry. Education and training and placement of students will be enhanced.	
Outcomes	
Uniform standards will exist for experiences. Credit bearing courses will be listed as externships, internships or special topics. Standards for internships and externships will continue to be evaluated and incorporated into student and faculty handbooks.	
Measures	
Provide internships and externships to 300 Minnesota West CTE students during 2013-2014 school year. 30 Minnesota West CTE Programs will provide internship and externship opportunities for students in 2013-2014.	
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 2 Objectives 2	
Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P1 Advisory Committees, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
Collaborate with and build relationships between Minnesota West, community, agency, industry and business partnerships to provide students with state of the art equipment, technology and industry savvy faculty.	
Outcomes	
Industry relationships assist with improved equipment and technology and are invaluable as resources for the programs and resources for instruction regarding current industry trends. The following is a partial list of collaborative efforts-shared faculty will be utilized and expanded with: American Academy of Family Physicians Avicenna Technology Inc Century College Chandler Industries City of Worthington Countryside Public Health Dental Assisting National Board E.O. Olson Trust Hartfiel Hennepin Co Med Ctr Inver Hills CTC M-State Medical Laboratory Technician Minnesota Telecommunications Alliance Nobles County Novatec LacQuiParle County EDA MN Board of Dentistry MN Board of Nursing MN Dental Association Monogram Foods Murray County EDA Ocheda Watershed District Olson Regional Stormwater Pond Pathways Pneumadyne Polaris POST (Peace Officers Standards Trng) Riverland Community College St. Cloud Technical and Community College Sanford Health Systems Clinical Instruction Radiologic Technology Surgical Technology Toro Worthington School District 118 Minnesota West CTC in collaboration with Adult Basic Education and the Southwest MN Workforce Center/PIC will continue the FastTRAC grant to address the learning requirements of under-prepared and under-employed adults. It provides opportunities to increase basic work-readiness, occupational skills and to acquire credentials that will lead to jobs that pay family-supporting wages. Telecommunications Technology certificates and instruction are a collaborative effort by the Minnesota Telecommunications Alliance, a consortium of telephone companies that serve the state, Minnesota West, other MnSCU institutions and industry partners.	
Measures	
Minnesota West Community and Technical College will collaborate with 20 business and industry partners to make technology and equipment improvements for CTE Programs. During the 2013-2014 school year, regional businesses provided \$30,000.00 in equipment and supplies and assist with curriculum to supplement Minnesota West CTE Programs. Collaboration and relationships will continue in 2014-2015 school year. Minnesota West will provide Nurse Aid Training to Marshall Area Technical & Educational Center students. Telecommunications industry will provide access to equipment, hardware and software for training 24 credits or 8 classes to enable students to earn the Telecommunications Certificate within one year. Computer Support Technology students may add the Telecommunications Certificate to existing degree. Courses are delivered in a combination of classroom and online delivery. Existing telecom workers will be required by the Federal High-speed Broadband Internet System to upgrade their skills. Continuing collaborative talks and meetings to deliver additional courses to multiple students using shared staff and facilities for the Telecommunications program. Collaboration is with M-State and Inver Hills CTC. The Minnesota Energy Center (MnEC) is a consortium of two-year colleges located throughout Minnesota, led by Minnesota West Community and Technical College and St. Cloud Technical and Community College. The primary focus is development of programming to prepare technicians for the energy production industry. Degree programs cover the broad spectrum of energy production technologies including Bio-fuels, Ethanol, Solar, Wind, Fossil Fuels, and Nuclear. Century College, Riverland Community College and Minnesota West have partnered to make the Language Translating and Interpreting (TRIN) program available and accessible to greater Minnesota communities via ITV courses held at the partnering institutions. The demand of qualified interpreters grows every day as our communities continue to diversify. Students can earn a Century College Certificate or AAS degree in two years or less. Auto Mechanics Minnesota West has worked with the City of Worthington in establishing the building of the previous City Firehall to be repurposed to provide classroom learning for Auto Mechanics courses for high school students. Minnesota West and Worthington school district 518 will be offering concurrent enrollment opportunities for high school students in auto mechanics courses beginning fall semester. A collaboration of partners have been working together to improve the water resources in the Worthington, MN area. Minnesota West Community & Technical College, Nobles County, City of Worthington, Worthington School District 518, the E.O. Olson Trust, and the Okabena-Ocheda Watershed District teamed together on a regional retention pond (Olson Regional Stormwater Pond) located on the campus of Minnesota West, Worthington campus. Minnesota West students have been working directly with the Okabena-Ocheda Watershed District on practical lab research projects based around the sediment and water quality issues, which has assisted in the needs and development of continued water improvement projects and opportunities. The pond will serve as an outdoor classroom and lab for Minnesota West students, and be a crucial attribute to the water quality in the community. Financial contributions from the college, E.O. Olson Trust, City of Worthington, Okabena-Ocheda Watershed District, Nobles County and District 518 assisted in the project as well.	
Description	
Post-Secondary Required Activities	\$16,492.73

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,492.73
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$16,492.73

Goal 2 Objectives 3

Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P10 Student Transition
---------------	------------------------------------------------------------------------------------------------------------------------------------------------

Strategies

Consortium staff will work with business and community partners to provide high school students the opportunity to demonstrate technical skills through skills competitions.

Outcomes

Students will demonstrate industry specific skills at Culinary Skills Challenge and Digital Photography competitions. Students will attend breakout sessions taught by professionals from industry. Competition guidelines and judging criteria will be determined with help of industry professionals. Students will demonstrate industry specific skills. Industry professionals will assist in establishing evaluation criteria, provide information through seminars and judge student competitions.

Measures

60% of event participants will compete in culinary and digital photography competitions that are judged by industry professionals.

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,550.50
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$4,120.25
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,670.75
Total	\$6,670.75

Goal 2 Objectives 4

Use of Funds*	R5 Professional Development , R10 Collaboration, P11 Entrepreneurship
---------------	-----------------------------------------------------------------------

Strategies

Entrepreneurship will be taught in financial literacy classes.

Outcomes

Business teachers and community members will partner to implement entrepreneurship curriculum into high school business classes.

Measures

4 high schools will implement the Junior Achievement Titan simulation into their business courses. Community volunteers will help teach components of the financial literacy curriculum.

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

Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 5

Use of Funds*	R3 All Aspects of an Industry, R10 Collaboration, P8 Teacher Preparation
---------------	--------------------------------------------------------------------------

Strategies

Explore development of concurrent Wind Energy program.

Outcomes

Work with MN Energy Center to implement Energy is Fundamental course in consortium high schools. Expose high school students to the energy industry and potential careers through E3 Conference- Energy Education for Educators.

Measures

3 teachers from consortium will attend E3 Conference.

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

Goal 2 Objectives 6

Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading
---------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategies

High school CTE instructors will teach technical skills based on industry standards. Consortium high schools will have access to consortium funds to make program improvements to their CTE programs/classes (i.e. equipment, curriculum, technology, staff development). Program improvements must meet criteria toward academic or technical skills attainment, program of study alignment, or preparation for high tech, high wage or high demand jobs. Program improvement requests will be approved by the Minnesota West CTE advisory committee and purchases will be made by the fiscal host on behalf of the consortium.

Outcomes

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

Measures

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

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$56,915.63
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$56,915.63
Total	\$56,915.63

Goal 2 Objectives 7

Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
---------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategies

Improve and update technology and equipment in Technology Programs. Continue to upgrade program equipment and instruction.

Outcomes

Students will benefit from exposure to and being familiar with current technology and equipment prior to working in the field.

Measures

100% of students in technology programs will receive training and education utilizing current technology that they will encounter in the contemporary workplace.

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

Goal 2 Objectives 8

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

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$6,422.50
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$26,332.97
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$32,755.47
Total	\$32,755.47

Goal 2 Objectives 9

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

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$840.00

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$840.00
Total	\$840.00

Goal 2 Objectives 10

Use of Funds* R2 Programs of Study, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P10 Student Transition

Strategies

Secondary, post-secondary, community and industry leaders will meet to discuss potential models in which high school students can receive high school and college credit in health or manufacturing courses.

Outcomes

Meetings will be held on a regular basis, existing models will be considered, additional partners will be secured.

Measures

1 model in either the manufacturing or health care field will be developed.

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,120.11
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,120.11
Total	\$1,120.11

Goal 2 Objectives 11

Use of Funds* R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P8 Teacher Preparation

Strategies

Upgrade technology and equipment for technical programs evaluated as in need of contemporary equipment in order to provide students with valuable curriculum experience

Outcomes

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

Measures

Each student's education will be enhanced by the updating of equipment and technology that is inline with current industry standards.

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

Goal 2 Objectives 12

Use of Funds* R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading

Strategies

REALLOCATION Replace and upgrade technology and equipment for the Electrical, Powerline, Medical Lab Technology and Dental Assisting departments as a means to improve training and the experience of post secondary students.

Outcomes

REALLOCATION See Above	
Measures	
REALLOCATION See Above	
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$5,765.64
Post-Secondary Reallocation Reserve	\$1,685.95
Post-Secondary Total	\$7,451.59
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,451.59

Goal 2 Objectives 13	
Use of Funds*	R10 Collaboration
Strategies	
REALLOCATION Create an application process for districts to apply for funding to support collaborative projects between multiple districts.	
Outcomes	
REALLOCATION Cooperating school districts may submit a joint application to request funds to support projects and/or programs they have in place or hope to enter into. A minimum of two applications will be funded.	
Measures	
REALLOCATION Schools will eliminate barriers to cooperation.	
Description	REALLOCATION Smaller districts do not have the resources to offer all the courses they would like. By banding together to share resources like equipment and staff, more students will be able to take courses they wouldn't otherwise have access to. These funds will help eliminate some of the barriers that make collaborating possible.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$6,580.46
Secondary Reallocation Reserve	\$2,374.92
Secondary Total	\$8,955.38
Total	\$8,955.38

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

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

Supporting Documentation (not required)

QUESTION: What service was conducted during the grant year that was most successful?

Avera Marshall continues as the host partner for Project SEARCH. The Avera Marshall program was developed through the cooperation of several organizations that met

regularly (and continue to meet) since the summer of 2011. The program serves as an opportunity for students to transition from high school to community employment by working Monday to Friday, generally from 8am to 3pm, during the school year. Students are provided an opportunity to participate in a variety of 8-10 week internship rotations at the hospital that best meet their interests, experiences and abilities. A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment. 6 students completed the Project Search program during the 2014-15 school year. Of the 6, 5 are competitively employed around the region. Their new jobs include manufacturing, housekeeping, and retail.

A number of different activities and services were offered to prospective students and current students at the post-secondary level that were successful and assisted in recruitment, retention and completion for special populations. Some of the highlights include:

- **Breaking Traditions:** Occurred on each of the 5 campuses and the Luverne center in February and March 2015. The program is sponsored by MN West CTC and SWMNPIC for high school students to visit the campuses and programs and investigate career options not previously considered. This year a 120 students from alternative learning centers and high schools attended.
- **SW MN Career Pathway Partnerships:** Southwest ABE, MN West CTC, Workforce Center, and SWMNPIC offer a number of courses including Welding, CNA, and TMA courses in which students can receive college credits. Advisors from MN West CTC are available for career assessments, and advising as well as presentations on admissions and financial aid. Approximately 70 Career Scopes were completed and 4 presentations to classes to assist in transitioning to college. Students participating are high school students, students without a GED, underemployed or unemployed individuals and ESL students.
- **College Central Network:** College Central is the official resume and job posting/search service for MN West CTC. It went live September 2014. 139 students have activated accounts with 29 students uploading resumes.
- **Smarthinking and Tutoring:** Retention is an ongoing concern for students at MN West CTC and one that is given priority. We have a number of avenues for students to receive assistance with their courses and course material through online tutoring, adobe connect and skype tutoring, face to face tutoring, peer tutoring, and group tutoring. Over 270 students received tutoring in 1752 tutoring sessions for a total of 1276 hours of tutoring.
- **Grades First:** MN West Continues to use Grades First as an early alert and intervention tool. Tutor coordinating became fully functional in 2014-2015. It is also used as a communications tool for our many cohorts. In Fall 2014 1,761 students were reported on resulting in early communications about courses by both faculty and advisors.
- **Parent/Adult Night Out:** Each campus of MN West CTC held a parent and adult night out on April 15, 2015. 21 parents and prospective students attended the evening activity in which faculty, financial aid, admissions, and advisors were available to discuss our programs.
- **Get Connected:** Get Connected was a new activity for MN West CTC as a whole. The second week of the semester students on each of the campuses and the Luverne site were involved with activities to get them connected with faculty, staff, and community members. Community members were invited along with faculty and staff to have booths for students to stop and connect. Information about businesses, employment, as well eating right, money saving tips were just some examples of what the booths were offering. Other activities happened during the day such as music, walking tours, bingo, Zumba, painting, and other games. Over 50 businesses across SW MN attended and over 400 students participated.

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

Survey data is collected by students attending the annual Career Expo to gauge their knowledge about non-traditional careers prior to and again after attending the Game Show portion of the event. In 2014, 19.92 % of high school sophomores rated their knowledge of non-traditional careers as a 4 or 5 on a five-point scale. After the event, 65.34 % of the students rated their knowledge as a 4 or 5.

MN West CTC uses information regarding enrollment, retention, completion, Perkins indicator, satisfactory academic progress, and usage data to inform consortium activities. For instance, statistics from Grades First, Smarthinking, and each campus inform us about usage of services and how students are doing. We can also run specific information about students having difficulty in specific areas i.e. math or writing and improve service in those areas. Using this information assisted in meeting indicators in 2014 for completion, retention, placement, non traditional participation and completion which means improved outcomes for our special populations.

Goal 3 Objectives

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

continue in additional college classes. Classes in math and in business will also be offered. Technology used will involve in person, internet and Adobe Connect and recorded classes on You Tube.

Outcomes

Intro to CTE (Career and Technical Education) has been expanded to all five campuses in an effort to focus on students entering majors nontraditional for gender. High demand and high pay technical majors will be highlighted. Various activities which include but are not limited to Women in the Trades and activities directed at adults returning to college and collaboration with agency and area high schools will be initiated on each of the five campuses. This will include the Learning Centers when appropriate. The Student Service Advisors will coordinate the activities focusing on recruiting and supporting students entering nontraditional programs for gender. Collaboration between Minnesota West CTC and area high schools introducing programs such as Fluid Power Technology -hydraulics and pneumatics to secondary students utilizing trainers developed and built solely for this purpose. Students will become familiar with a field and career that many employers across Minnesota and the nation are demanding because of the labor shortage. Fluid Power Technology averages 300 job opportunities yearly.

Measures

Inform, recruit and support students entering careers nontraditional for gender. Minnesota West will initiate activities directed at recruiting and supporting students entering programs that are nontraditional for gender. High paying and high demand technical careers will be highlighted. Fluid Power will assist secondary with trainers to familiarize secondary students with hands on experience with Fluid Power. 25% of consortium area high schools will use the trainers in their classrooms.

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

Goal 3 Objectives 4

Use of Funds* R6 Assessment , R9 Special Populations, P10 Student Transition

Strategies

Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.

Outcomes

High school special population students will develop transition plans based on the Project Discovery Career Assessment and Exploration program experience. Students will participate in the independent living skills assessment process to establish baseline levels.

Measures

Independent living assessments results will be utilized in the development of students' IEP Transition Goals and Objectives 80% of the time.

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$15,799.46
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$8,763.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$24,562.46
Total	\$24,562.46

Goal 3 Objectives 5

Use of Funds* R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition

Strategies

Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.

Outcomes

Project Search is a transition high school that will serve students transitioning from high school to employment. Avera Marshall will host students as they intern in a variety of career areas within the hospital.

Measures

8 students will enroll in the 2014-15 school year. Add 3 additional hospital departments for internship rotations.

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00

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

Goal 3 Objectives 6

Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services
---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategies
Special population students will be given a variety of options, services, and course work provided by Minnesota West to successfully matriculate to graduation. Student Services Advisors, Counselors, Diversity/Retention staff and Faculty Advisors are primarily responsible. However, everyone at the college is responsible for retention. Retention efforts and services-based on quantitative and qualitative study-are offered to students year around.

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

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

Description	
Post-Secondary Required Activities	\$92,809.38
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$65,984.25
Post-Secondary Admin Cost	\$7,800.00
Post-Secondary Reallocation Basic	\$0.00

Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$166,593.63
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$166,593.63

Goal 3 Objectives 7

Use of Funds* R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition

Strategies

Special population students will have full access to high school CTE programs and courses.

Outcomes

Approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses.

Measures

35% of approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses. 90% of individuals with disabilities will be identified as "Completers" according to the Perkins IV Core Indicators as supplied by the consortium school districts.

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,861.21
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,861.21
Total	\$2,861.21

Goal 3 Objectives 8

Use of Funds* R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition

Strategies

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

Outcomes

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

Measures

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

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

Goal 3 Objectives 9

Use of Funds* R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student

Transition	
Strategies	
Students will be provided information and opportunities to experience occupational work in a variety of non-traditional careers	
Outcomes	
Representatives from MRVED, Minnesota West and the SW/WC Service Cooperative will serve on the Youth Council that oversees regional youth employment programs delivered through the Private Industry Council. The Youth Council will work with PIC staff to develop program goals including exposing students to non-traditional careers. The Breaking Traditions Conferences will be advertised to area alternative learning centers. Breaking Traditions events will be offered on four Minnesota West campuses.	
Measures	
100% of Minnesota West Technical College Campuses will partner with the SW MN PIC to host a Breaking Traditions event.	
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 4 Narrative:

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

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

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

The MN West Consortium has continued to work diligently to provide opportunities for secondary students to earn college credit and explore career and technical education. In 2014-2015, 610 students participated in PSEO courses through MN West CTC of which 373 were students from consortium member schools. The Sophomore option for PSEO opened the door for 16 students to explore career and technical education. In Spring 2015, 18 high school teachers from 7 high schools taught for the MN West CTC REACH program. They offered 33 sections of 20 different courses. Duplicated headcount in the 33 sections was 757.

Along with PSEO, students have a multitude of options for earning college credit. 2014-15 was the first full year of participating in the www.ctcreditmn.org website. This partnership involves the cooperation of 33 colleges to offer college credit to high school juniors and seniors who've met established competencies negotiated between high school and college faculty. Minnesota West Consortium schools have traditionally participated in many of the agreements. The new website was a big change and affected the numbers of teachers who requested credit for their students. Five teachers requested 35 agreements. Minnesota West has articulated 21 agreements.

MN West CTC offers college courses for secondary students at the Worthington Automotive Center in auto mechanics, welding, and CNA and nursing and health professional preparation courses at the Marshall Area Technical Education Center. Students can complete full certificates or partial of which they can then transition to MN West CTC for diploma, AAS, or AS degrees. The computer support division worked with AT&T in a partnership to offer Concepts of Coding for college credit to 30 secondary students in the summer of 2015. The Pipestone High School has also made arrangements to offer carpentry and welding courses to their students on the Pipestone Campus of MN West.

MN West CTC has a number of articulation agreements and 2 + 2 programs with a number of institutions. Agreements have been formalized with 12 institutions in the areas of Nursing, Psychology, Sociology, Computer Information and Science, Business, Accounting, Law Enforcement, Management and Supervision in Healthcare, Agriculture, Child Development, Automotive Technology, Dental, Diesel, Electrician, Fluid Power, Powerline, Renewable Energy, Wind Energy, Medical Administrative Science, Medical Assistant, Radiology, and Education. MN West CTC added agreements with Southwest Minnesota State University this past year to include Law Enforcement and Office Management.

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

Students may print their ACC record from the www.ctcreditmn.com website which lists all articulated college credits the student has earned.

Minnesota West transcripts do not differentiate in how classes and grades are recorded from the general population of students to high school students. In other words, one cannot discern whether college credits were taken at the high school level.

High school transcripts vary from high school to high school. College classes on high school transcripts indicate that the classes were taken at a college.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , P8 Teacher Preparation
Strategies	
Communicate college and work readiness standards to teachers, improve academic and technical skills of students in CTE programs, and prepare students for high wage, high skill, or high demand occupations.	
Outcomes	
Each year, two facilitated meetings will be held with Minnesota River Valley Education district CTE staff. FACS, Industrial Technology, Business and Agriculture will meet.	

Instructors will share curriculum information with one another, make necessary updates to their curriculum maps, and create common formative assessments.

Measures

80% of Minnesota River Valley Education District Staff will update their curriculum maps to reflect an understanding of college and work readiness standards, alignment of academic and CTE programs, and the skills needed to prepare students for future careers. Industrial Tech and Ag teachers will concentrate on developing formative assessments. Business and FACS teachers will concentrate on pacing guides and ELA alignment. The MRVED continues to expand their online course options. Program approval will be completed by consortium instructors.

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,499.50
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$2,924.60
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,424.10
Total	\$8,424.10

Goal 4 Objectives 2

Use of Funds* R6 Assessment , R10 Collaboration, R11 Articulation

Strategies

Consortium partners, secondary and college teachers and administrators will have access to up-to-date information about the consortium's Carl Perkins projects.

Outcomes

The consortium website (www.lifetimeoflearning.com) will be maintained to provide teachers and administrators with information about consortium events and activities, program approval updates, access to Minnesota Articulated College Credit information, links to Programs of Study website and necessary data collection requirements. A monthly blog will be used to update members of important information. Annual meetings will be held with each district's CTE instructors and administrators.

Measures

At least 5 CTE blog entries will be posted each month with an average of 300 page views per month.

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,621.02
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,621.02
Total	\$8,621.02

Goal 4 Objectives 3

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

Strategies

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

Outcomes

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

Measures

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

Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$15,422.20

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$2,251.60
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$17,673.80
Total	\$17,673.80

Goal 4 Objectives 4

Use of Funds*	R2 Programs of Study, R10 Collaboration, R11 Articulation
Strategies	High school students will have access to a seamless system of coursework through articulation agreements between secondary and post-secondary schools.
Outcomes	Articulated College Credit certificates will be issued to career and tech students and concentrators. Articulated college credit certificates will be available for issue to consortium schools. College credit certificates will be issued to high school CTE students that are part of the Southern Minnesota Articulated College Credit Partnership.
Measures	200 consortium high school students will achieve college credit through articulation of their high school courses. 2,225 students from across the Southern Minnesota Articulated College Credit Partnership will join with students from 8 additional consortia to achieve college credit through articulation of their high school courses through the www.ctecreditmn.com website. 30% of consortium schools will issue Minnesota Articulated College Credits to high school students that meet post-secondary competencies.
Description	
Post-Secondary Required Activities	\$740.50
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$740.50
Secondary Required Activities	\$4,612.20
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,612.20
Total	\$5,352.70

Goal 4 Objectives 5

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P10 Student Transition
Strategies	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. Secondary Students will be offered Nursing Prep Courses to earn college credits. Credits will be completed during one Semester. Students will be provided with academic support. Responsibility will include professional personnel from nursing department and Allied Health.
Outcomes	Minnesota West will work collaboratively to assist secondary schools & students with classes in math, business, HS Fluid Power Technology and Computer Support Technology. The college will continue to evaluate developmental classes in order to better serve lower functioning students. Based on Accuplacer scores, the college will continue to increase student enrollment in developmental courses on ground and online when appropriate. 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. Three nursing and/or health professional preparation courses will be offered to secondary students for a total of 6 credits of college level courses upon successful completion to be completed during a college semester. Students will be able to complete a block of Nursing Prep Courses.
Measures	In fiscal year 2014, 414 students were enrolled in one or more developmental classes. We believe that it is a given that we will have entering students requiring developmental classes. In Fall 2014, students will be assessed and enrolled in developmental classes, if appropriate. Developmental classes increase student success by placing student in appropriate basic skill classes rather than entering classes that are inappropriate. Continue to use Accuplacer to correctly place academically challenged students in developmental courses in order to develop successful academic skills. Freshman Seminar addresses academic and student study skills using Accuplacer scores for placement. Freshman Seminar credits are used as elective credits. Secondary students are encouraged to visit the campus for special events. An example is 9th Grade Day where students visit the campus and are engaged in technical programs with presentations by faculty and possible diversity presentations such as the Mixed Blood Theatre or special population speakers. 16 students will register and successfully complete Medical Terminology(3credits), AHA CPR-AED First Aid Certification (1credit), Nursing Assistant (3credits). Total of 6 Credits. Students will receive academic support. PSEO series of Nursing Prep Courses.
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00

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

Goal 4 Objectives 6	
Use of Funds*	R9 Special Populations, P10 Student Transition
Strategies	
Schools will develop a transition to post-secondary education and employment plan to meet state legislative requirements.	
Outcomes	
Use a school-wide guidance program to increase the number students who graduate from high school with the knowledge, skills, and habits necessary for success in college and a career.	
Measures	
4 consortium schools will implement the Ramp Up to Readiness curriculum.	
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

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

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

Linda Pesch was designated as the new post-secondary coordinator for the MN West Consortium in the wake of Linda Degiselles' retirement. Linda participated in a number of professional development activities including the 2014 CTE Works Conference, coordinators meeting, Perkins webinars, spring 2015 MACTA conference and the new coordinators mentor program.

Minnesota West Community and Technical College and the SWWC Service Cooperative cooperatively employ a career development coordinator to organize joint activities between secondary and post-secondary CTE programs. Some of these projects include the annual Career Expo which served 2240 high school students in 2014. Both secondary and post-secondary business and FACS/Early Childhood faculty attend the annual best practice meetings, and faculty from both levels attend the biennial articulation negotiation sessions. These events help strengthen the relationship between faculty.

The consortium website is maintained to provide teachers and administrators with information about consortium events and activities, program approval updates, access to Minnesota Articulated College Credit information, links to Programs of Study website and necessary data collection requirements. A monthly blog is used to update members of important information pertaining to consortium activities. Staff presents information about Carl Perkins to college faculty during annual Duty Days meetings.

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

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

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

The consortium is dependent on finding additional grants and sponsorships from other sources. \$13,475 was collected from various sponsors and another \$15,000 in in-kind contributions was collected for facility use, advertising, etc. In-kind contributions by Avera Hospital and Advance Opportunities are critical to the continued success of the transition high school.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
College and secondary CTE consortium members will receive services that meet their needs.	
Outcomes	
A survey of Minnesota West Carl Perkins consortium services will be sent to consortium members by April 2013 and results will be used to make changes to the types of services delivered and improve delivery methods.	
Measures	
97% of respondents will indicate they are satisfied or extremely satisfaction with the Minnesota West Carl Perkins Consortium on annual CTE survey.	
Description	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P8 Teacher Preparation, P9 Alternative Formats
Strategies	
Consortium plans, activities, staff development opportunities and other news will be shared with school district staff, college faculty, administrators, and critical partners.	
Outcomes	
The MN West Consortium will employ a coordinator to be a liaison between programs and faculty of college and regional high schools. Consortium staff will plan and attend meetings between secondary and college faculty based on discipline area, at least one time per year.	
Measures	
The consortium's website will be updated and maintained on a regular basis to provide 24-7 access to Carl Perkins data, event information, FAQ's, and Articulated College Credits.	
Description	
Post-Secondary Required Activities	\$39,135.28
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$39,135.28

Secondary Required Activities	\$18,341.04
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$12,655.30
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$30,996.34
Total	\$70,131.62

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$7,382.30	\$0.00	\$0.00	\$0.00	\$0.00	\$7,382.30	\$50,052.90	\$0.00	\$0.00	\$1,000.20	\$0.00	\$51,053.10	\$58,435.40

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$16,492.73	\$0.00	\$0.00	\$0.00	\$5,765.64	\$22,258.37	\$67,848.74	\$0.00	\$0.00	\$30,453.22	\$6,580.46	\$104,882.42	\$127,140.79

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$92,809.38	\$0.00	\$7,800.00	\$65,984.25	\$0.00	\$166,593.63	\$18,660.67	\$0.00	\$0.00	\$8,763.00	\$0.00	\$27,423.67	\$194,017.30

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$740.50	\$0.00	\$0.00	\$0.00	\$0.00	\$740.50	\$34,154.92	\$0.00	\$0.00	\$5,176.20	\$0.00	\$39,331.12	\$40,071.62

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$39,135.28	\$0.00	\$0.00	\$0.00	\$0.00	\$39,135.28	\$18,341.04	\$0.00	\$12,655.30	\$0.00	\$0.00	\$30,996.34	\$70,131.62

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$156,560.19	\$0.00	\$7,800.00	\$65,984.25	\$5,765.64	\$236,110.08	\$189,058.27	\$0.00	\$12,655.30	\$45,392.62	\$6,580.46	\$253,686.65	\$489,796.73

Verification

I have looked over these budget Yes

numbers.*

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Accounting
RPOS submitted with 10 components	MinnesotaWest_MarshallHS_Accounting_MN Programs of Study_ISEEK.pdf

Progress Update for Programs of Study and TSA

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

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

Technical Skill Assessments have fallen out of favor with many districts who have been reliably testing their students. Two districts will no longer be giving the NOCTI Accounting assessments. It's hoped that one district will continue to give the accounting assessment. One district has been giving the Child Development assessment and intends to continue. Finding teachers willing to give assessments in Agriculture, Welding, and Construction has been very difficult. Many feel they do not have enough time to teach the content to the depth necessary for their student to pass the assessments. The Marshall Area Technical Education Center would be a perfect place to test welding students but the instructors are post-secondary teachers. They used to have secondary licenses but let them lapse, so the program is not approved. We will try to work with Lac qui Parie Valley High School to review the welding assessments to see if a TSA can be offered there.

Programs of Study

Programs of Study 1	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Automotive Technology
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) - Automobile Service Consultant Certification Test
In which course (use course code) or at what time in the program?	Prior to Graduation
Programs of Study 2	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business
At which High School? College?	Fairmont, Marshall, Westbrook-Walnut Grove, Canby, Montevideo
State-Approved Secondary Assessments	NOCTI Accounting Basic Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	140710-16
Programs of Study 3	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Agriculture
At which High School? College?	Springfield
State-Approved Secondary Assessments	CareerTech - Plant & Soil Science: Soil Specialist
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	019901
Programs of Study 4	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting

In which CTE Program?	Accounting
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Accounting Advanced Assessment
In which course (use course code) or at what time in the program?	ACCT2101

Programs of Study 5	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Minnesota West Community and Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Accounting Basic Assessment
In which course (use course code) or at what time in the program?	BUS2201

Programs of Study 6	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Agriculture
At which High School? College?	Minnesota West Community and Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	MN Dept. of Agriculture (MDA) Licensed Commercial Pesticide Applicator
In which course (use course code) or at what time in the program?	AGRI 1125

Programs of Study 7	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction Occupations
At which High School? College?	Yellow Medicine East
State-Approved Secondary Assessments	Skills USA - Carpentry
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	171000

Programs of Study 8	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Family and Consumer Science
At which High School? College?	Luveme
State-Approved Secondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	090101

Programs of Study 9	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Child Development Technology
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Early Childhood Care and Education – Basic, Job Ready Assessment
In which course (use course code) or at what time in the program?	Prior to Graduation

Programs of Study 10	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Automotive

At which High School? College?	Fairmont
State-Approved Secondary Assessments	CareerTech – Automotive: Engine Repair Technician
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	170303-30

Programs of Study 11	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	MN West Community and Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Administrative Services
In which course (use course code) or at what time in the program?	Prior to graduation

Programs of Study 12	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Power, Structural, and Technical Systems
In which CTE Program?	Agriculture
At which High School? College?	Westbrook-Walnut Grove
State-Approved Secondary Assessments	CareerTech – Welding: Gas Tungsten Arc
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	019901

Programs of Study 13	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	Montevideo
State-Approved Secondary Assessments	NOCTI - Administrative Services
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	140710-41

Programs of Study 14	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Power, Structural, and Technical Systems
In which CTE Program?	Welding
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Welding Society (AWS) - Certified Welder
In which course (use course code) or at what time in the program?	prior to completion

Programs of Study 15	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Plumbing
At which High School? College?	Minnesota West Community & Technical College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Plumbing
In which course (use course code) or at what time in the program?	Prior to Graduation

Status Report on Improvement Report and Plan

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

target.*

MN West CTC implemented Grades First an early alert and intervention program to track student progress and intervene at various stages in the semester. This resource assists with completion, participation and retention. Every campus was also involved in numerous activities to ensure retention and completion of non traditional populations including study skills sessions and diversity events and education. We also held a number of events that open the conversation for non traditional participation in our programs. Specifically we held Breaking Traditions at every campus, Tech Search, 9th Grade Day, Importance of College and Non-traditional Careers, Parent and Adult Night Out, and strategic involvement with programming at Southwest ABE. Activities to promote programs to non-traditional students resulted in exposure to over 500 prospective students.

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

We use data on enrollment, retention, and completion to inform decisions about activities, events, and process changes. In 2015, data related to enrollment and retention was used to drive our decision to make sweeping changes to our orientation process at MN West CTC. The changes have resulted in a more uniform process at every campus that allows for better preparation of students to enter college. Also a college wide "Get Connected" Day was implemented on the second week of the Fall semester as a means to ensure students had what they needed along with getting to know area businesses, faculty, staff and each other. A task force, of individuals throughout the college, was put together to look at what was happening, what needed to happen, and advise changes.

Staff from the SW/WC Service Cooperative and Minnesota West Community and Technical College meet frequently with key partners and stakeholders throughout the year utilizing several key committees and advisory groups. The stake holders that provide input include: SMSU, Workforce Council, Private Industry Council, SW Initiative Foundation, consortium school district staff, Department of Economic Development and regional employers. Data collected from student surveys from events like Breaking Traditions and the Career Expo help give insight into how much exposure students are getting about non-traditional careers.

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

In 2014 the MN West Consortium did meet the targets set in all areas we reported on for improvement. Non traditional participation and completion have always been difficult benchmarks to meet but anticipate our efforts will keep us in line with proposed targets.

2P1 - Credential certificate or degree - Target 77.60% - Actual 80.16%

5P1 - Non Traditional Participation - Target 12.40% - Actual 12.83%

5P2 - Non Traditional Completion - Target 8.90% - Actual 9.29%

6S1 - Non Traditional Participation - Target 30.37% - Actual 32.96%

Improvement Report

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

Other Information

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

MW West CTC did meet targets for FY 2014. Student Services Advisors met with each other and their respective campuses (faculty, students, marketers, and Dean's) to develop activities for each campus related to introducing non-traditional students to college and programs not otherwise considered. Working closely with marketing to develop these activities and events were key to their success. We also partnered with Workforce, SWMNPIC and Southwest ABE and area schools and cooperatives to get prospects on campus. A task force of diverse individuals was developed to look at the overall orientation process at MN West CTC. The result was a unified approach to orientation in which we hope students had more positive and helpful onboarding experience. Statistics used to inform all activities and the orientation task force came from enrollment, retention, satisfactory academic progress, and completion data. Activities to promote programs to non-traditional students resulted in exposure to over 500 prospective students.

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)	5P1 – Nontraditional participation
Action Steps to improve the performance	
<p>-Expand Introduction to Career and Technical Education (Intro to CTE). -All five campuses will participate in Introduction to CTE. -Each of the campus Student Service Advisors are in charge of coordinating activities and events that will focus on recruiting students into programs non-traditional by gender. The Student Service Advisors will also coordinate activities that will support students entering programs non-traditional according to gender. -Coordinated STEM activities will include but are not limited to Women in the Trades, adults returning to college and activities with secondary students and high schools. -Faculty will be assisted with events with possible students and shadowing in their classrooms. -Student Service Advisors will meet with marketing team to discuss publicity for events and support for events. -Meet with marketing team to discuss how marketing materials can reflect the benefits of majoring in non-traditional careers. -Meet with marketing and communication team to discuss additions to the college website. -Non-traditional programs that are high demand and high pay will be highlighted.</p>	
Resources Needed	<ul style="list-style-type: none"> -Carl Perkins funding for events and activities. -Student Service Advisors -Faculty -Campus Marketer -College Marketing Director -Campus Deans -HS Counselors -Workforce Center/PIC
Timeline	<p>Planning will begin July 2014 Activities will begin prior to Fall Semester 2014 All activities must be concluded prior to June 30, 2015</p>
Person(s) Responsible	<ul style="list-style-type: none"> Student Service Advisors Marketers Faculty CP Coordinators
How will progress be documented?	<p>Activities will be documented by each Student Service Advisor. Student Service Advisors will submit reports to Carl Perkins Coordinator</p>
Sub-populations or groups where gap exists:	High School Counselors often still do not recognize the advantages of majoring in non-traditional careers...or, even technical careers
Describe any contextual factors that might contribute to this gap:	We have discontinued some of our technical programs.
Further Information	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)	5P2 – Nontraditional completion
Action Steps to improve the performance	
<p>Nontraditional Completion - A concerted retention and completion effort will be made with CTE students in all campus programs nontraditional for student gender. Meetings with faculty and other stakeholders will held initially prior to the start of Fall Semester 2014. A plan will be drawn up for ways to support CTE students throughout their education at Minnesota West. Secondary counselors and Secondary Consortium Coordinator will be a part of the resource committee. Where appropriate, Student Service Advisors will meet collectively and individually with students in CTE programs to offer support and resources available.</p>	
Resources Needed	<ul style="list-style-type: none"> Statistics on program completion rates. Program Faculty Student Service Advisors Communications Director Campus Marketing Staff Workforce Center/PIC Adult Basic Education Campus Deans Secondary Counselors
Timeline	Begin work in July 2014 with persons and resources involved. All activities will conclude prior to June 30, 2015.

Person(s) Responsible	Consortium Coordinator Student Service Advisors Program Faculty Campus Deans
How will progress be documented?	Progress will be documented using retention program Grades First, meeting with students in CTE programs nontraditional by gender
Sub-populations or groups where gap exists:	
Describe any contextual factors that might contribute to this gap:	
Further Information	
Improvement Plan Supporting Documents (optional, not required)	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Other Summary Comments

QUESTION: Summary Comments

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

Attachments

Description	File Name	File Size
-------------	-----------	-----------

Feedback

Congratulations on your successful implementation of secondary technical skill assessments! We are especially interested in the school that offered the Early Childhood NOCTI assessment to 19 students and saw the improvement that 63% of the students passed compared to 37.5% who passed last year. We would like more information about changes/improvements made in the curriculum or delivery of instruction that led to the improvement.

"Many, upon entering MN West CTC come with college credits completed strengthening success, retention and completion."

How many? What does the data show about the performance of these students as they move through their programs of study? This data would be valuable in documenting the success of the POS.

The MN West Career Expo serving 2240 students from multiple school districts in the southwestern part of the state is an impressive endeavor. Thank you for documenting the data about the 65% of students at the Career Expo indicating that their family was the primary source of advice for their future education and career plans and the top two career fields they were most interested in were Health Care and Agriculture. Also 58% of the participants surveyed planned to go to a four-year college. How are you using this data to impact your delivery of career information to students and families?

Project SEARCH, Breaking Traditions and Get Connected are examples of creative activities to increase the success of CTE students. The team looks forward to reading about the outcomes of those initiatives.