Minnesota Department of Education

FY 2015 Integration Revenue Budget Worksheet

District Number: 548 **District Name** Pelican Rapids Public School District

80% Direct Services to Students

At least 80% of a district's proposed expenditures must be used for approved programs providing direct sesrvices to students. See current budget guide for examples.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16.	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the colum to the right.	Plan Goal & Activity numbers
World Language: Integration/Incentive Teacher Salary	300	211	318	140	$ 9,157.00		Advanced Spanish is credit-bearing course is offered during a normal school day and integrates high quality instruction, rigorous curriculum, technology, and inter-district integration opportunities for language learning. Students from Barnesville, Underwood, Lake Park-Audubon and Pelican Rapids enroll in these courses with the expectation of an integrated learning environment.	B-1
FICA	300	211	313	210	$ 700.51		FICA for licensed staff	B-1
TRA	300	211	313	218	$ 686.78		TRA for licensed staff	B-1
World Language: Teacher Salary	300	211	313	140	$ 9,989.42		.5 FTE Spanish teacher at the Junior High, and Senior High Level to facilitate a cooperative curriculum, give students a global perspective, and allow meaningful integration opportunities.	B-1
FICA	300	211	313	210	$ 764.19		FICA for licensed staff	B-1
TRA	300	211	313	218	$ 749.21		TRA for licensed staff	B-1
World Language: Student Entry Fees/Travel	005	790	313	369	$ 600.00		Coverage for student fees associated with West Central Minnesota's MDCC sponsored events, resources and opportunities.	B-1
World Language: Instructional Supplies	005	790	313	430	$ 609.45		Materials and supplies needed for regular integration activities through language learning units and activities, school/class events. Curriculum infuses academic and cross-cultural learning.	B-1
Integration: Elementary Ed Partnerships	100	790	313	366	$ 2,000.00		Inter-district partnerships with standards-based instruction will focus on literacy skills. Class partnerships begin in the fall with the Youth Frontiers' Kindness retreat, an opportunity that creates friendships and fosters positive racial attitudes. Teachers from LPA and the racially isolated school district of Pelican Rapids collaborate and share best practices, ensuring high quality instruction, rigorous curriculum, and ongoing inter-district integration opportunities.	B-1
Integration: Secondary Ed Partnerships	300	790	313	366	$ 2,000.00		Inter-district partnerships with standards-based instruction will focus on literacy skills. Class partnerships begin in the fall with the Youth Frontiers' Courage retreat, an opportunity that creates friendships and fosters positive racial attitudes. Teachers from LPA, Underwood, and the racially isolated school district of Pelican Rapids collaborate and share best practices, ensuring high quality instruction, rigorous curriculum, and ongoing inter-district integration opportunities.	B-1
Parent/Cultural Liasion	005	790	313	170	$ 10,000.00		Poor attendance often inhibits academic growth and progress and the Parent Liaison works with both students and parents to make a plan for improvement in attendance and academic intervention goals/plans.	B-1
Non-Licensed FICA	005	790	313	210	$ 765.00		FICA for licensed staff	B-1
Non-Licensed PERA	005	790	313	218	$ 725.00		TRA for licensed staff	B-1
World of Art: Supplies and Materials	005	790	313	430	$ 500.00		Materials and supplies needed for regular integration activities through world of art units and activities, school/class events.	B-1
Student Success: REACH Licensed Classroom Teacher	300	203	313	140	$ 30,600.00		Licensed personnel provide individualized support in order to optimize student success. This position provides integrative and academic value through guidance, direction, and academic support for underserved students. - Reading Literacy	A-1
FICA	300	203	313	210	$ 2,340.90		FICA for licensed staff	A-1
TRA	300	203	313	218	$ 2,295.00		TRA for licensed staff	A-1
Health Insurance	300	203	313	220	$ 2,500.00		Health for licensed staff	A-1
Life Insurance	300	203	313	230	$ 40.00		Life insurance for licensed staff	A-1
Long Term Disability	300	203	313	240	$ 70.00		Long-term disability for licensed staff	A-1
Tax Sheltered Annuity	300	203	313	250	$ 2,212.00		TSA for licensed staff	A-1

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16.	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the colum to the right.	Plan Goal & Activity numbers
Student Success: REACH Paraprofessional Salary	300	203	318	141	$ 30,600.00		A non-licensed support personnel provides individualized academic support for targeted student FRL population, recognizing that we need to service this student population with greater intentionality. Data from research-based interventions will be used to monitor and assess student achievement.	A-1
Non-Licensed FICA	300	203	313	210	$ 2,340.90		FICA for non-licensed staff	A-1
Non-Licensed PERA	300	203	313	214	$ 2,218.50		PERA for non-licensed staff	A-1
Non-Licensed Health	300	203	313	141	$ 2,500.00		Health for non-licensed staff	A-1
Non-Licensed Life	300	203	313	210	$ 40.00		Life insurance for non-licensed staff	A-1
Non-Licensed LTD	300	203	313	214	$ 70.00		Long-term disability for non-licensed staff	A-1
Student Success: Supplies and Materials	005	203	313	430	$ 600.00		A focus on literacy skills will be coordinated with reading materials in the collaborative. Research-based programs and materials will supplement to improve reading, writing, and critical thinking	A-1
TOTAL					**$ 117,673.85**	$0.00		

Notes or Comments:

Achievement and Integration for Minnesota
Plan for the West Central Minnesota Multi-District Cultural Collaborative

Integrating the school districts and communities of Pelican Rapids, Barnesville, Battle Lake, Detroit Lakes, Fergus Falls, Frazee-Vergas, Hawley, Lake Park-Audubon, Perham-Dent, and Underwood.

Pelican Rapids School District
ISD 548

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Date of Board Approval of Plan : February 5, 2014

Date of Submission to MDE : March 15, 2014

West Central Minnesota Multi-District Cultural Collaborative

"The mission of public education in Minnesota is to ensure individual academic achievement, an informed citizenry, and highly productive work force. This system focuses on the learner, promotes and values diversity, provides participatory decision making, ensures accountability, models democratic principles, creates and sustains a climate for change, provides personalized learning environments, encourages learners to reach their maximum potential, and integrates and coordinates human services for learners."

- MN Stat. §120A.03

INTRODUCTION

In accordance with Minnesota Statues 2013, section 124D.861-862, Minnesota's Achievement and Integration program was established to close Minnesota's academic achievement and opportunity gap. Participating districts are to pursue racial and economic integration and to increase academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' racial, ethnic and economic backgrounds.

Pelican Rapids Public Schools is a racially isolated school district as defined by Minn. Rule 3535.0110, subp.7 (2005). As of January 1, 2013, Pelican Rapids has an enrollment of 37.4% racially protected students (students who identify themselves as Black, Hispanic, Asian, and/or American Indian). This enrollment significantly exceeds those of the contiguous districts. Table A displays the most up-to-date data available from all of the school districts that comprise the West Central Multi-District Cultural Collaborative. Since its inception in 2005, the West Central Multi-District Cultural Collaborative (hereafter MDCC) has worked vigorously and diligently, proactively working to develop plans and provide meaningful learning opportunities for interracial contact between students.[1] We look forward to continuing our commitment to educational excellence in our geographical location that presents a wide range of cultural, ethnic, and socioeconomic backgrounds.

Table A. **WEST CENTRAL MULTI-DISTRICT COLLABORATIVE MEMBER DISTRICTS**

School District	ISD	Status	Total ADM[2]	% non-White ethnicity	Percent Free & Reduced Lunch[3]
Barnesville	146	Adjoining	859.27	2.0 %	21 %
Battle Lake	542	Voluntary	453.02	5.4 %	39.4 %
Detroit Lakes	22	Adjoining	2,861.83	17.0 %	41.1 %
Fergus Falls	544	Adjoining	2,519.55	8.4 %	32.5 %
Frazee-Vergas	23	Voluntary	899.53	11.6 %	51.8 %
Hawley	150	Adjoining	934.61	3.0 %	15.9 %
Lake Park-Audubon	2889	Adjoining	683.54	6.0 %	41.5 %
Pelican Rapids	548	Racially Isolated	904.90	37.9 %	51.3 %
Perham	549	Adjoining	1,352.12	8.2 %	40.6 %
Underwood	550	Adjoining	594.10	3.2 %	50.1 %

[1] MN Stat. §124D.86
[2] FY 2012-2013 TOTAL ADM obtained from MDE website, reported on 12-11-13
[3] FY 2012-2013 available obtained from MDE website on 01-12-2014

In accordance with the requirements that are specified in Minnesota Stat. § 124D.861 subp. 2 and Minn. Rule 3535.0170 subp. 6, the West Central Multi-District Cultural Collaborative submits their joint collaboration plan for cross-district integration.

MULTI-DISTRICT COLLABORATIVE ADVISORY COUNCIL

The West Central Multi-District Collaborative Advisory Council is comprised of school leaders, district staff, and community members. Appendix A lists all members of the MDCC Advisory Council. The Achievement and Integration Plan for 2014-2017 was developed with input from the council to complement and support the goals of each member districts' Achievement and Integration Plan. Representatives from each of the member districts reached consensus and enthusiastically endorse our program's goals.

MDCC NEEDS ASSESSMENT

In January of 2014 the MDCC worked closely with Margaret Biggerstaff, Data Expert at Minnesota Department of Education. Through analyzing School Improvement Assessment Reports for each of the ten districts that comprise the MDCC, we were able to identify common needs based on data.

The compilation may be summed by the following Table B:

MDCC District	Achievement Gap	
	Mathematics	**Reading**
Name	2011 to 2013	2011 to 2012
Barnesville	3.1%	Increase
Battle Lake	9.9%	TechNo
Detroit Lakes	1.8%	2.7%
Fergus Falls	Increase	Increase
Frazee-Vergas	Increase	Increase
Hawley	8.60%	Increase
LPA	10.4%	Increase
Pelican Rapids	Increase	Increase
Perham	4.8%	1.2%
Underwood	TechNo	TechNo
State, Minnesota	0.8%	Increase

The "Tech no" category means the actual gap may appear to be smaller, but it is smaller because the non-FRP group proficiency decreased. This data is invaluable because it is our hope that with an overarching, intentional focus on reading in our academically-based collaborations, we may positively affect the achievement gap that is present in all of our districts.

INTER-DISTRICT INTEGRATION ISSUES

Despite our rural location(s) and relatively small size of our districts, the MDCC seeks to instill a global perspective in our curriculum and prepare all students to compete, to contribute, and to be leaders in an increasingly diverse society. The following issues were identified by the MDCC Advisory Board and used as a basis for the June 2014 - June 2017 Achievement and Integration for Minnesota Plan.

Pelican Rapids ISD 548

- Pelican Rapids is proud of its diverse, rich cultural heritages represented throughout its community. The school district, in comparison with the other school districts in the MDCC, has a relatively small student population when compared to other member districts. Cross-district initiatives with member districts must be carefully planned in order for optimal participation from Pelican Rapids students and staff.
- Since English is not the primary language spoken at home in almost 35% of students in Pelican Rapids, many of our students do not have access to additional help at home. The lack of resources in the home is a barrier throughout the MDCC. Table C provides statistics regarding socioeconomic information on students and their families throughout the West Central MDCC.

Table C. **SOCIOECONOMIC DATA IN THE MDCC MEMBER DISTRICTS**[4]

School District	2009 Median Household Income	% of Population over 25 with HS+ Educational Attainment[5]	% of Residents Living Below Poverty Level	% of Students Receiving Free and Reduced Lunch Rate[6]
(Statewide Average)	$ 55,616	91.5 %	14.6 %	33.1 %
Pelican Rapids	$ 31,008	66.7 %	27.6 %	47.5 %
Frazee-Vergas	$ 31,147	69.8 %	34.3 %	46.4 %
Underwood	$ 42,174	70.9 %	28.7 %	47.3 %
Perham	$ 37,483	77.2 %	25.0 %	41.5 %
Battle Lake	$ 39,972	81.2 %	21.4 %	39.3 %
Lake Park-Audubon	$ 36,463	82.0 %	22.7 %	40.1 %
Detroit Lakes	$ 38,705	83.7 %	30.4%	37.3 %
Fergus Falls	$ 36,976	80.1 %	20.0 %	30.5 %
Hawley	$ 40,609	83.2 %	15.0 %	18.1 %
Barnesville	$ 51.934	79.8 %	11.1 %	22.6 %

Geography

[4] (2009). *Detailed profile search.* Avamag, Inc. Retrieved from http://www.city-data.com

[5] U.S. Department of Commerce, U.S. Census Bureau. (2012). *Educational attainment in the United States: 2009.* Retrieved from website: http://www.census.gov/prod/2012pubs

[6] U.S. Department of Education, (2012). *Numbers and types of public elementary and secondary schools from the common core of data: School year 2010–11.* Retrieved from National Center for Educational Statistics website: http://nces.ed.gov /pubs2012 /pesschools10 . Additional resource from the Minnesota Department of Education, Fall 2011 data – complete MARSS list available online at http://education.state.mn.us/MDE /SchSup/...MARSSStuAcc/index.html

- Joint programming and inter-district activities are difficult to administer if it is not done within the school day.
    - Many students are committed to extra-curricular activities, employment, or other activities.
    - Students may live 30-40 miles outside of the school building in which they are enrolled.
- Traveling to/from voluntary and adjoining districts during a school day presents a challenge due to the time-frame and mileage involved. For example, even a one-hour activity in Pelican Rapids may mean a three hour absence from their school day.

MDCC STATEMENT OF INTEGRATION GOALS

Goal 1 : STUDENT ACHIEVEMENT
Increase educational opportunities by providing students with specialized and individualized academic coaching, and designing meaningful opportunities that will integrate students of the West Central Multi-District Cultural Collaborative and enhance the academic experience of students of all ethnicities, backgrounds, and origins.

Goal 2 : CULTURAL AWARENESS
Prepare all MDCC students for the 21st century global society by providing learning opportunities through the arts, foreign language acquisition and enrichment, and/or shared educational programming that promotes understanding, respect, and interaction.

Goal 3 : PROFESSIONAL DEVELOPMENT
Provide all stakeholders with training opportunities and resources that enhance student success, promote cultural competence, increase awareness, and foster engagement and involvement by underserved students in the educational system.

Goal 4 : ADMINISTRATION and SUPPORT
Provide centralized system of support, oversight, and direction to ensure the effectiveness of MDCC's Integration and Development Plans and its congruence with MN Stat. § 124D.86 and MN Rule 3535.0170.

2014-2017 Achievement and Integration Plan

The West Central Minnesota Multi-District Cultural Collaborative (hereafter "MDCC") developed the following specific objectives and actions in order to meet our program goals. Finally, qualitative and quantitative data will be used to evaluate and measure the effectiveness of progress made toward integration plan goals. As recommended by the Minnesota Department of Education, MDCC has written our three-year inter-district integration plan using SMART goal tenets.

GOAL 1: STUDENT ACHIEVEMENT. Increase educational opportunities by providing academic coaching, working with cooperative curriculum that instills a global perspective, and designing meaningful opportunities that will integrate students of the West Central Multi-District Cultural Collaborative and enhance the academic experience of students of all ethnicities, backgrounds, and origins.

Intervention	Specific Action(s)	Evaluation & Measurement of Effectiveness
Student Success Academic Support A for-credit elective focused on rigor and college and career readiness for underserved students. This non-traditional, inter-district program will provide specialized and individualized academic coaching in an integrative learning environment.	✓Target student population within each school district in the MDCC for the Student Success program, including students of color, students not eligible for special education services, and students eligible for free and reduced lunch, serving these student populations forward with greater intentionality.	☐ Track student progress through data ☐ MCAIII and curriculum data to support instructional practices ☐ Increase in student attendance ☐ Improved student grades
Student Success Non-Academic Support Confronting stereotypes, healthy problem-solving skills, and other life-coaching topics will inform and enlighten student success participants, presenting options with how to work with people different from themselves.	✓The use of existing technology will provide students inter/intra personal academic and cross-cultural connections, access to online and app-based reading opportunities, immediate performance feedback, academic support in all curricular areas, student-based progress tracking, and creative productivity.	☐ Behavioral referral data will be used to assess increasing pro-social behaviors that relate directly to positive and productive learning. ☐ Improved student grades and credit accrual
Student Success Family Engagement Create family engagement initiatives that involve families in students' academic life and success.	✓Use research-based interventions and resources that will encourage discussion about how each school can best strengthen and engage families in the process of educating their child(ren).	☐ Increase in attendance at parent-teacher conferences in the fall and in the spring ☐ Increased familiar involvement and support ☐ Decrease in in disciplinary referrals and serious incidents caused by bullying, harassment, and racial disputes
Student Success Best Practices. Coordinators will have frequent, ongoing, and system-wide communication that ensures program cohesiveness, measures effectiveness, and provides opportunities to network and share insight with other professionals.	✓Collaboration time will be built in to the structure of the Student Success program. ✓Student Success Coordinators will attend MDCC-wide training before the school year and bi-monthly meetings throughout the school year	☐ Attendance at coordinator meetings ☐ Fall and Spring program evaluation will measure perception and reality of the Student Success program ☐ Use data to identify best practices to share across schools, districts, and the MDCC.

Student Leadership Training. Provide outreach, mentoring, and positive role model strategies and techniques in intentional, culturally integrated learning environments.	✓ Equip students (grades 9-12) with skills necessary to be positive leaders and contributors to society. ✓ Supplemental assistance for K-9th grade classrooms in culturally integrated learning environments, specifically tailoring instruction for students having difficulty in math.	☐ Increased attendance, grades and academic knowledge of underserved students ☐ Increased student engagement through leadership and service, reaching-out to a diverse group of students who have not typically been given opportunities for leadership in the past
Summer Programming. The Young Scholars Academy offers an inter-district, research-based academic summer program providing standards-based instruction to K-6 students of Barnesville, Hawley, and the racially isolated school district of Pelican Rapids.	Provide opportunities for underserved students to participate in extended-year programming in an integrative environment.	☐ Increased opportunities for inter-district discussion and contact through curriculum instruction ☐ Increased academic-based activities that create interracial friendships and foster positive racial attitudes ☐ Increased academic knowledge of underserved students ☐ Increased participation of underserved students in extended year programming.

GOAL 2: CULTURAL AWARENESS. Prepare all MDCC students for the 21st century global society by providing learning opportunities through the arts, foreign language acquisition and enrichment, and/or shared educational programming that provides integration opportunities that enrich cultural understanding, respect, and interaction.

Intervention	Specific Action(s)	Evaluation & Measurement of Effectiveness
World Language: Provide K-12 students with opportunities to explore a foreign language and/or culture in-depth as students ponder their own education (high school and post-secondary) and future employment options close to home and abroad.	✓ This credit-bearing course is offered during a normal school day and integrates high quality instruction , rigorous curriculum, technology, and inter-district integration opportunities for language learning ✓ Exploratory foreign language curriculum will be supplemented by ongoing, frequent opportunities for sustained interaction between native foreign language-speakers and elementary world language/culture students.	☐ Increased and sustained interaction between students of the racially isolated district and adjoining districts will create interracial friendships and foster positive racial attitudes

GOAL 2: CULTURAL AWARENESS. (CONTINUED) Prepare all MDCC students for the 21st century global society by providing learning opportunities through the arts, foreign language acquisition and enrichment, and/or shared educational programming that provides integration opportunities that enrich cultural understanding, respect, and interaction.

Intervention	Specific Action(s)	Evaluation & Measurement of Effectiveness
Cultural/Family Liaison. Provides outreach to families in Pelican Rapids and other families in the MDCC who are	Cultural liaison assists students with supplemental work in a variety of subject areas, including:	☐ Increased and sustained communication and interaction between students of the racially isolated district and adjoining districts will create interracial friendships and foster positive racial

largely underserved in school activities due to work schedules, language, and other cultural and socio-economic barriers.	- Provide culturally relevant family nights hosted in conjunction with all districts - Train the parents of targeted students on the use of Parent Portal to keep abreast of their student's academic progress	attitudes of all stakeholders ☐ Increased attendance, grades and academic knowledge of underserved students ☐ Improve school connection with targeted student groups, including: - increase in attendance at teacher conferences - increased familial involvement support - decrease in disciplinary incidents
Promote and Recruit Minority Staff and Students with Diverse Ethnic Backgrounds.	Additional connection for underserved students with a positive role model and an advocate for his/her education will provide additional support to students with low grades and poor attendance	☐ Hire and retain highly qualified staff with diverse ethnic backgrounds.
Cultural Cuisine. An elective that includes cooperative, inter-district planning that employs the use of Pelican Rapid's own community cookbook, "Many Cultures, One Community."	Create K-12 partnerships throughout the MDCC. A cultural foods course would expose all students to the rich cultural diversity that exists in our own local geographical location	☐ Ongoing feedback and communication will show an increase interracial friendships and positive racial attitudes ☐ Increased opportunities for inter-district discussion and contact through curriculum instruction ☐ Increased academic-based activities that create interracial friendships and foster positive racial attitudes
World of Art. Create meaningful opportunities for integration through K-12 art. Promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers in the arts. Provide students with opportunities for inter-district, integrative projects that increase awareness of the artistic heritage of other cultures as well as their own, including resident-artist experts in the MDCC.	Create K-12 partnerships throughout the MDCC. A cultural art course and/or an extracurricular activity would emphasize creative thinking and problem solving with personal interpretation. Art history, art criticism, and art appreciation is incorporated through inter-district integration opportunities on a regular basis.	☐ Ongoing feedback and communication will show increased student awareness and appreciation for multicultural understanding of artistic expression. ☐ Ongoing feedback and communication will show an increase interracial friendships and positive racial attitudes ☐ Increased opportunities for inter-district discussion and contact through curriculum instruction ☐ Increased academic-based activities that create interracial friendships and foster positive racial attitudes

GOAL 3: PROFESSIONAL DEVELOPMENT. Provide all stakeholders (including teachers, staff, district personnel, parents, and community members) with training opportunities and resources that enhance student success, promote cultural competence, increase awareness, and foster engagement and involvement by underserved students in the educational system.

Intervention	Specific Action(s)	Evaluation & Measurement of Effectiveness

Provide professional development for all inter-district staff members, enhancing instructional and leadership skills that will have the greatest impact on closing the achievement gap.	Offer incentives for school staff to access workshops that focus on up-to-date methods and research that supports best practices in approaching the achievement gap, understanding the diverse needs of students, and building cultural awareness	☐ Regular, system-wide needs assessment and communication will provide qualitative data from stakeholders ☐ Increase personal and professional cultural competence ☐ Increase involvement of MDCC stakeholders
Foster a sense of belonging and connectedness for all students by creating positive relationships with culturally competent adults.	Continue to support the MDCC efforts to develop, implement, and monitor the progress of programs that increase interracial contact	☐ Regular, system-wide needs assessment and communication will provide qualitative data from stakeholders ☐ Increase personal and professional cultural competence ☐ Increase involvement of MDCC stakeholders
Provide unique and non-traditional opportunities for parents and communities to become involved with the MDCC, building authentic relationships and having authentic discussions with the community on racial matters.	Educate the community about the goals of MDCC. Develop opportunities for district personnel to ensure cultural competency and build trusting and caring relationships with students and families.	☐ Regular, system-wide needs assessment and communication will provide qualitative data from stakeholders ☐ Increase direct involvement of MDCC stakeholders

GOAL 4: ADMINISTRATION and SUPPORT. Provide centralized system of support, oversight, and direction to ensure the effectiveness of MDCC's Integration and Development Plans and its congruence with MN Stat. § 124D.86 and MN Rule 3535.0170.

Intervention	Specific Action(s)	Evaluation & Measurement of Effectiveness
The MDCC Advisory Council directs the entity of the MDCC, reviewing and approving budget requests, ensuring discussion and movement toward cultural competency for the MDCC collaborative, district staff, students, and stakeholders.	Design and support and evaluation process to track progress and measure overall effectiveness of the Integration and Professional Development Plan	☐ Regular, system-wide needs assessment and communication will provide qualitative data from stakeholders ☐ Access to additional resources that will facilitate and enrich integration programming ☐ Increase in accountability of MDCC ☐ Increased success rate of MDCC and programs ☐ Increased support for MDCC member districts and communities
Multi-District Cultural Collaborative Administrator	K-12 Principal licensure by virtue shows competence in sixteen areas (Minn. Rules 3512.0510) and demonstrates ability to design, evaluate, track progress, and measure overall effectiveness of the Achievement and Integration Plans.	☐ Increased MDCC instructional oversight ☐ Regular, system-wide needs assessment and communication will provide qualitative data and direction from MDCC Advisory Council ☐ Increase in accountability of MDCC ☐ Increased success rate of MDCC and its programs ☐ Increased communication and involvement working with parents, teachers, staff, and community
Solicit support and engage policymakers in discussions of the achievement gap and how the MDCC creates opportunities for all students.	Intentionally build awareness and create meaningful opportunities to discuss the financial impact of not having adequately educated youth, the lack of a skilled	☐ Regular, system-wide needs assessment and communication will provide qualitative data and direction from MDCC Advisory Council ☐ Increase knowledge of local legislators on integration programming ☐ Increase the sustainability of integration revenue ☐ Increase community knowledge about issues affecting students

	workforce, and projected work shortages in rural Minnesota	

APPENDIX A

West Central Multi-District Cultural Collaborative Advisory Council[7]

Pelican Rapids

Superintendent: Deb Wanek

Collaborative Administrator: Amy Lee Buck

Community Representative: Dianne Kimm

Barnesville

Superintendent: Scott Loeslie

Local Coordinator: Teresa Shannon

Battle Lake

Superintendent: Jeff Drake

Local Coordinator: Kate Scherfenberg

Detroit Lakes

Superintendent: Doug Froke

Local Coordinator: Lisa Weber

Fergus Falls

Superintendent: Jerry Ness

Student Success/Diversity Coordinator: Guy Griebe

Frazee-Vergas

Superintendent: Terry Karger

Student Success/Diversity Coordinator: Becky Matejka

Hawley

Superintendent: Phil Jensen

High School Principal: Mike Martin

Lake Park – Audubon

Superintendent: Dale Hogie

Local Coordinator: Catherine Chilton-Werner

Perham-Dent

[7] The MDCC Advisory Committee hopes to expand itself to include more community, parent, student, and staff input. In other years the collaborative council included district superintendents and local collaborative coordinators.

Superintendent: Mitch Anderson

Local Coordinator: Dr. Sandra Weiser-Matthews

Underwood

Superintendent: Jeremiah Olson

Local Coordinator: Jason Rogers