
MINNESOTA
STATE COLLEGES &
UNIVERSITIES

MANAGEMENT
EDUCATION
PROGRAMS

JANUARY, 1996

SCOPE

Over **100,000 credits** are delivered to over **7,000 students**, generating over **2,200 FYE's** each year.

Currently, these Credits were delivered by:

- 119 Farm Business Management Instructors
- 37 Small Business Management Instructors
- 3 Lamb and Wool Management Instructors
- 3 Computerizing Small Business Instructors
- 2 Specialty Crop Management Instructors

These Instructors are officed in:

- 87 Farm Business Management Sites
- 25 Small Business Management Sites
- 2 Lamb and Wool Management Sites
- 3 Computerizing Small Business Sites
- 1 Specialty Crop Management Site

These programs are managed regionally by:

- 6 Regional Deans of Management Education (RDME)

Minnesota Management Programs are managed by:

- 1 State Management Program Manager

PROGRAM DELIVERY

The Student.....is any Potential or Current Farm or Small Business owner and/or operator located in the metro and Greater Minnesota area.

The Delivery System is Unique.....based on traditional methods in other programs. Instruction is delivered through:

- On-Site Personalized Instruction
- Classroom and Small Group Instruction
- Supervised, directed individual study
- Individual database and business analysis

Curriculum.....has been developed to include a statewide core curriculum plus customized local and regional courses to accommodate geographic differences.

Access to Education.....is enhanced through a system of dispersed delivery sites. Programs are located at Technical College campuses and at Technical College satellite locations, financed by the Minnesota State Colleges and Universities.

Credits delivered meet student needs.....using the Management Credit. The Management credit is designed to provide 36 hours of student effort, yet incorporate a greater individual effort by students.

PROGRAM EMPHASIS

Business and Personal Goals.....are the basis for education in Management Programs. Adult learning must allow the student input in directing the details of the instruction provided. Goal establishment enables the education to be "fine tuned" to the individual.

System Records and Analysis.....are an integral part of Management Education. Sound business decisions must be based on accurate information. A quality data management system offers the student confidence in the decision making process.

Individualized educational plans.....are a strength of Management Education. Students enroll for similar courses but receive on-site instruction which allows the instructor to highlight the individual educational needs of the student.

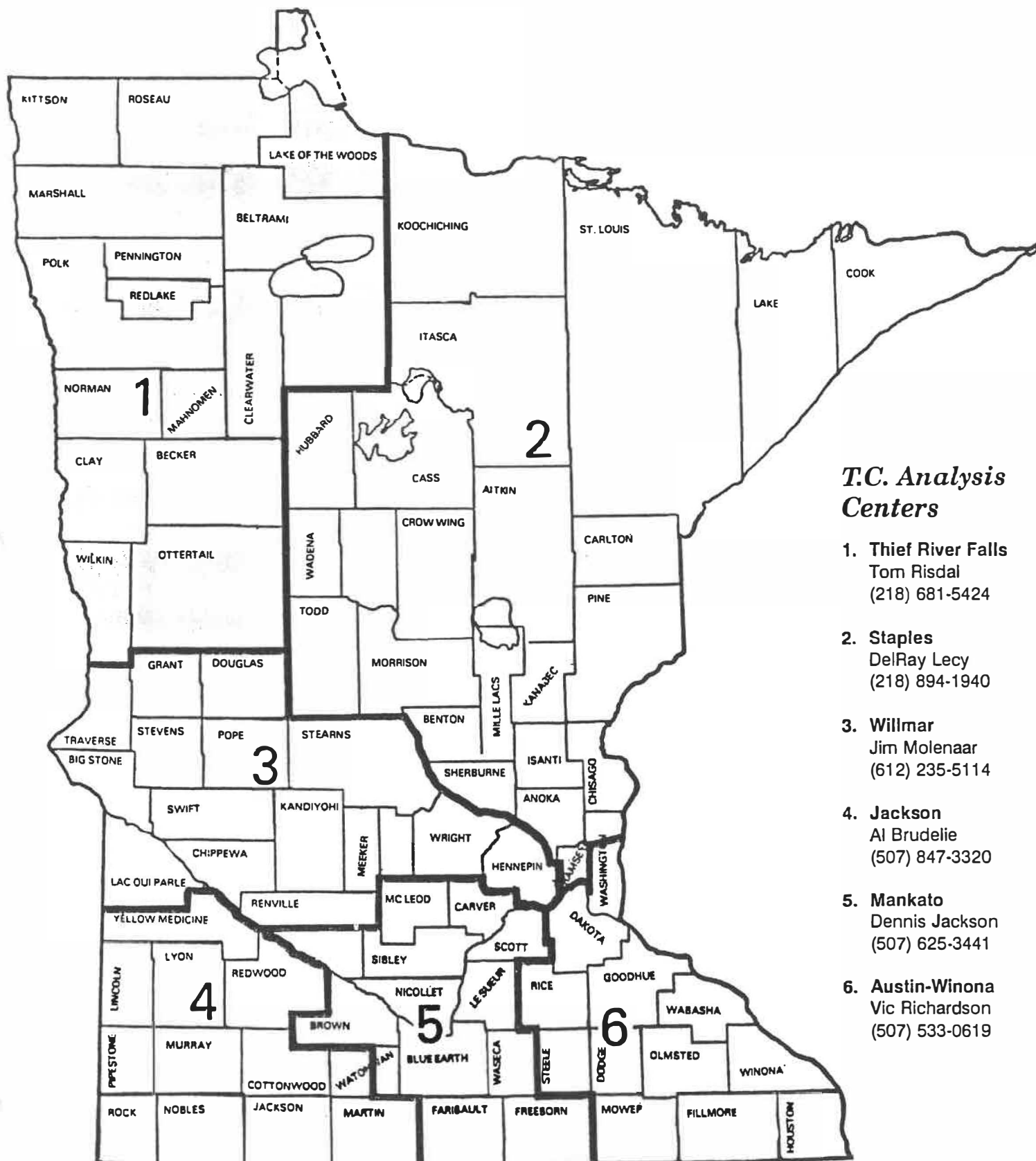
COOPERATIVE EFFORTS

Over \$5.6 Million has been received through special legislation since 1985, in addition to regular program funding. Farm Management program Instructors have cooperated with Ag. Lending Agencies, County Extension Offices, and Agriculture Department Offices to assist in addressing "Farm Crisis" issues.

Results of these efforts include:

- Addition of portable computers for Instructors
- Use of comprehensive financial planning software
- Starting of 19 new FBM programs
- Tuition adjustment of \$135 per student
- Start up of Beginning Farmer Programs and Special Enterprise classes
- Financial Management assistance given to 20,567 farm families

FARM MANAGEMENT AREA



T.C. Analysis Centers

1. Thief River Falls
Tom Risdal
(218) 681-5424
2. Staples
DelRay Lecy
(218) 894-1940
3. Willmar
Jim Molenaar
(612) 235-5114
4. Jackson
Al Brudelié
(507) 847-3320
5. Mankato
Dennis Jackson
(507) 625-3441
6. Austin-Winona
Vic Richardson
(507) 533-0619

REGIONAL
DEAN
OF
MANAGEMENT
EDUCATION

Working Definition

A Regional Dean of Management Education manages and administers education programs and staff by planning, developing, evaluating, executing and monitoring policies, procedures and programs to assure the most economical, efficient and successful delivery of management education.

Duties

Supervise Staff.....including: Determining staffing needs, counseling staff, interpreting program standards, monitoring credits delivered, monitoring staff ratios, assigning duties, conducting on-site program reviews, approving leaves, evaluating staff, enforcing analysis requirements, overseeing job description development, and facilitating the staff licensure process.

Manage Program Budgets.....which includes: allocating funds, interpreting budget information, initiating budget requests, analyzing budget requests, disseminating & explaining information, approval of expenditures, validation of financial reports, overseeing program budgets, collecting budget data, and preparing a final report.

Manage Curriculum.....including: overseeing curriculum implementation, encouraging curriculum development, developing local curriculum, communicating with curriculum committee, securing course approval, developing program plans, developing catalog materials, distributing curriculum, facilitating curriculum in-service, and sharing curriculum resources.

In-Service Staff.....which includes: determining current & potential needs, identifying resources, organizing management education materials clearinghouse, establishing schedules & plans, collaborating with conference planners, delivering in-service training, modeling new instructional technology, and evaluating effectiveness.

Manage Analysis Process.....including: preparing final report, initiating discussion of analysis needs, selecting system to use, conducting in-depth training with staff, managing physical analysis process, compiling data base, researching solutions to analysis problems, checking database for accuracy, interpreting database, developing analysis teaching materials, disseminating annual agricultural data.

Promote Management Education.....which includes: representing Management Programs in college activities, serving as a community resource for business data, establishing communication system/flow, interpreting program standards to TC leaders, serving as liaison between staff and agencies, publishing annual agricultural data, developing promotional materials, developing legislative initiatives.

Manage Student Registration Process.....including: communicating the registration process to staff, developing registration forms, developing calendars of registration materials, distributing the registration

materials, collecting registration materials as needed, managing the data accumulation process, directing the course grading process, and monitoring reports to state and local requirements.

Coordinate Student Services for Management Programs

.....which includes: communicating with Student Services staff, arranging meetings between Student Services and Instructors, assisting in processing financial aid, assisting in the billing process, evaluating credit transfer, providing transcripts, reviewing student transcripts, and approving program plan for graduation.

Promote Technical Education.....which includes:

distributing promotional material, assisting with FFA activities, serving on college councils and committees, speaking at service organizations, participating in professional organizations, serving on state agency committees, providing high school/post secondary liaison, assisting with PAS activities, and providing high school Ag instructor in-service.

Manage Special Projects.....including: developing strategic plans, administering beginning farmer program, administering enterprise classes, administering special legislative programs, and writing grants.

MISSION
and
VISION
STATEMENTS



CENTRAL LAKES COLLEGE is a community and technical college in central Minnesota with campuses in Brainerd and Staples.

Our **VISION** is to be an innovative leader and advocate for integrating education with quality of life. We strive to be the preferred resource for meeting the higher education needs of those we serve.

Our **MISSION** is to provide you with quality lifetime learning opportunities through higher education.

MnSCU and CLC promote the following **VALUES** in all areas of the organization:

- **Quality:** We value higher standards of performance in everything CLC undertakes.
- **Diversity:** We value being open and accepting of all individuals.
- **Civility:** We value educating for social and civic responsibility.
- **Access and Affordability:** We value ensuring that there are no financial barriers to education.
- **Systemwide Accountability:** We value and will demonstrate educational effectiveness and organizational efficiency.

Our **GOALS:**

- **Responsive Learning Environment:** Create a global environment that is flexible and responsive to the needs of all learners.
- **Learning Accountability:** Foster high achievement and standards for learners and college practices through unique, diverse, and meaningful experiences.
- **Public Perception:** Enhance public perception and credibility of Central Lakes College.
- **Clear Identity:** Serve as a model of best practices and as an exemplary two-year institution.
- **Partnerships (K-12, Higher Education, Industry, Community):** Maintain and expand partnerships that link CLC with : K-12 education, Business and Industry, Community and Human Services, and other Higher Education Institutions.
- **Direction and Synergy:** Build a shared vision of CLC and strengthen the synergy among learners and collaborators to advance learning, develop programs, and impact policies.

FARM BUSINESS MANAGEMENT

Mission

The Farm Business Management education program provides student focused education to assist students in meeting their family and farm business goals.

Vision

The Minnesota Technical College System will be the First Place Minnesotans turn to for Farm Business Management Education.

WE VALUE

- **Student centeredness:** Management education is student centered. Student expectations drive its performance. Management Education succeeds when it meets or exceeds those expectations.
- **Access:** Minnesota has a long tradition of assuring access to Farm Business Management education. Access to Management education is not limited by financial, location, time, information, age, prior education or other potential barriers.
- **Focus:** Educationally sound program that focuses on needs of students to develop and upgrade their management skills for success in their business.
- **Accountability:** Accountability to students means helping them shape educational expectations in meeting their goals and then delivering on those expectations and confident that resources used can withstand public scrutiny (integrity) and provide the highest return on dollars invested.
- **Quality:** Management education means meeting or exceeding expectations. Quality is intentional. It is a way of life that stresses goals based on expectations, measurement of performance and continuous improvement.

Adopted 10/1/93

MINNESOTA TECHNICAL COLLEGE SYSTEM

FARM BUSINESS MANAGEMENT PROGRAM

LONG TERM GOALS	VOICE OF CUSTOMER
1.0 Exceed Student Expectations	- Students
2.0 Expand and Improve Staff Empowerment for Educational Effectiveness	- Farm Business Management Instructors - Support Staff
3.0 Focus and Strengthen Relationships and Build Partnerships	- Agri-business - Lenders - Secondary Ag Education - Farm Organizations - FmHA, ASCS - Legislature - Higher Education Board
4.0 Improve Effective use of Resources	- Students - Taxpayers - Policymakers
5.0 Focus and Strengthen Educational Resources to Meet Change	- Students - Staff of Technical College System

SMALL BUSINESS MANAGEMENT

MISSION

The mission of the Small Business Management Program is to improve the management skills of the present and potential entrepreneurs through individualized and classroom instruction.

VISION

The Minnesota Small Business Management Programs will be the source Minnesotans turn to for business management education.

COMPUTERIZING SMALL BUSINESS

MISSION

The Computerizing Small Business Program shall provide student focused management information systems education to assist students in meeting their business needs.

VISION

The Computerizing Small Business Program will be recognized as the education leader and preferred provider of computer applications education essential to business self sufficiency.

COMPUTERIZING SMALL BUSINESS PROGRAM**WE VALUE**

1. **STUDENT CENTERED:** THE CSB PROGRAM EDUCATION IS BASED ON STUDENT NEEDS. IT WILL SUCCEED WHEN IT MEETS AND EXCEEDS THOSE EXPECTATIONS.
2. **ACCESS:** ACCESS WILL BE ASSURED TO ALL SMALL BUSINESSES AND WILL NOT BE LIMITED BY FINANCIAL, LOCATION, TIME, INFORMATION, AGE, SEX, OR ANY OTHER POTENTIAL BARRIER.
3. **FOCUS:** SHALL BE ON AUTOMATING INFORMATION SYSTEMS BASED ON STUDENT SKILL NEEDS, AS DEFINED BY THE STUDENT.
4. **ACCOUNTABILITY:** MEETING THE NEEDS OF THE STUDENTS EDUCATIONAL EXPECTATIONS UTILIZING RESOURCES THAT WILL MEET AND WITHSTAND PUBLIC SCRUTINY WHILE MEETING THE STUDENT GOALS.
5. **QUALITY:** MANAGEMENT EDUCATION MEANS MEETING OR EXCEEDING EXPECTATIONS. QUALITY IS INTENTIONAL. IT IS A WAY OF LIFE THAT STRESSES GOALS BASED ON EXPECTATIONS, MEASUREMENT OF PERFORMANCE AND CONTINUOUS IMPROVEMENT.

WEVALUE

COMPUTERIZING SMALL BUSINESS PROGRAM**LONG TERM GOALS**

1. EXCEED STUDENT EXPECTATIONS
2. EXPAND STAFF TO MEET THE STATE
WIDE EDUCATIONAL NEEDS.
3. STRENGTHEN BUSINESS PARTNERSHIPS
4. IMPROVE EFFECTIVE USE OF
RESOURCES
5. FOCUS ON UTILIZATING EDUCATIONAL
RESOURCES TO UPGRADE INSTRUCTORS

OUR CUSTOMER**THE STUDENT****CSB INSTRUCTORS
SUPPORT STAFF****FINANCIAL INSTITUTIONS
CHAMBER OF COMMERCE
BUSINESS ORGANIZATIONS
LEGISLATURE****STUDENTS
TAXPAYERS
ADMINISTRATORS****STUDENTS
STATE TECHNICAL STAFF
ADMINISTRATORS****CSBLTGOALS**

PROGRAM OUTCOMES

**MINNESOTA STATE COLLEGES and UNIVERSITIES
COMPUTERIZING SMALL BUSINESS - DIPLOMA
PROGRAM OUTCOMES**

The graduate of the diploma level Computerizing Small Business Program will:

- * demonstrate an understanding of the functions of management.
- * establish their own short, intermediate and long-term goals and priorities.
- * establish application of computer technology to keep an accurate and complete system of business records.
- * analyze and interpret business records.
- * demonstrate the application of economic principles to the management and operation of the business.
- * exhibit skills in analyzing data to improve the organization and efficiency of the business and to make adjustments consistent with goals for the business.
- * demonstrate appreciation for the long-range effects of current and future decisions they make.
- * demonstrate an understanding of fundamentals of human resource management.
- * identify relationships between an individual business entity and local, regional, national and worldwide economic, social, political and physical environments impacting agriculture inputs, outputs and processes.

MINNESOTA STATE COLLEGES and UNIVERSITIES
FARM BUSINESS MANAGEMENT - DIPLOMA
PROGRAM OUTCOMES

The graduate of the diploma level Farm Business Management Program will:

- * demonstrate an understanding of the functions of management.
- * establish their own short, intermediate and long-term goals and priorities.
- * exhibit skills for keeping an accurate and complete system of family and business records.
- * analyze and interpret farm business records.
- * demonstrate the application of economic principles to the management and operation of the business.
- * exhibit skills in analyzing data to improve the organization and efficiency of the farm business and to make other adjustments consistent with family and farm goals.
- * demonstrate appreciation for the long-range effects of current and future decisions they make.
- * demonstrate an understanding of fundamentals of human resource management.
- * identify relationships between an individual business entity and local, regional, national and worldwide economic, social, political and physical environments impacting agriculture inputs, outputs and processes.

MINNESOTA STATE COLLEGES and UNIVERSITIES
SMALL BUSINESS MANAGEMENT - DIPLOMA
PROGRAM OUTCOMES

The graduate of the diploma level Small Business Management Program will:

- * demonstrate an understanding of the functions of management.
- * establish their own short, intermediate and long-term goals and priorities.
- * exhibit skills for keeping an accurate and complete system of business records.
- * analyze and interpret business records.
- * demonstrate the application of economic principles to the management and operation of the business.
- * exhibit skills in analyzing data to improve the organization and efficiency of the business and to make other adjustments consistent with business goals.
- * demonstrate appreciation for the long-range effects of current and future decisions they make.
- * demonstrate an understanding of fundamentals of human resource management.
- * identify relationships between an individual business entity and local, regional, national and worldwide economic, social, political and physical environments impacting business inputs, outputs and processes.

MINNESOTA STATE COLLEGES and UNIVERSITIES
SPECIALTY CROPS MANAGEMENT - DIPLOMA
PROGRAM OUTCOMES

The graduate of the diploma level Specialty Crops Management Program will:

- * demonstrate an understanding of the functions of management.
- * establish their own short, intermediate and long-term goals and priorities.
- * exhibit skills for keeping an accurate and complete system of family and business records.
- * analyze and interpret specialty crops business records.
- * demonstrate the application of economic principles to the management and operation of the business.
- * exhibit skills in analyzing data to improve the organization and efficiency of the specialty crops business to make other adjustments consistent with family and business goals.
- * demonstrate appreciation for the long-range effects of current and future decisions they make.
- * demonstrate an understanding of fundamentals of human resource management.
- * identify relationships between an individual business entity and local, regional, national and worldwide economic, social, political and physical environments impacting agriculture inputs, outputs and processes.

MINNESOTA STATE COLLEGES and UNIVERSITIES
LAMB and WOOL MANAGEMENT - DIPLOMA
PROGRAM OUTCOMES

The graduate of the diploma level Lamb and Wool Management Program will:

- * demonstrate an understanding of the functions of management.
- * establish their own short, intermediate and long-term goals and priorities.
- * use technical information to improve efficiency and productivity of lamb and wool production.
- * analyze and interpret sheep production business records.
- * demonstrate the application of economic principles to the management and operation of the business.
- * exhibit skills in analyzing data to improve the organization and efficiency of the farm business and to make adjustments consistent with family and farm goals.
- * demonstrate appreciation for the long-range effects of current and future decisions they make.
- * demonstrate an understanding of fundamentals of human resource management.
- * identify relationships between an individual business entity and local, regional, national and worldwide economic, social, political and physical environments impacting agriculture inputs, outputs and processes.

PROGRAM SPECIFICATIONS

PROGRAM SPECIFICATIONS

Program Name:

Farm Business Management

Program Length:

Typical commitment is:

1. Fifteen credits per year of enrollment
2. Two year equivalent program (90 - 96 Credits)

**Program
Description:**

This program enrolls only farm business operations and is designed to increase farm business operators' knowledge and understanding of the economic and business principles upon which sound farm business management is based. The program is delivered with a unique blend of individualized at-the-farm business and classroom instruction.

Program Level:

Post-Secondary

Program Focus:

Skill Upgrading

**Relationship to
Other Program:**

This program has credits common with other management programs in the Minnesota State Colleges and Universities System. These management programs are Lamb and Wool Management, Specialty Crops Management, and Small Business Management. The Farm Business Management program also has credits in common with agriculture career pre-employment continuous programs offered in the Minnesota State Colleges and Universities System. If an enrollee wishes to access training offered through other programs, this should be coordinated with the Farm Business Management Instructor.

Job Titles:

Farm Business Operator

Program Goals:

Individuals completing this program should be able to:

1. Understand the functions of management
2. Establish business and personal goals
3. Keep accurate and complete business records
4. Analyze and interpret business records
5. Apply economic principles to management of a business
6. Improve business organization and efficiency
7. Appreciate effects of decisions on the business
8. Understand human resource management fundamentals
9. Appreciate the relationship between the individual business entity and local, regional, national and worldwide economic, social, political and physical environments impacting agricultural inputs, outputs and processes.

SMALL BUSINESS MANAGEMENT PROGRAM SPECIFICATIONS

Program Name: Small Business Management

Program Length: Typical commitment is:

1. Nineteen credits per year of enrollment
2. Two year equivalent program (64 credits)

Program Type: Diploma

Program Description: This program enrolls small business owners/operators and their employees and is designed to increase their knowledge of the economic and business principles upon which sound small business management is based. The program is delivered through a unique blend of individualized instruction and consultation at the business site covered with formal classroom instruction.

Program Level: Post-Secondary

Program Focus: Skill Upgrading

Relationship to Other Programs: This program does have credits common with the other management programs in the Minnesota State Colleges and Universities System. These management programs are Lamb and Wool Management, Specialty Crops Management, Farm Business Management, and Computerizing Small Business Management. The Small Business Management program also has credits common with marketing pre-employment programs offered in the Minnesota State Colleges and Universities System. If an enrollee wishes to access training offered through other programs, this should be coordinated with the Small Business Management Instructor.

Job Titles: Business Manager/Owner

Program Goals: Individuals completing this program should be able to:

1. Understand the functions of management.
2. Set business and personal goals.
3. Establish and implement a business plan.
4. Apply the fundamentals of financial management.
5. Apply the fundamentals of marketing.
6. Apply human resource management principles.
7. Comply with local, state and federal regulations.

LAMB AND WOOL MANAGEMENT PROGRAM SPECIFICATIONS

<u>Program Name:</u>	Lamb and Wool Management
<u>Program Length:</u>	Typical commitment is: 1. Fifteen credits per year of enrollment 2. One year equivalent program (48 credits)
<u>Program Type:</u>	Diploma
<u>Program Description:</u>	This program is designed to increase the technical knowledge and understanding of economic and business principles of lamb and wool production. The program is delivered with a unique blend of at-the-farm business and classroom instruction.
<u>Program Level:</u>	Post-Secondary
<u>Program Focus:</u>	Skill Upgrading
<u>Relationship to Other Programs:</u>	This program has credits common with the other management programs in the Minnesota State Colleges and Universities. These management programs are Farm Business Management, Specialty Crops Management, and Small Business Management. The Lamb and Wool Management program also has credits in common with agriculture career pre-employment continuous programs offered in the Minnesota State Colleges and Universities System. If an enrollee wishes to access training offered through other programs, this should be coordinated with the Lamb and Wool Management instructor.
<u>Job Titles:</u>	Lamb and Wool Producer
<u>Program Goals:</u>	Individuals participating in this program should be encouraged to: <ol style="list-style-type: none">1. Use technical information to improve the efficiency and productivity of lamb and wool production.2. Establish business and personal goals.3. Keep accurate and complete sheep enterprise records.4. Analyze and interpret sheep production and business records.5. Apply economic principles to management and operation of the business to enhance profitability and achieve goals.6. Appreciate effects of decisions regarding sheep enterprise and the total farm business.7. Understand human resource management fundamentals.8. Appreciate the relationship between the individual business entity and local, regional, national, and worldwide economic, social, political, and physical environments impacting agricultural inputs, outputs, and processes.

SPECIALTY CROPS MANAGEMENT PROGRAM SPECIFICATIONS

Program Name: Specialty Crops Management

Program Length: Typical commitment is:

1. Fifteen credits per year of enrollment
2. One year equivalent program (48 credits)

Program Type: Diploma

Program Description: This program is designed to increase the technical knowledge and understanding of economic and business principles of specialty crop production. The program is delivered with a unique blend of individualized at-the-farm business and classroom instruction.

Program Level: Post-Secondary

Program Focus: Skill Upgrading

Relationship to Other Programs: This program has credits common with the other management programs in the Minnesota State Colleges and Universities. These management programs are Farm Business Management, Lamb and Wool Management, and Small Business Management. The Specialty Crops Management program also has credits in common with agriculture career pre-employment continuous programs offered in the Minnesota State Colleges and Universities System. If an enrollee wishes to access training offered through other programs, this should be coordinated with the Specialty Crops Management Instructor.

Job Titles: Specialty Crops Producer

Program Goals: Individuals participating in this program should be encouraged to:

1. Use technical information to improve the efficiency and productivity of specialty crops production.
2. Establish business and personal goals.
3. Keep accurate and complete enterprise records.
4. Analyze and interpret production and business records.
5. Apply economic principles to management and operation of the business to enhance profitability and achieve goals.
6. Appreciate effects of decisions regarding specialty crops and the total farm business.
7. Understand human resource management fundamentals.
8. Appreciate the relationship between the individual business entity and local, regional, national, and worldwide economic, social, political, and physical environments impacting agricultural inputs, outputs, and processes.

COMPUTERIZING SMALL BUSINESS PROGRAM SPECIFICATIONS

Program Name: Computerizing Small Business

Program Length: Typical commitment is:

1. Forty-five credits per year of enrollment
2. Two year equivalent program (110 credits)

Program Type: Diploma

Program Description: The program enrolls small business owners/operators and their employees and is designed to increase their knowledge of the computer processes and principles upon which sound small business management is based. The program is delivered through a unique blend of individualized instruction and consultation at the business site covered with formal classroom instruction.

Program Level: Post-Secondary

Program Focus: Skill Upgrading

Relationship to Other Programs: This program has credits common with other management programs in the Minnesota State Colleges and Universities System. These management programs are Lamb and Wool Management, Small and Farm Business Management. The Computerizing Small Business program also has credits in common with business career pre-employment continuous programs offered in the Minnesota State Colleges and Universities System. If an enrollee wishes to access training offered through other programs, this should be coordinated with the Computerizing Small Business Instructor.

Job Titles: Business Manager/Owner

Program Goals: Individuals completing this program should be able to:

1. Understand the functions of management.
2. Establish application of computer technology to the business.
3. Keep accurate and complete business records.
4. Analyze and interpret business records.
5. Apply economic principles to management of a business.
6. Improve business organization and efficiency.
7. Appreciate effects of decisions on the business.
8. Understand human resource management fundamentals.
9. Appreciate the relationship between the individual business entity and local, regional, national, and worldwide economic, social, political and physical environments impacting computer inputs, outputs and processes.

PROGRAM LOCATIONS



Minnesota State Colleges and Universities

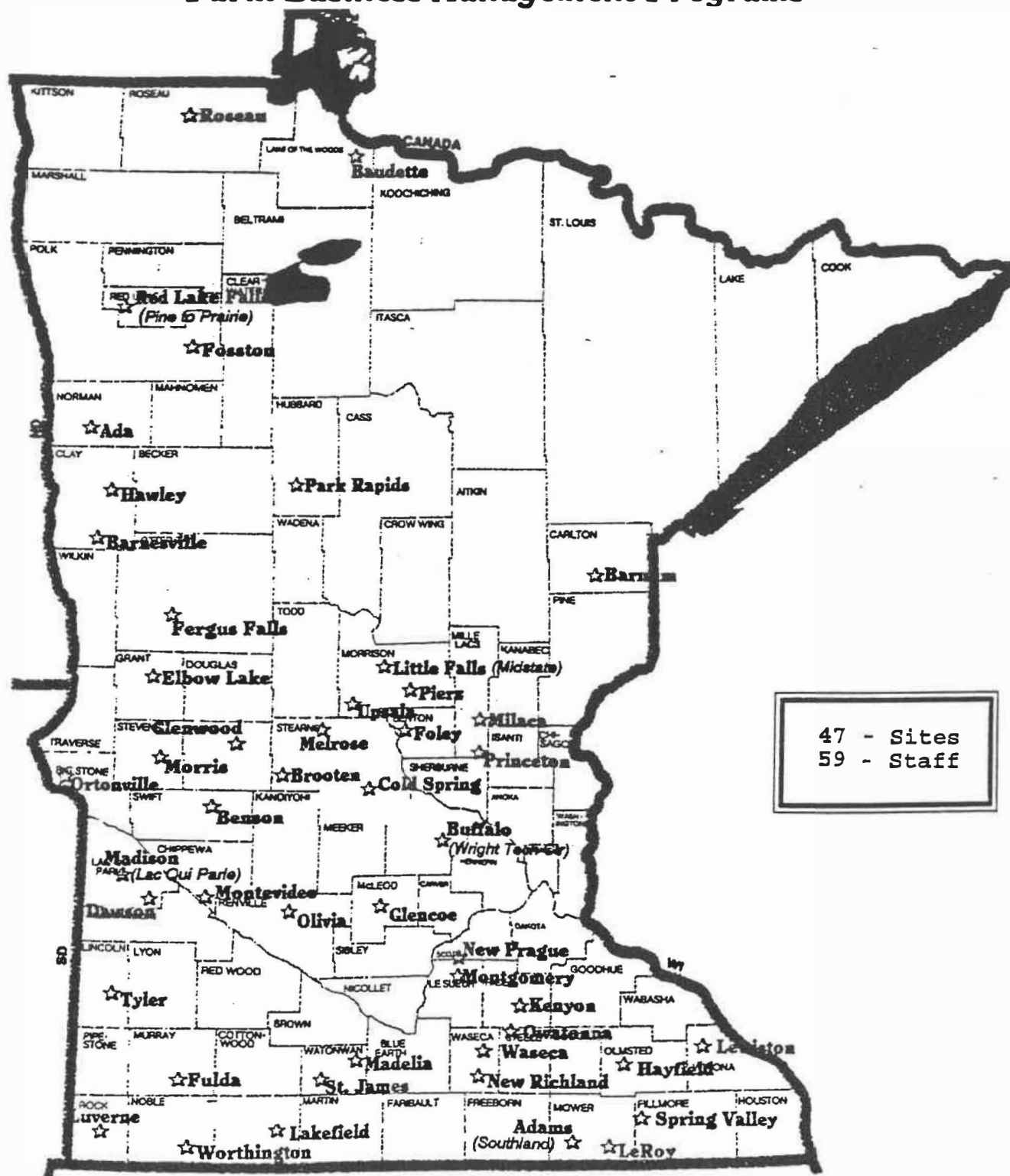
TECHNICAL COLLEGE SYSTEM

Sites of Farm Business Management Programs





Technical College Sites (Local School Districts)
Farm Business Management Programs





Minnesota State Colleges and Universities

TECHNICAL COLLEGE SYSTEM

Sites of Small Business Management Programs

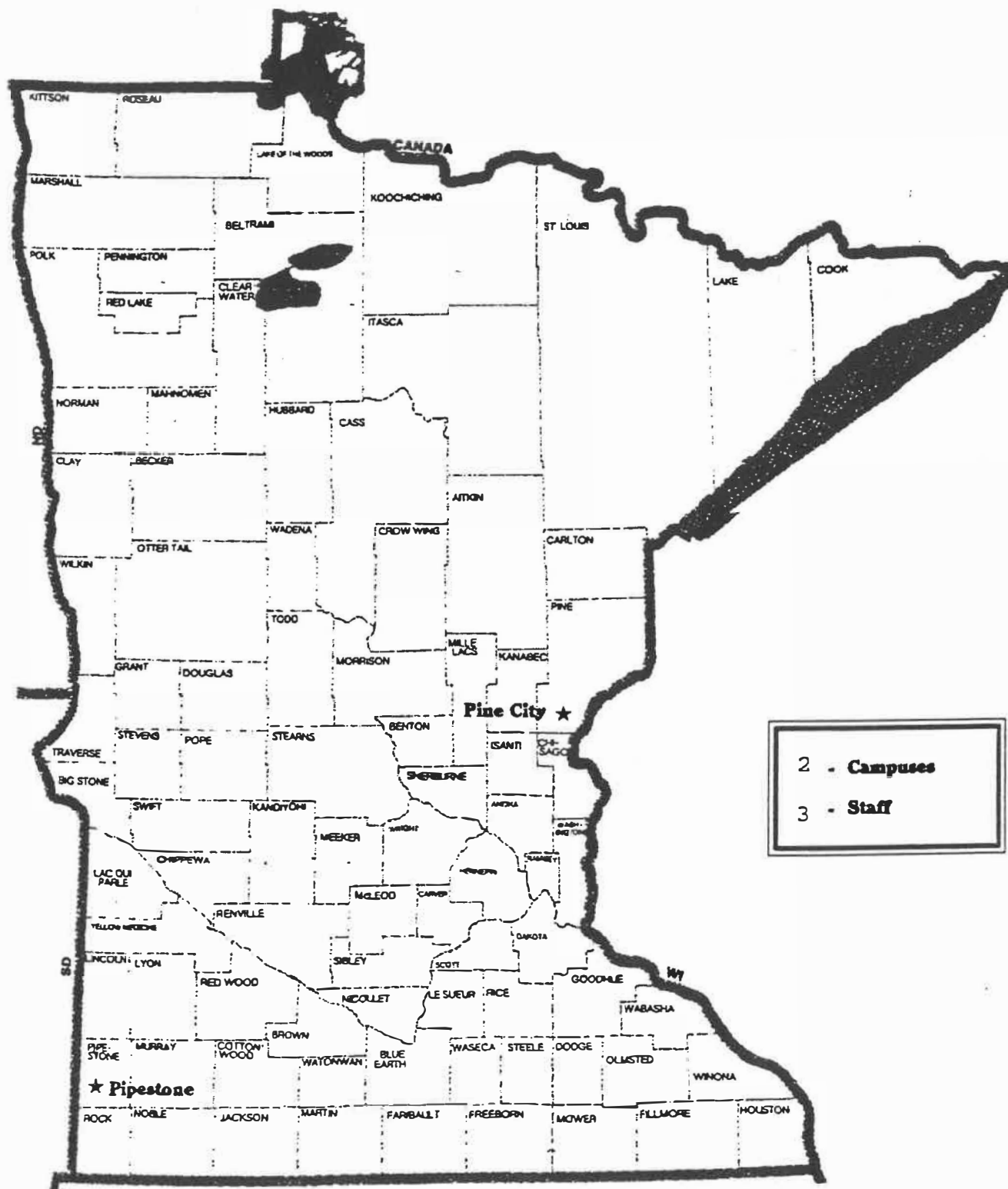




Minnesota State Colleges and Universities

TECHNICAL COLLEGE SYSTEM

Sites of Lamb and Wool Management Programs





Minnesota State Colleges and Universities

TECHNICAL COLLEGE SYSTEM

Site of Specialty Crops Program

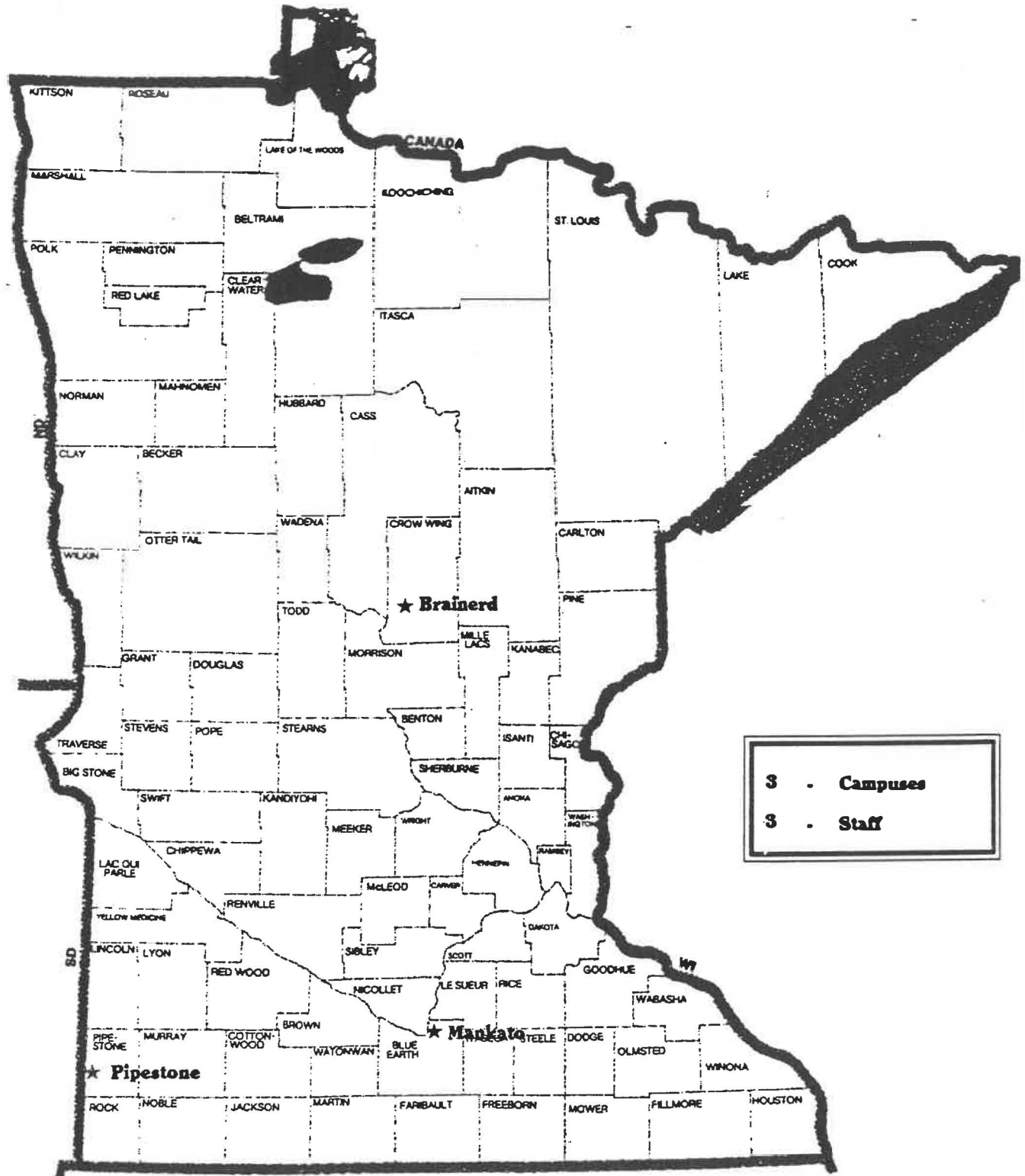




Minnesota State Colleges and Universities

TECHNICAL COLLEGE SYSTEM

Sites of Computerizing Small Business Programs



PROGRAM STANDARDS

**MINNESOTA STATE COLLEGES and UNIVERSITIES
FARM BUSINESS MANAGEMENT
PROGRAM STANDARDS**

Program Information-Farm Business Management

Definitions

FTE -- Full-time Teacher Equivalent

1 FTE = 175 Day Contract

Example: 220 Day Contract

$$\frac{220}{175} = 1.26 \text{ FTE}$$

FYE -- Fiscal Year Enrollment - 1 FYE equal 45 credits

Each full-time farm business management enrollee equals 15 credits/or .33 FYE

FYE/FTE Ratio -- Example: 45 Full-time (15 credits each) = 15.00

FYE's (45 x .33 = 15.00)

FYE 15.00 = 11.9:1 FYE/FTE Ratio

FTE 1.26

Calculating Instructional FTE

For those instructors who have inservice days provided in their contract, it is permissible to deduct those inservice days, up to a maximum of 5 days before calculating the instructor FTE. Also, deduct paid holidays and vacation days if included in the master contract.

Example:

- Contract 220 days

- Master contract specifies 7 inservice days and 3 paid holidays

- Calculation:

$$220 - 8 \text{ (inservice and holidays)} = 212$$

$$\frac{212}{175} = 1.21 \text{ FTE}$$

Program Information

A. FYE/FTE Ratio

1. The FYE/FTE ratio for management programs is used to determine the level of funding for approved farm business management programs.
2. **Established Program** (four or more years)
Minimum ratio will be current state mincip ratio.
3. **New Programs**
1st year ratio will be one third of state mincip ratio.
2nd year ratio will be two thirds of state mincip ratio.
At the end of the third year the current state mincip ratio is in effect.
4. **Staff Replacement**
Programs with staff change expected to maintain a FYE/FTE ratio same as an established program.

- B. An annual analysis will be completed for a minimum of 80% of those eligible.

Established policy states that a minimum of 80% of eligible enrollees in a Farm Business Management Education Program shall receive an annual analysis of the farm business.

Programs not meeting the 80% level may have their funding for the subsequent fiscal year reduced as follows:

<u>% analysis completed</u>	<u>% funding reduction</u>
60-70%	10%
40-59%	20%
20-39%	30%
0-19%	40%

The analysis completion percentage will be determined based on the analysis completed by June 15 of each year.

**MINNESOTA STATE COLLEGES and UNIVERSITIES
SMALL BUSINESS MANAGEMENT
PROGRAM STANDARDS**

Program Information-Small Business Management

Definitions

FTE -- Full-time Teacher Equivalent

1 FTE = 175 Day Contract

Example: 220 Day Contract

$$\frac{220}{175} = 1.26 \text{ FTE}$$

FYE -- Fiscal Year Enrollment - 1 FYE equals 45 credits

Each full-time small business management enrollee equals 19 credits/or .42 FYE

FYE/FTE Ratio -- Example: 30 Full-time (19 credits each) = 570

FYE's (30 x .42) = 12.66

FYE 12.66 = 10.0:1 FYE/FTE Ratio

FTE 1.26

Calculating Instructional FTE

For those instructors who have inservice days provided in their contract, it is permissible to deduct those inservice days, up to a maximum of 5 days before calculating the instructor FTE. Also, deduct paid holidays and vacation days if included in the master contract.

Example:

- Contract 220 days

- Master contract specifies 7 inservice days and 3 paid holidays

- Calculation:

$$220 - 8 \text{ (inservice and holidays)} = 212$$

$$\frac{212}{175} = 1.21 \text{ FTE}$$

175

Program Information

A. **FYE/FTE Ratio**

1. **The FYE/FTE Ratio** for management programs is used to determine the level of funding for approved small business management programs.
2. **Established Program** (four or more years)
Minimum ratio will be current state mincip ratio.
3. **New Programs**
1st year ratio will be one third of state mincip ratio.
2nd year ratio will be two thirds of state mincip ratio.
At the end of the third year the current state mincip ratio is in effect.
4. **Staff Replacement**
Programs with staff change expected to maintain a FYE/FTE ratio same as an established program.

**MINNESOTA STATE COLLEGES and UNIVERSITIES
LAMB and WOOL MANAGEMENT
SPECIALTY CROPS MANAGEMENT
PROGRAM STANDARDS**

Program Information-Lamb and Wool, Specialty Crops Management

Definitions

FTE -- Full-time Teacher Equivalent

1 FTE = 175 Day Contract

Example: 220 Day Contract

$$\frac{220}{175} = 1.26 \text{ FTE}$$

FYE -- Fiscal Year Enrollment - 1 FYE equals 45 credits

Each full-time enrollee equals 15 credits/or .33 FYE

FYE/FTE Ratio -- Ex. 32 Full-time (15 credits each) = 480 credits

FYE's (480/.33) = 10.66

FYE 10.66 = 8.5:1 FYE/FTE Ratio

FTE 1.26

Calculating Instructional FTE

For those instructors who have inservice days provided in their contract, it is permissible to deduct those inservice days, up to a maximum of 5 days before calculating the instructor FTE. Also, deduct paid holidays and vacation days if included in the master contract.

Example:

- Contract 220 days

- Master contract specifies 7 inservice days and 3 paid holidays

- Calculation:

220 - 8 (inservice and holidays) = 212

$$\frac{212}{175} = 1.21 \text{ FTE}$$

Program Information

A. **FYE/FTE Ratio**

1. **The FYE/FTE Ratio** for management programs is used to determine the level of funding for approved small business management programs.
2. **Established Program** (four or more years)
Minimum ratio will be current state mincip ratio.
3. **New Programs**
1st year ratio will be one third of state mincip ratio.
2nd year ratio will be two thirds of state mincip ratio.
At the end of the third year the current state mincip ratio is in effect.
4. **Staff Replacement**
Programs with staff change expected to maintain a FYE/FTE ratio same as an established program.

MINNESOTA STATE COLLEGES and UNIVERSITIES
COMPUTERIZING SMALL BUSINESS MANAGEMENT
PROGRAM STANDARDS

Program Information-Computerizing Small Business Management

Definitions

FTE -- Full-time Teacher Equivalent

1 FTE = 175 Day Contract

Example: 220 Day Contract

$$\frac{220}{175} = 1.26 \text{ FTE}$$

FYE -- Fiscal Year Enrollment - 1 FYE equals 45 credits

Each full-time equals 19 credits/or .42 FYE

FYE/FTE Ratio -- Ex: 30 Full-time (19 credits each) = 570 credits

FYE's (570/45) = 12.66

FYE 12.66 = 10.0:1 FYE/FTE Ratio

FTE 1.26

Calculating Instructional FTE

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18-Oct-95

FBM Credit and Student Load - FY96 *

Student Contact Days	FTE	REGULAR PROGRAMS		SPARSITY PROGRAMS	
		RATIO: CREDITS	11.38 STUDENTS	RATIO: CREDITS	9.65 STUDENTS
240	1.37	702	46.8	596	39.7
235	1.34	688	45.8	583	38.9
230	1.31	673	44.9	571	38.0
225	1.29	658	43.9	558	37.2
220	1.26	644	42.9	546	36.4
215	1.23	629	41.9	534	35.6
210	1.20	615	41.0	521	34.7
205	1.17	600	40.0	509	33.9
200	1.14	585	39.0	496	33.1
195	1.11	571	38.0	484	32.3
190	1.09	556	37.1	471	31.4
185	1.06	541	36.1	459	30.6
180	1.03	527	35.1	447	29.8
175	1.00	512	34.1	434	29.0
170	0.97	497	33.2	422	28.1
165	0.94	483	32.2	409	27.3
160	0.91	468	31.2	397	26.5
155	0.89	454	30.2	385	25.6
150	0.86	439	29.3	372	24.8
145	0.83	424	28.3	360	24.0
140	0.80	410	27.3	347	23.2
135	0.77	395	26.3	335	22.3
130	0.74	380	25.4	3	21.5
125	0.71	366	24.4	310	20.7
120	0.69	351	23.4	298	19.9
115	0.66	337	22.4	285	19.0
110	0.63	322	21.5	273	18.2
105	0.60	307	20.5	261	17.4
100	0.57	293	19.5	248	16.5
Credits & Students Per Day		2.93	0.20	2.48	0.17

* Based on current state ratios, and 15 credits per full time FBM student.

fbm\cred-fbm

SBM - PROGRAM RATIO CALCULATOR**STATE MINCIP RATIO IS 9.80 TO 1**

02/01/95

Credits Sold		425	450	475	500	525	550	575	600	625	650	675	700	725
C o n t a c t	165	10.02	10.61	11.20	11.78	12.37	12.96	13.55	14.14	14.73	15.32	15.91	16.50	17.09
	170	9.72	10.29	10.87	11.44	12.01	12.58	13.15	13.73	14.30	14.87	15.44	16.01	16.58
	175	9.44	10.00	10.56	11.11	11.67	12.22	12.78	13.33	13.89	14.44	15.00	15.56	16.11
	180	9.18	9.72	10.26	10.80	11.34	11.88	12.42	12.96	13.50	14.04	14.58	15.12	15.66
	185	8.93	9.46	9.98	10.51	11.04	11.56	12.09	12.61	13.14	13.66	14.19	14.71	15.24
	190	8.70	9.21	9.72	10.23	10.75	11.26	11.77	12.28	12.79	13.30	13.82	14.33	14.84
	195	8.48	8.97	9.47	9.97	10.47	10.97	11.47	11.97	12.46	12.96	13.46	13.96	14.46
	200	8.26	8.75	9.24	9.72	10.21	10.69	11.18	11.67	12.15	12.64	13.13	13.61	14.10
	205	8.06	8.54	9.01	9.49	9.96	10.43	10.91	11.38	11.86	12.33	12.80	13.28	13.75
	210	7.87	8.33	8.80	9.26	9.72	10.19	10.65	11.11	11.57	12.04	12.50	12.96	13.43
D a y s	215	7.69	8.14	8.59	9.04	9.50	9.95	10.40	10.85	11.30	11.76	12.21	12.66	13.11
	220	7.51	7.95	8.40	8.84	9.28	9.72	10.16	10.61	11.05	11.49	11.93	12.37	12.82
	225	7.35	7.78	8.21	8.64	9.07	9.51	9.94	10.37	10.80	11.23	11.67	12.10	12.53
	230	7.19	7.61	8.03	8.45	8.88	9.30	9.72	10.14	10.57	10.99	11.41	11.84	12.26
	235	7.03	7.45	7.86	8.27	8.69	9.10	9.52	9.93	10.34	10.76	11.17	11.58	12.00
	240	6.89	7.29	7.70	8.10	8.51	8.91	9.32	9.72	10.13	10.53	10.94	11.34	11.75
	245	6.75	7.14	7.54	7.94	8.33	8.73	9.13	9.52	9.92	10.32	10.71	11.11	11.51

CALCULATION OF MINCIP RATIO
((Credits / 45) / (Contact Days / 175))
NOTE:

It is essential that you remain at or above the State MINCIP Ratio.

Be sure your student enrollment information is current, and tuitions are paid.

This is the information that I shared with the Presidents. To use this chart, find the credits sold along the top line, then follow the column down until it intersects with the proper day contract. If you get into the gray area, ratio is not being met and a contract length adjustment may be made.

L & W - PROGRAM RATIO CALCULATOR

STATE MINCIP RATIO IS 7.80 TO 1

02/01/95

CreditsSold	350	375	400	425	450	475	500	525	550	575	600	625	650
165	8.25	8.84	9.43	10.02	10.61	11.20	11.78	12.37	12.96	13.55	14.14	14.73	15.32
170	8.01	8.58	9.15	9.72	10.29	10.87	11.44	12.01	12.58	13.15	13.73	14.30	14.87
C	175	7.78	8.33	8.89	9.44	10.00	10.56	11.11	11.67	12.22	12.78	13.33	13.89
o	180	7.56	8.10	8.64	9.18	9.72	10.26	10.80	11.34	11.88	12.42	12.96	13.50
n	185	7.36	7.88	8.41	8.93	9.46	9.98	10.51	11.04	11.56	12.09	12.61	13.14
t	190	7.16	7.68	8.19	8.70	9.21	9.72	10.23	10.75	11.26	11.77	12.28	12.79
a	195	6.98	7.48	7.98	8.48	8.97	9.47	9.97	10.47	10.97	11.47	11.97	12.46
c	200	6.81	7.29	7.78	8.26	8.75	9.24	9.72	10.21	10.69	11.18	11.67	12.15
t	205	6.64	7.11	7.59	8.06	8.54	9.01	9.49	9.96	10.43	10.91	11.38	11.86
	210	6.48	6.94	7.41	7.87	8.33	8.80	9.26	9.72	10.19	10.65	11.11	11.57
D	215	6.33	6.78	7.24	7.69	8.14	8.59	9.04	9.50	9.95	10.40	10.85	11.30
a	220	6.19	6.63	7.07	7.51	7.95	8.40	8.84	9.28	9.72	10.16	10.61	11.05
y	225	6.05	6.48	6.91	7.35	7.78	8.21	8.64	9.07	9.51	9.94	10.37	10.80
s	230	5.92	6.34	6.76	7.19	7.61	8.03	8.45	8.88	9.30	9.72	10.14	10.57
	235	5.79	6.21	6.62	7.03	7.45	7.86	8.27	8.69	9.10	9.52	9.93	10.34
	240	5.67	6.08	6.48	6.89	7.29	7.70	8.10	8.51	8.91	9.32	9.72	10.13
	245	5.56	5.95	6.35	6.75	7.14	7.54	7.94	8.33	8.73	9.13	9.52	9.92
													10.32

CALCULATION OF MINCIP RATIO
((Credits / 45) / (Contact Days / 175))

NOTE:

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PROGRAM PARTNERSHIPS

Minnesota Technical College System

SBM/SBDC Programs

Distinguishing Characteristics

Rev: July 1, 1993

Characteristic	Small Business Management	Small Business Development Center
Basic Purpose	Provides an educational program that upgrades and improves business management skills of present and potential business owners and operators through management education.	Designed to provide quality business and economic development assistance to small businesses and prospective small businesses in order to promote growth, expansion, innovation, increased productivity and management improvement. To accomplish these objectives, SBDCs link resources of the federal, state, and local governments with resources of the educational community and the private sector to meet the specialized and complex needs of an increasingly diverse small business community.
Program Goals	Students completing the program should be able to: <ul style="list-style-type: none"> ● understand the functions of management ● set business and personal goals ● establish and implement a business plan ● apply fundamentals of financial management ● apply fundamentals of marketing ● apply human resource management principles 	The overall objectives of the SBDC program are to leverage federal dollars and resources with those of the state, the educational community, and the private sector to: <ul style="list-style-type: none"> ● strengthen the small business community ● contribute to the economic growth of communities served ● make assistance available to more small businesses than is now possible with present federal resources ● create a broader based delivery system to the small business community
Source of Content	SBM Management Courses from state curriculum guide	U.S. Small Business Administration Program Announcement
Mode of Delivery	<ul style="list-style-type: none"> ● Classroom instruction ● On-site individualized instruction ● Elective courses for technical college programs 	<ul style="list-style-type: none"> ● One-to-one counseling ● Training seminars ● Specialized programs

Length of Relationship	One quarter to 12 quarters (3 years)	Number of counseling hours, on average, per 1992 client was 5.5
Needs Assessment	Used to ascertain the learning needs of the student to develop instructional plan	Focus groups of potential and actual clients conducted; annual client evaluation contains questions that reference clients' needs.
Service	<ul style="list-style-type: none"> ● Training or analysis focused on specific needs of a student's business delivered without a syllabus. ● Fee established to cover cost of service component ● Service component does not generate FYEs 	Services include one-to-one counseling, training seminars, loan packaging and a broad range of business and economic development programs.
Accountability	<ul style="list-style-type: none"> ● FYEs count only for credits delivered and completed for each enrollee ● Training delivered without a syllabus considered service and does not generate FYEs 	All SBDCs are required to maintain complete and accurate records and supporting documentation to facilitate any thorough financial and/or program audit. All client counseling, training seminars, and other activities must be fully documented using SBA forms.
Recognition	<ul style="list-style-type: none"> ● Certificate of completion for each year of participation ● Diploma for completion of 57 credits (3 years) 	None
Tuition/Fees	<ul style="list-style-type: none"> ● \$37.35 FY 94 for credit ● Tuition subsidy of \$7.11 per credit up to 19 credits for fiscal year enrollment, \$135 tuition buydown maximum per year 	Fees are collected from training seminar registrations and specialized services, such as loan packaging preparation, business plan analysis, etc.
Funding	<ul style="list-style-type: none"> ● State funding to cover program costs minus student tuition expectation ● State funding based instructional average cost formula for all SBM programs 	The Small Business Administration provides federal dollars for which participants must provide an additional equal match amount.



United States
Department of
Agriculture

Farmers
Home
Administration

410 Farm Credit Bldg
375 Jackson Street
St. Paul, MN. 55101-1853
612-290-3842
(FAX) 612-290-3085

October 25, 1994

Mr. John Murray
Management Programs Manager
Minnesota Technical College System
Capital Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Murray:

We are please to inform you that the borrower training proposal submitted by the Minnesota Technical College System has been approved. Enclosed with this letter is a signed copy of Form FmHA 1924-24, "Agreement to Conduct Production and Financial Management Training for Farmers Home Administration Borrowers."

Please note that the "Agreement" is in effect for three years unless revoked in writing by either the vendor or the State Director.

Several discussions have been held between yourself and Brian Hartman regarding borrower training requirements. The main points of the discussions are summarized below.

1. The Minnesota Technical College System will be providing training in crop and livestock production. FmHA will not be requiring the training to be crop or livestock enterprise specific. Borrowers required to complete training in either crop or livestock production must complete at least three credit hours of training related to crop and/or livestock production. The following courses will meet this requirement; however, the specific courses selected will be a decision between the borrower and the instructor.

FMCM 1813 Elements of Commodity Market Planning
FMAI 1824 Enterprise Analysis Information Interpretation
FMEV 1824 Evaluating Productive Enterprise

2. In order to meet the minimum training objectives for Financial Management Systems and Business Planning courses, the borrower will be required to complete at least 15 credit hours of course work. The selected courses must enable the borrower to meet the objectives of the training requirement as described in FmHA Instruction 1924.74 (d)(3)(i). The 15 credit hours will be in addition to the 3 credit hours of training for crop and/or livestock production training.



Farmers Home Administration is an Equal Opportunity Lender.
Complaints of discrimination should be sent to:
Secretary of Agriculture, Washington, D.C. 20250

3. The vendor understands that a final examination will need to be prepared and administered by the vendor to test the borrower's knowledge of the course material.

4. The instructor must provide FmHA with periodic progress reports. These reports will be submitted within 10 days following the end of the quarter. The reports will be provided to the local FmHA County Supervisor and to the lender if a guaranteed loan is involved. The report may either be a brief narrative report addressing the following subject areas: descriptions of subject matter covered during the period, actions/assignments completed by the borrower, level of cooperation demonstrated by the borrower, and degree of understanding shown by the borrower. The instructor may submit the "Student Evaluation" form and a brief statement describing the level of cooperation demonstrated by the borrower as the progress report.

5. When a borrower enrolls with the vendor, the vendor will determine the following information: the specific courses that the borrower is required to take; the date that the borrower is required to complete the training (maximum of two years from the date the borrower signed the Agreement to Complete Training); the FmHA County Office servicing the borrower; the type of borrower (direct or guaranteed); and if a guaranteed loan borrower, the lender's name, address, and loan officer servicing the borrower. The vendor will notify the appropriate County Supervisor and lender of the enrollment within 10 days.

6. A final evaluation will be provided to the County Supervisor and the lender upon completion of the course. The evaluation will be in a narrative format describing the borrower's knowledge of the course material. The vendor will also assign the borrower a score. A brief narrative supporting the score should be included. The evaluation and score are to be submitted within 30 days of completion of the course.

7. The vendor agrees to distribute and collect Form FmHA 1924-22, "Borrower Training Course Evaluation," upon the completion of all required credit hours by the borrower.

8. Borrowers must enroll with the vendor prior to the beginning of each quarter.

9. Vendor agrees to notify the State Director if any change in fees or instructors occurs.

10. If vendor desires to have informational material available for handout or review within the county offices, the vendor must provide the State Director with a sufficient number of copies for distribution to all county offices within the vendor's training area. FmHA will not be responsible for any duplication of advertisement or informational material.

We will keep vendors informed of any changes in the borrower training process. Copies of informational memos sent to County Supervisors will also be sent to vendors.

We anticipate that borrowers will be informed of the selected vendors within the next 30 days and encouraged to promptly select a vendor.

If you have any questions regarding borrower training, please contact the Farmer Program Section at (612) 290-3842.

Sincerely,

A handwritten signature in cursive script, appearing to read "Janice Daley".

JANICE DALEY
Acting State Director

Enclosure

**AGREEMENT TO CONDUCT PRODUCTION AND FINANCIAL MANAGEMENT
TRAINING FOR FARMERS HOME ADMINISTRATION BORROWERS**
Minnesota Technical College System

I. This agreement is between _____, hereinafter referred to as the vendor, and the Farmers Home Administration (FmHA). FmHA has determined that, based on a review of the information submitted to the FmHA State Director, the vendor meets the minimum regulatory standards in course content and instructor qualifications to conduct production and financial management training for FmHA borrowers.

II. The overall goal of this training is to improve the borrower's understanding of production and financial management techniques and enable borrowers to better analyze and manage their farming operations. Specifically, the borrower will be expected to do the following upon completion of the vendor's instruction (omit expectations not applicable if the vendor is not responsible for covering the entire curriculum):

(A) Describe the specific goals of the business, describe what changes are required to attain the business goals, and outline how these changes will occur using present and projected enterprise budgets.

(B) Maintain and utilize a financial management information system which includes financial and production records, a household budget, a statement of financial condition, and an accrual adjusted income statement. The borrower shall also be able to use this system when making financial and production decisions.

(C) Understand and utilize an income statement. Specifically, the borrower must understand the structure and major components of an income statement and its role in analyzing the performance of a business, be familiar with the cash and accrual methods of determining net farm income, and understand the relationship between a balance sheet and an income statement.

(D) Understand and utilize a balance sheet. Specifically, the borrower must understand the major components of a balance sheet and its role in analyzing the business, be familiar with the categories of assets and liabilities and be able to provide examples of entries under each, and be familiar with the cost and market methods of valuing assets and liabilities and the advantages of each method.

(E) Understand and utilize a cash flow budget. Specifically, the applicant must be able to explain and justify estimates for production and expenses, and analyze the cash flow to identify potential problems.

(F) Using production records and other production information, be able to identify problems, evaluate alternatives, and make corrections to present production practices to achieve greater efficiency and profitability.

III. Vendor's responsibilities

(A) The vendor will be responsible for making any necessary training arrangements such as scheduling classes, preparing materials, obtaining equipment, and arranging for a meeting location. All costs will be paid by the vendor.

(B) The vendor will be responsible for the collection of fees from the borrower. FmHA will not be responsible for any training costs incurred by the borrower. The fee(s) for this shall be:

Business Planning and Financial Management (15 credits): \$442.50 plus analysis fee
and materials not to exceed \$100.

Crop and/or Livestock Production (3 credits): \$88.50

Any modification in the above fees must be approved by the State Director.

(C) The vendor will provide or make available all necessary materials, books, and case studies to the borrower.

(D) The vendor will prepare and administer a final examination to test the borrower's knowledge of the course material.

(E) The vendor will provide FmHA and the lender (in the case of guaranteed loan borrowers) with periodic progress reports on each borrower receiving training from the vendor. The reports will indicate whether the borrower is attending sessions and honestly endeavoring to complete the training program.

(F) Upon completion of the program, the vendor will prepare an evaluation of the borrower's performance which will specifically address the borrower's ability to meet the objectives set forth above. The instructor will assign the borrower a score from 1-3 according to the following criteria:

Score:

- 1 The borrower attended classroom sessions as agreed, satisfactorily completed all assignments, and demonstrated an understanding of the course material.
- 2 The borrower attended classroom sessions as agreed and attempted to complete all assignments; however, the borrower does not demonstrate an understanding of the course material.
- 3 The borrower did not attend classroom sessions as agreed and/or did not attempt to complete assignments. In general, the borrower did not make a good faith effort to complete the training.

(G) The vendor shall provide the State Director with a list of the names of the instructors. The vendor shall notify the FmHA State Director of any changes in instructors and include the reason for the change, the qualifications of the substitutes, and any additional information requested by the State Director. Substitutes must meet the qualifications described in the vendor's application.

(H) The vendor must provide for the needs of any physically and/or mentally handicapped borrowers.

(I) The vendor must provide for the needs of any borrowers for whom English is not their primary language.

(J) Training should be offered within a reasonable distance of the borrower's residence.

(K) The vendor will have the borrower complete Form FmHA 1924-22, "Borrower Training Course Evaluation," and return these forms to the FmHA State Director.


IV. This agreement shall be in effect for a period of 3 years from the date signed unless revoked by the State Director or the vendor in writing giving 30 days notice. The State Director may revoke this agreement if the vendor does not comply with the responsibilities in Section III of this agreement.

Acting
State Director, FmHA

Date

Minnesota Technical College System
Vendor

by:



(Vendor representative) Program Manager

Date

PROGRAM DATA BASES