



Status Report

01648-FY17 Dakota County Consortium Perkins Application

Perkins IV Consortium

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The following is a summary of the various activities the consortium and its members participated in during FY17 to support our Programs of Study (POS)

- Consortium-wide use of Virtual Job Shadow (VJS) There were 546 students users of VJS. See attachment for more details. Consortium member Julie Wolner from Northfield High School presented at the 2016 CTE Works conference on how she uses VJS with her students including portfolio development and how graduates have utilized their portfolios.
- Consortium was awarded an \$8000 Leadership Grant to support career pathways within our consortium high schools. The grant helped us provide staff at the Farmington and Northfield middle schools' career fairs to highlight Transportation and Construction Trades careers. These fairs were attended by over 800 students in grades 7-8. The consortium also worked with the MN Transportation Center of Excellence to conduct the Nitro-X Camp held at DCTC. We also purchased 20 Traxxas Electric cars to be used for the development of a middle school curriculum and program to promote transportation careers for younger students. The grant also enabled us to use partial funds to purchase a forklift from Quality Forklift of Shakopee for use in our ISD 917 Heavy Duty Truck and Equipment program which helped students to learn industry ready skills.
- The consortium was also awarded a \$3000 grant from MDE to assist in the creation of advisory committees and support tours of business and industry. We hosted 2 industry advisory meetings with 9 local companies which in turn lead to the planning for and the implementation of industry tours. We provided S. St. Paul (30 students), W. St. Paul (25 students), Simley (20 students), and ISD 917 (25 students) with industry tours. We also helped to provide Farmington Schools MS programs with MCIS access to help promote career awareness.
- Participation in Construct Tomorrow events. Students from multiple consortium districts attended this event held at Fort Snelling in October. Over 300 students attended the event.
- Supported the renewal of MCIS at consortium high schools.
- The consortium continued to use the competitive model of requesting equipment and other professional development opportunities through our secondary coordinator. These requests were made by all members of the consortium on a site by site basis. Consideration was first given to those programs that were a part of our Rigorous Programs of Study and those with innovative models. We purchased equipment that impacted as many as 500 student during the FY17 year at all of our consortium schools.
- In November we met with Brad Schloeser from the MN Agriculture Center of Excellence to discuss pathway options in Ag. Science. We presented this information to our consortium members with Ag. programs including Hastings, Randolph, Farmington, and Northfield. ISD 917 visited the Syngenta Seed operations plant near Randolph to expose students to the industry. Further exploration in these options will be explored.
- Maintained approximately 220 local articulation agreements with at least 15 new agreements added during FY17.
- Held our 3rd Annual Career and College Fair on March 2, 2017 for 7-12 grade students from all 9 consortium high schools. We had over 1000 students and 120 vendors from industry, college and university staff, and all branches of the military exhibit at the event.
- Committed to participate in the Southern Minnesota Regional Group and in doing so attending at least 2 of their meetings during the year and contributed to the planning of regional articulation meetings for FY18.
- Provided POS training by Yingfah Thao for consortium members after our January consortium meeting.
- Engaged in ongoing discussions about articulation agreements and how to better promote (including in registration guides) and how to increase participation. Members were encouraged to take some of the ideas and run with them at their schools but no concrete results/data as of yet.
- Consortium members participated in a number of professional development activities during FY17 including CTE Works!, ACTE National Policy Seminar, ACTE National Conference, MACTA Fall and Spring meetings and professional development within and/or after our monthly consortium meetings.
- Held a POS Committee meeting in May 2017 to review the status of current and pending POS within the consortium. Plans were made to take a deeper POS review during FY18.
- Submitted and gained approval for an Early Middle College program between ISD917 and DCTC to begin with the 2017-2018 school year.
- Hosted the Joint Winter Meeting of the Minnesota Technology and Engineering Educators Association (MTEEA) and provided campus tours highlighted CTE programs in Transportation, Energy Technology and Civil Engineering.
- Consortium members were invited to attend a Pathways to Prosperity meeting in November 2016 to hear presentations from various school districts on their unique CTE programs and initiatives. Presentations included Tri District's (Henry Sibley, Simley and South St Paul) Career and College Ready Initiative, Burnsville Career Pathways Programs, United Ways Pathways to Prosperity/Career Academies, Bloomington Career and College Academy and ISD194/ISD719 MnCAPS Initiative.

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

- Consortium CTE instructors were asked to use the CTECreditMN site and making sure students create accounts and that the instructors clean up their approval, non-approval lists. It was stressed how this data is important in monitoring the number of students participating in CTE and how many actually finish.
- Anecdotally there seemed to be an increase in the awareness of career and technical education during FY17 not only locally but nationally as well as government officials, employers, workforce development boards, and high schools discussed, promoted, and published items related to the importance of CTE. To piggy-back on the increased exposure, members were encouraged to utilize ACTE's website to get ideas on how to promote CTE during National CTE month in February. Members participated by showing CTE related pictures and announcements on school monitors and by using their CTE instructors during morning announcements to talk about their classes. It is the hope that all these efforts will increase CTE participation in the near future.
- The Dakota County Perkins Consortium is optimistic about the future of CTE and the value of POS. For example, the Tri-District schools saw an increase in the number of students in their automotive, woods, and medical careers classes. They continued to develop pathways in transportation, medical, business and early childhood careers and identify which of the Tri-high schools would offer each.
- We have seen an increase in CTE participation at ISD 917 where enrollment has gone up by 50 students from the previous year. Both Farmington and Simley High Schools helped contribute to that growth with Simley contributing the larger amount.
- DCTC had slow to flat growth in their enrollment during FY17. There was continued efforts to determine how to grow current programs (e.g. additional section of Heavy Duty Truck Technology was added) and identify possible new programs (e.g. adding a Veterinary Technology program). The college began serious deliberation to determine if the college could move towards a polytechnic university format and offer bachelor degrees in certain technical fields (e.g. transportation, IT and healthcare). Retention continued to be of emphasis when developing the college's Strategic Enrollment Management Plan and supporting the initiatives coming out of the Diversity Council. Again, all of these things will continue to impact those who participate and complete their POS.

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

The Annual Dakota Perkins Consortium Career and College Fair for the 3rd straight year was a huge success for our members and our students. The event held in March 2017 increased our vendor participation by as many as 15 different groups over the previous year. During the 2017 fair held at Hastings High School we had 120 vendors (business/industry, 2-yr and 4-yr colleges/universities, local union and non-union training centers, and all branches of the military) and over 1000 students from all our consortium high schools and some middle schools in attendance. Because of the event, we have seen an increase in industry tours for our members, more job applications being filled out, increased military enlistment, and increased college exposure for multiple kinds of students. This fair continued to be a great way to condense all aspects of career awareness and opportunities into one place (many times college only or hiring only fairs are conducted, which don't mix the two). Because of our commitment to conduct this event during the school day and by providing funding to transport students, we have helped cut down the significant barriers to all students who are interested. Members also committed to the 2017 Fair by sending staff and students for this event making it highly successful and inclusive.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees

Strategies

- A. Review the RPOS in Early Childhood Development and the RPOS in Facility and Mobile Equipment Maintenance (if approved) to strengthen the criteria for RPOS.
- B. Develop a Consortium-wide advisory committee in the two RPOS areas of Early Childhood Development and in Facility and Mobile Equipment Maintenance.
- C. Enlist the assistance of MDE and MNSCU to identify and determine the TSAs that are appropriate to the POS areas for both secondary and post-secondary areas. Perkins data will also be reviewed and analyzed to determine what factors may be contributing to the TSAs and the reported results.
- D. Continue to utilize a Dakota County Perkins Consortium Professional Development Committee to identify professional needs, determine plans for the activities, and hold training sessions for 2016-2017.

Outcomes

- A. Strategies to move RPOS subcomponents to a higher level will be developed.
- B. The RPOS advisory committees will provide greater opportunities for the topic areas of industry trends, emerging job and skill trends, data/development information, program development, post-secondary credit opportunities for students, POS development, and articulation agreements to be addressed by POS areas. Enhanced professional relationships among secondary, post-secondary and industry representatives may be developed.
- C. Assistance from MDE and MNSCU for determining appropriate TSAs for secondary and post-secondary will help align the POS areas. TSA scores should improve using strategies that have been suggested and implemented from MNSCU and MDE resources. By reviewing the factors that affect Perkins data and seeking changes for more accurate reporting, we should see data results improved.
- D. A Consortium Professional Development plan will be developed for FY17.

Measures

The following are proposed measures and will be finalized during the APR process.

- A. RPOS review meetings will be held by October 31, 2016. At that meeting, strategies will be also be identified along with timelines for completion.
- B. Consortium wide advisory committees minutes will document attendance, the topics covered, what activities are developed, and describe future initiatives.
- C. TSA will be in place in all state POS areas and results will be moving closer to negotiated targets.
- D. The professional development activities plan will be in place by September 30, 2016, to address the identified issues and formulate action plans for short term and long term goals.

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| 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 | \$1,000.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Admin Cost | \$0.00 |
| Secondary Reallocation Basic | \$0.00 |
| Secondary Reallocation Reserve | \$454.28 |
| Secondary Total | \$1,454.28 |
| Total | \$1,454.28 |

Reallocation Explanation

As part of the Secondary consortium we will continue to offer Professional Development opportunities through MN State and MDE in the areas of TSA's, Articulation Agreements, best practices in Reading and Math attainment, and general CTE structures. Staff members from member districts will apply for funds to attend relevant professional development opportunities related to programs of study.

Goal 1 Objectives 2

Use of Funds

R1 Academic Integration , R9 Special Populations, R10 Collaboration, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition

Strategies

- A. DCTC: To participate in the state-approved Early Middle College Programs with Lakeville Alternative Learning Center and Burnsville Alternative Learning Center.
- B. DCTC: Continue to explore expanding the Early Middle College Program to other ALCs within the Dakota County Consortium.
- C. The consortium will support and promote the early college credit program existing between ISD917 and DCTC.

Outcomes

- A. Lakeville ALC and Burnsville ALC students who have been approved for the Early/Middle College Program will enroll in DCTC courses.
- B. Dakota County Perkins Consortium (DCPC) schools will be informed about the Early/Middle College Program (or similar agreements) and, if interested, will be assisted in the application and implementation processes.
- C. ISD917 students who have been approved for the early college credit program are enrolled in DCTC courses.

Measures

Measures to be determined.

| | |
|---------------------------------------|--------|
| 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 |

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|----------------------------------|--------|
| 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 |

Reallocation Explanation

Goal 1 Objectives 3

Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R11 Articulation, P1 Advisory Committees

Strategies

- A. High school faculty, college faculty and industry partners will collaborate on the development and renewal of articulation agreements that align with the key POS identified for our Consortium.
- B. The consortium will join the Southern Minnesota Regional articulation Partnership.
- C. Continue holding ongoing CTEcreditmn training sessions for college faculty and college administrators.
- D. Explore how articulation agreement credits can be documented on the college transcript at DCTC.
- E. Continue holding ongoing CTEcreditmn training sessions for secondary staff.
- F. Advisory groups will meet and identify core curriculum, technical equipment, and career resources that are needed at each educational level.

Outcomes

- A Relevant articulation agreements will be developed and recorded.
- B Training sessions on CTEcreditmn will result in greater knowledge of where to find articulation agreements and use the site as a resource tool.
- C. Meetings will be held to determine if the articulated credits can be transcribed and, if so, identifying the steps needed to make that happen.
- D. Training sessions on CTEcreditmn will result in high school staff knowing how to use CTEcreditmn in finding agreements and investigating new agreements, and being able to gain access for existing agreements. Leveraging CTEcreditmn can be used to expand relationships and articulation agreements between high school and college faculty.
- E. Programs will stay current with industry standards, resources, and equipment requirements. Approved high school DCPC CTE programs may apply for Perkins dollars for the purchase of equipment, software, and resources that are in compliance with Perkins regulations.

Measures

The following are proposed Measures and will be finalized during the APR process.

- A. Articulation agreements will be entered and maintained on CTEcreditmn.
- B. Fall semester training sessions will be offered to DCTC program deans, departmental chairs, and college faculty by December 31, 2016. An agenda and attendance records will document this training session.
- C. Meetings to determine if articulated credits can be transcribed at DCTC will be held by November 1, 2016.
- D. CTEcreditmn secondary training sessions will be offered by October 31, 2016. Staff will be able to know how to use the CTEcreditmn program site.
- E. Activities will be recorded in meeting minutes. Equipment and software purchases will be recorded in district and consortium inventories, and labeled as purchased by Carl Perkins monies.

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| 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 | \$2,000.00 |
| 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 | \$2,000.00 |
| Total | \$2,000.00 |

Reallocation Explanation

Goal 1 Objectives 4

Use of Funds R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, P5 Student Organizations

Strategies

- A. Secondary Faculty will have the opportunity to submit requests, through a competitive process, for equipment and program activities.
- B. Through local plans, secondary and post-secondary staff will have to opportunity to apply for professional development participation at the CTE statewide conference (CTEWorks; MACTA ;MnACTE; ACTE (also membership in the professional organization) or NCPN conferences; and/or other applicable opportunities germane to their technical field.
- C. Staff will have the opportunity to join professional state/national organizations pertinent to their CTE area (e.g., ACTE, MACTA, MAFCS, etc.)

Outcomes

- A. Equipment and activity requests will fit Perkins guidelines.
- B. Participation at conferences will be shared at meetings with peers and explain how their learning will be implemented back classroom.
- C. Participation in professional organizations will improve staff knowledge and application of CTE information and practices.

Measures

Proposed Measures:

- A. End of the year documentation and equipment inventory reports will reflect purchases.
- B. Documentation will be through Consortium meeting minutes and electronic communications.
- C. Membership will be documented on district expenditure reports and participation reports.

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|--|-------------|
| Post-Secondary Required Activities | \$2,500.00 |
| 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 | \$2,500.00 |
| Secondary Required Activities | \$62,258.40 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$1,000.00 |
| Secondary Admin Cost | \$0.00 |
| Secondary Reallocation Basic | \$4,445.00 |
| Secondary Reallocation Reserve | \$0.00 |
| Secondary Total | \$67,703.40 |
| Total | \$70,203.40 |

Reallocation Explanation

Through the process of competitive requests for equipment and materials to help enhance and advance CTE programs within the consortium we will use the reallocation dollars for items not covered by main grant. We will provide new technology for visual arts, media, and graphics design programs that will give students of all ability levels industry ready skills. Students will be able to create and design projects that will lead to career readiness skills in these fields.

Goal 1 Objectives 5

Use of Funds

R1 Academic Integration , R6 Assessment , R10 Collaboration, P3 Work-Based Experiences, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition

Strategies

- A. Support the implementation of the adult learning advising program and the Credit for Prior Learning initiative.
- B. Continue to support the offering of the developmental/college readiness course Fundamentals of College Reading, co-taught by a DCTC faculty member and and instructor from Hastings Adult Basic Education, AND evaluate the effectiveness of the course on student success in future classes.

Outcomes

- A. A formal adult transitions/accelerated program is established and implemented during the 2015-2016 academic year.
- B. Because this course is a pilot, some of the outcomes will evolve as it proceeds. The course will debut in Fall Semester 2015 with certain revisions discussed for future semesters. College faculty and ABE instructor will jointly plan for and revise the course as needed. It is hoped that this class through additional time (4 credit course) and support (ABE instructor) will better prepare low college reading readiness students to be successful in other college coursework.

Measures

Measure to be determined

| | |
|---------------------------------------|--------|
| 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 |

Reallocation Explanation

Goal 1 Objectives 6

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R9 Special Populations

Strategies

- A. Continue to review existing POS at the secondary and post-secondary levels for content. Continue to develop new POS at the consortium level.
- B. Review current TSAs for alignment with industry standards and curriculum taught and administer the appropriate assessment.
- C. At the secondary level, identify and add a TSA in Restaurant & Food/Beverage Services. Also, investigate building an articulation agreement with St. Paul College in Restaurant/Beverages Services.
- D. At the post-secondary level, meet with academic deans and faculty to identify TSAs in Visual Communications, Information Support and Services, and Therapeutic Services.

Outcomes

- A. Examining and comparing POS content will assist staff in developing updated POS.
- B. Appropriate TSAs will be chosen (Work Readiness TSAs will be reviewed and chosen if appropriate).
- C. A TSA will be identified and administered in Restaurant & Food/Beverage Services, Visual Communications, Information Support and Services and Therapeutic Services at both the secondary and post-secondary levels.
- D. A consortium professional development opportunity will be offered for schools to develop consortium approved POS

Measures

Measures to be determined.

| | |
|---------------------------------------|-------------|
| Post-Secondary Required Activities | \$2,500.00 |
| 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 | \$2,500.00 |
| Secondary Required Activities | \$3,000.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$9,000.00 |
| Secondary Admin Cost | \$0.00 |
| Secondary Reallocation Basic | \$0.00 |
| Secondary Reallocation Reserve | \$0.00 |
| Secondary Total | \$12,000.00 |
| Total | \$14,500.00 |
| Reallocation Explanation | |

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

Goal 2 Narrative:

- Continue the collaboration between our secondary, post secondary and industry partners to support early formation of career pathways for students.
- Continue expanding the opportunities for students in career exploration and work-based experience via career services offered, career exploration tools and courses, internships, externships, practicums and clinicals.
- Partner with the Minnesota Transportation Center of Excellence to pilot a mobile career awareness/career pathway program and help make its interactive and hands-on demonstrations available to consortium high schools .
- Develop and/or offer consortium specific staff development (for both high school and post secondary personnel) activities to expand knowledge in and implementation of strategies to increase participation and completion rates of all students and in particular non-traditional by gender.
- Develop and plan for a Consortium-wide Workforce Advisory committee . This committee will focus on the skill and occupational needs in the region and work with school and college programs to address those needs in a collaborative manner.
- Continue to involve community and industry partners in advisory groups, as guest speakers, and in panel discussions to provide input on industry needs, training requirements, opportunities for student internships and apprenticeships, and firsthand awareness of all aspects of industry.
- Strengthen and or develop advisory committees in the State Approved Rigorous Programs of Study (Accounting, Early Childhood, Facility and Mobile Maintenance).
- Partner with DCTC, Lakeville ALC, Burnsville ALC and ISD917 to coordinate the Early/Middle College Program to support their students' transition from high school to college, and to earn dual credit.
- Continue offering the 4 credit developmental course " Fundamentals of College Reading" co-taught by DCTC faculty and ABE instructor to students with significant gaps in their college readiness in reading. Explore expanding ABE services on campus to include an English Learner class.
- Continue providing consortium members and instructors current and relevant workforce trends and needs by using the resources of the Workforce Development Board and DEED.
- Gather a team representing secondary, postsecondary, industry, community organizations and ABE to attend the Adult Pathways Forum as a way to support existing adult transition programs and to identify new initiatives in assisting adults to get retrained and re-employed.

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?)

During FY17 consortium members had deliberate conversations and discussions about the establishment of a consortium-wide advisory committee. Unfortunately, the objective to develop such a committee never fully developed nor was a pilot implemented even though business and industry representatives were sought after for their advice, guidance and direction at various times during the year. Efforts continued to make sure that DCTC advisory committees were including their high school instructor partners (especially those with articulation agreements) at board meetings and that college faculty had access to high school instructors' contact information. This connection improved during FY17 but more work is needed on this strategy.

Even though the consortium was not successful in creating a consortium-wide Advisory Committee, members had opportunities to suggest alternative options such as: having a variety of business/industry representatives come to our meetings to give presentations, making a concerted effort to bring business/industry representatives into the classrooms, to decrease the disconnect between what employers are seeking and what students are being told, to put into practice what advice we are getting from business/industry, and to have at least one representative from each member school district sit on a consortium Advisory Committee that would meet separately from our monthly consortium meetings.

Consortium coordinator, Eric Van Brocklin, represented the consortium at the Dakota/Scott Youth Council meetings and brought workforce information back to members. This provided the opportunity to work directly with the Dakota County Workforce Centers to provide the opportunity to all our consortium high schools the potential for a pilot apprenticeship program through the Dakota County Library system in West St. Paul. This advisory group also helped to contribute funds to support the Nitro-X and Scrubs Camps for consortium member students interested in these summer camp opportunities.

The consortium relied on the expertise of Mark Jacobs, Workforce Development Director for Dakota/Scott Counties and Tim O'Neill, DEED Labor Analyst, to provide appropriate labor market information and data when needed. Consortium members utilized their information back at their schools to assist in improving and/or developing CTE programs.

Within the ISD 917 schools, advisory committees met twice each during the year and provided the opportunity for industry tours, curriculum updates and clinical visits. Students impacted by the work of these committees included clinical visits for Medical Careers students, product donations to Heavy Duty Truck, Total Auto Care, and Construction Trades programs, catering opportunities for our Fundamental Chef students, the building of a camper cabin by Construction Trades, and hands-on welding of a large trailer by our Heavy Duty Truck classes.

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

Post-Secondary Response: The college advisory boards continued to be a critical component of the career and technical programs. The advisory boards met at least once but often twice during the academic year and discussed workforce needs, what skills were most sought after, changes in technology and equipment and curriculum development. Advisory Board members were also actively involved in the 4 different career and job fairs held on the DCTC campus during the year. During FY17, the advisory boards were instrumental in curriculum redesigns for CTE programs in Automotive Technology, Landscape Horticulture, Interior Design, Graphic Design and Photography. Ad hoc advisory committees were formed to look at new college programs for future academic years most notably to establish a Veterinary Technician program in FY18. Advisory committees and their industry members continued to provide DCTC needed technical equipment through the leveraged equipment program. The committees also helped advise high school programs as to equipment purchases and use, curriculum review and development, and opportunities for work-based learning activities.

Secondary Response:

In each of our programs and schools advisory committees are convened to help shape program design by providing staff the current industry technology needs, employee needs, and future skill needs. The advisory committees provide site tours, classroom speakers, and access to career fairs for our members. In Farmington they use committees to help shape their middle school career fair by inviting members to speak with students. In Northfield they host a career fair for middle school and HS students that access the advisory groups to generate presenters and participants. As part of the Dakota County Consortium Career and College Fair they use multiple members of various advisory committees to give access to a wide array of careers. We have used committee members to provide hands-on experiences through catering, repair, design of materials, manufacturing of materials, construction of buildings, and input on curricular design. In FY18 we will continue to expand and incorporate even a wider array of members within all committees. We were able to purchase a newer forklift through industry partnerships, attain metals for courses, and construct homes based on industry and advisory members involvement.

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?

Post-Secondary Response: In FY17, Dakota County Technical College's business and industry partners again showed their commitment to the college's mission of "Education for Employment" for supporting the career programs and their students with work-based opportunities, equipment, guest lecturers, career fairs, and jobs. Because of this commitment, 22 of DCTC's programs were able to offer their students such opportunities as work experience, internships, field experience, portfolio shows and demonstrations, practicums, clinicals, externships and credit for prior learning during FY17. In addition to these opportunities that were often built into and required by the curriculum, many students were already working in the industry while going to school especially those in the Information Technology, Early Childhood, Automotive, Diesel Repair, Accounting, and Business programs. In FY17, 604 DCTC students were enrolled in work-based opportunities supported by the business partners. The following is the list of the career program areas and how many students were impacted and participated:

- Architectural Technology (11)
- Auto Body Collision Technology (11)
- Automotive Technician (28)
- Biomedical Equipment Technology (24)
- Brewing and Beer Steward (19)
- Business Management (11)
- Civil Engineering (9)
- Dental Assistant (38)
- Early Childhood & Youth Development (30)
- Exercise and Sport Science (12)
- General Motors Automotive Service Educational Program (31)
- Graphic Design Technology (15)
- Heavy Duty Truck Technology (23)
- Information Technology (Networking, Software Development) (12)
- Interior Design (8)
- Landscape Horticulture (31)
- Marketing (11)
- Medical Assistant (22)
- Nanoscience Technology (5)
- Nursing Assistant (128)
- Photographic Technology (17)
- Practical Nursing (108)

Secondary Response: A survey was sent to schools in the consortium.

Responses stated the following types of WBL. Staff indicated that, across the board, students' experiences covered all pathways except the Engineering, Manufacturing and Technology: STEM area. All programs served special populations students. Many students are employed in retail jobs.

- Mentorships: Farmington--34 students for a trimester course; South St. Paul--9 students for two trimesters.
- Business Internships: Northfield: Marketing, 18 students for 1 year course
- Job shadowing: Farmington: 60 (part of Career exploration course)
- Work Experience programs (general): Northfield (two programs)--120 students; ISD 917 had over 40 students participate
- Work Experience Disadvantaged Programs: Simley--25 students per trimester; Sibley; Farmington
- Field trips: over 40 field trips (to industry, college/career prep programs) were done in each of the POS areas.
- Clinical Rotations: ISD 917: Nursing Assistant program: 42 students to Northfield and Farmington Care Facilities
- In Class Lab: Farmington: 60 students in Child Care Occupations, Sibley: 50 students in Child Development course.

We also held a variety of opportunities for our members and students to experience work based learning awareness. In October we held industry partner meetings with 9 different companies and associates. These meetings helped to create tours of Ardent Mills in Hastings, Low Voltage Training in Fridley, and the Brick and Tile Layers Training center in Plymouth. This also helped generate these companies to take part in our annual career fair. We also hosted Amber Higgins of the Dakota County Workforce Centers as part of our monthly Perkins Consortium Leaders meeting. Amber oversees youth employment opportunities within Dakota County. She provided resources to all our members so that students and families could access employment opportunities. She also provides our consortium with monthly job market and employment opportunities within Dakota County that is shared with all staff within our buildings.

We also had a visit by Andrea Grossman who works as a Social Worker with Dakota County. She informed us of a program to help low incident violators gain work readiness skills in the county. She later brought a group of students into the ISD 917 Fundamental Chef program to work with Chef Patty LaBeau on a cooking and independent Living experience. She also met with other schools and programs for future work readiness skills training for future students.

The consortium heard from the MN/ND Brick and Tile Layers Training Union on a free 12 week training session for young adults ages 17+. The training would help lead to a career in this field that was at no cost to the students. They would need to attend the training center in Plymouth, which was a barrier that the consortium continues to explore for future work based learning options.

Finally, our consortium member students were offered the opportunity to attend career fairs at Uponor Corporation in Apple Valley, Treasure Island in Red Wing, and the DCTC career fair held on the campus. Members of the ISD 917 programs attended each of these tours.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R1 Academic Integration , R9 Special Populations, R10 Collaboration, P9 Alternative Formats, P10 Student Transition

Strategies

- A. To participate in the state-approved Early Middle College Programs with Lakeville Alternative Learning Center and Burnsville Alternative Learning Center.
- B. Continue to explore expanding the Early Middle College Program to other ALCs within the Dakota County Consortium.
- C. The consortium will support the early college credit program existing between ISD917 and DCTC.

Outcomes

- A. Lakeville ALC and Burnsville students who have been approved for the Early/Middle College Program will enroll in DCTC courses.
- B. Dakota County Perkins Consortium (DCPC) schools will be informed about the Early/Middle College Program and if interested will be assisted in the application and implementation processes.
- C. ISD917 students who have been approved to be a part of the early college credit program will enroll in DCTC courses.

Measures

Measures to be determined.

| | |
|---------------------------------------|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Reallocation Explanation | |
| 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

R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition

Strategies

A. Serve as one of the consortiums working with the Minnesota Transportation Center of Excellence on a pilot career exploration program. By helping to coordinate the Center's fully equipped semi-trailer truck visits at middle and high schools locations, the students will have the opportunity for hands-on demonstrations, activities and projects along with transportation career pathway information.

Outcomes

A. Middle and high school students within the consortium will be exposed to various Transportation Careers and Pathways.

Measures

Measures to be determined.

| | |
|--|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Reallocation Explanation | |
| 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 3

Use of Funds R6 Assessment , R10 Collaboration, P9 Alternative Formats, P10 Student Transition

Strategies

A. Continue to offer the Fundamentals of College Reading course (a co-taught class by DCTC faculty and Hastings Adult Basic Education instructor) for students who have significant deficits in college ready readiness and evaluate the effectiveness of the course on the future success of students.

B. Explore the possibility of offering an ABE English Learner class on the DCTC campus to provide students with significant gaps in English readiness an affordable option for college preparation and support.

Outcomes

A. College faculty and ABE instructor will jointly plan for and revise the course as needed. The class, through additional time (4 credit course) and support (ABE instructor), will better prepare low college reading readiness students to be successful in other college coursework. Data exists and will be analyzed to support this hypothesis.

B. DCTC and Hastings ABE agree to offer an English Learning class on campus with days, times and classroom agreeable to all.

Measures

Measures to be determined.

| | |
|---------------------------------------|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Reallocation Explanation | |
| 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 4

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees

Strategies

- A. High school CTE instructors will be invited to DCTC program advisory committee meetings based on their program of study.
- B. Develop a Consortium-wide advisory committee pilot project in the Rigorous Programs of Study areas of Accounting, Early Childhood Occupations, and Facility and Mobile Maintenance areas.
- C. College faculty will maintain a list of current high school CTE instructors within their program of study and invite them to participate in program advisory committee meetings.
- D. New POS shall be vetted by program advisory committees whenever possible.
- E. Develop a plan and pilot a Consortium-wide Workforce Advisory committee .

Outcomes

- A, B, C, and D. Increased interaction and collaboration between high school instructors, college faculty, and industry representatives to strengthen POS/pathway discussions, industry understanding, articulation agreements and creative partnership opportunities. Advisory groups will meet and identify core curriculum, technical equipment, and career resources that are needed at each educational level.
- E. This committee will focus on the skill and occupational needs in the region and work with school and college programs to address those needs in a collaborative manner.

Measures

Measures to be determined.

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

Reallocation Explanation

In our continued effort to inform and update high school partners (including CTE instructors, counselors and administrators) regarding post-secondary career and technical pathways, DCTC is hosting a breakfast meeting with such agenda items as: new program development (Vet Tech program Fall 2017?), programs of study, polytechnic university discussion, new program initiatives, changes in admissions requirements and processes, early college credit opportunities, role of college advisors, support/success services for special population students, student engagement, resources for veterans, and financial aid updates.

| | |
|-------------------------------------|------------|
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Admin Cost | \$0.00 |
| Post-Secondary Reallocation Basic | \$841.29 |
| Post-Secondary Reallocation Reserve | \$0.00 |
| Post-Secondary Total | \$841.29 |
| Secondary Required Activities | \$0.00 |
| Secondary Permissible Activities | \$600.00 |
| Secondary Reserve | \$0.00 |
| Secondary Admin Cost | \$0.00 |
| Secondary Reallocation Basic | \$0.00 |
| Secondary Reallocation Reserve | \$0.00 |
| Secondary Total | \$600.00 |
| Total | \$1,441.29 |

Goal 2 Objectives 5

Use of Funds

R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees

Strategies

- A. Mark Jacobs, Workforce Development Director for Dakota County, will continue to be used as a resource to speak to the consortium and provide information on workforce needs. In addition, we will use Tim O'Neill, DEED, as a resource for labor market trends information.
- B. Investigate plans to develop a Consortium-wide Workforce Advisory Committee

Outcomes

- A. Consortium members will be made aware of employment trends that identify high wage, high skill and high demand occupations/career pathways.
- B. A decision is made to develop a Consortium-wide Workforce Advisory Committee.

Measures

Measures to be determined.

| | |
|---------------------------------------|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Reallocation Explanation | |
| 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

R1 Academic Integration , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration

Strategies

- A. Continue to work with the state staff to address deficits in Negotiated Performance Targets.
- B. Work with consortium staff to ensure accurate collection and reporting of data.

Outcomes

A & B. Improvement plans and/or reports are identified and implemented.

Measures

Measures to be determined.

| | |
|---------------------------------------|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Reallocation Explanation | |
| 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 7

Use of Funds

R10 Collaboration, P3 Work-Based Experiences, P10 Student Transition

Strategies

A.Continue to explore ways to define, create and implement internship programs and career services for all DCTC students.

Outcomes

A. Students will be aware of career services available and participate in internships that are offered in their program of study.

Measures

Measures to be determined.

Post-Secondary Required Activities \$0.00

Post-Secondary Permissible Activities \$0.00

Reallocation Explanation

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, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition

Strategies

A. The consortium will assemble a team (including Perkins coordinators, ABE managers, ABE instructors, developmental education faculty, academic deans, Chief Academic Affairs Officer, workforce development counselors, and GoodwillEaster seals) and attend the Adult Pathways to Postsecondary Forum on October 7th at RCTC.

Outcomes

A. The team will attend the Forum in October and be equipped with new information and resources to strengthen existing adult transition programs and have new ideas of programs adults could benefit from to get retrained and reemployed.

Measures

Measures to be determined.

| | |
|---------------------------------------|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Reallocation Explanation | |
| 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 9

Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P2 Counseling

Strategies

A. Provide high school students and DCTC students access to career information through print materials, career software and online resources (e.g., VirtualJobShadow, Naviance, MCIS and Iseek). Invite community and industry partners to be resources for the consortium. For example, be guest speakers, host tours, participate in panel discussions, provide input on industry needs, inform students and staff on training requirements, provide information on opportunities for student internships and apprenticeships, and offer firsthand awareness of all aspects of industry.

Outcomes

A. Career software services and materials funds will be allocated to consortium members and to be utilized by high school and college students and staff (for secondary: a maximum level of funding will be established for the purchase of Naviance and MCIS for individual school purchases). Students will have the opportunity to learn about and compare careers.

Measures

Measures to be determined.

| | |
|---------------------------------------|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Reallocation Explanation | |
| 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 | \$18,000.00 |
| 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 | \$18,000.00 |
| Total | \$18,000.00 |

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

- Continue to provide access to quality career pathway information for non-traditional and special populations students and support the resources and equipment needed for easy access.
- Continue to support the opportunities non-traditional and special population students have to explore potential career pathways through such programs as TxT, Scrubs Camp, E3 STEM and the consortium's 3rd Annual Career and College Fair.
- Curriculum development and professional development opportunities will continue to be supported and expanded with special emphasis on non-traditional students and special population learners.
- Provide a comprehensive mix of student success services and programs that support college and career readiness, disability support, early interventions, and individual success planning.
- Use resources from workforce centers, NAPE, STEM Equity Pipeline, and IWITTS.
- Utilize assistance from MDE and MNSCU to help reach performance targets in this area.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

We offered a Career and College Fair at Hastings High School (our 3rd Annual) that included over 100 vendors from business/industry, Post-secondary programs, and military branches. Students from all our member districts were able to attend regardless including many students with disabilities and first-generation students. We had over 1000 students of all abilities and awareness-levels attend the event and they were able to explore a number of career pathways to students. As part of this fair we had students from the Branch Out Transition program in ISD 197, the TESA program from ISD 917, the Hastings STAR program, and the Simley Transition program attend. This equated to nearly 90 students with varying disabilities that were provided input and opportunity to experience all the same careers as their peers.

Within our ISD 917 CTE programs we offer two programs that are exclusive to students with disabilities: Career Exploration and Evaluation Program and our Food Industry Careers. ISD 917 also offers opportunities for students to attend all CTE programs, along with tours and site visits that promote career options for all students.

DCTC implemented an informal mentoring program for student athletes who were primarily students of color and first-generation college students. The 7 athletes, who were struggling with academics and adapting to college life, met weekly with one of the college's faculty of color to talk about resources available and how to navigate and survey the college experience. Although the mentoring had some short-lived success (4 students met the academic expectations at end of Fall Semester 2016), it opened the door for more discussions on how such a program needs to be incorporated earlier and have more formal parameters to it.

Northfield's Perkins grant supported special populations with career field trips in manufacturing, engineering, law (courthouse visit), and child care/preschool. This impacted approximately 150 NHS students. One business student participated in a semester-long internship at the Chamber of Commerce. Perkins supports student transportation and advisor costs to participate in DECA. There are 75 students involved in DECA, developing professionalism and confidence, and exploring entrepreneurship, finance, management, and marketing.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

Post-Secondary Response: The following were some of the strategies explored, implemented and adopted during FY17 to support special populations of college students in DCTC's CTE programs.

- DCTC sent 3 staff to the Student Retention Symposium in April, 2017 to learn of best practices to increase the persistence and completion of students, especially for such special populations as adult learners. As a result of the symposium, DCTC took steps to train advisors in the art of Appreciative Advising (AA) the intentional, collaborative practice of asking positive, open ended questions that help students optimize their educational experiences and achieve their dreams, goals and potential. Advisors and other student services staff were provided an introduction to Appreciative Advising during a June 2017 retreat and a team was formed to implement AA during FY17.
- With some help from our FY17 Plan and having appropriate Perkins-related personnel on key committees, strategies were identified to assist special population students and the strategies were written into DCTC's 2017-2020 Strategic Enrollment Plan. Strategies will include services with veterans, students with disabilities, online students, student athletes and adult learners.
- During FY17, 44 students who scored below 50 on the Reading Comprehension portion of the ACCUPLACER test enrolled in the 4 credit Fundamentals of College Reading course co-taught by a DCTC faculty member and an ABE instructor. The course benefitted many immigrant and English Speakers of Other Languages students who needed to build up a foundation of reading skills to assist in their success in other coursework.
- DCTC's Center for Student Success piloted a series of Success Talks for its Transportation students during Fall Semester 2016. The three sessions offered included How to Communicate with Instructors, an Alumni panel and an Employer panel to make first year students understand the importance of not only their technical skills but their foundational soft skills and knowledge. The 3 success talks drew a total of 159 students.
- In collaboration with Hasting ABE, DCTC was again able to offer a free ACCUPLACER Prep course for students who sought help to prepare for the assessment and ultimately help them avoid having to take extra classes (thus saving time and money). During FY17, approximately 35 students participated in the prep sessions and followed through with the appropriate learning paths designed for them.
- In collaboration with ISD196 Community Education and Inver Hills Community Colleges, DCTC was able to offer a TEAS Prep class for their students seeking acceptance into the Practical Nursing program. The initial offering had 12 DCTC students registered during the Spring Semester 2017 offering. Plans are to continue offering the class at least twice during FY18.
- DCTC continued to survey faculty early within each semester (usually the start of week 4) to have them identify any of their students who were at risk of failing their course. Those students (200-300 of them each semester) on alert were then contacted by the appropriate success coaches, TRIO advisors, disability services advisor or career/technical program enrollment advisors. During the Spring Early Alert campaign, DCTC had 98% of their full-time, unlimited faculty respond to the survey. Also during Spring, a process and procedure was defined and implemented to track those students who were successfully contacted by an advisor in the hopes that the intervention could be tracked.
- The college also surveyed all enrolled students in the 3rd week of the semester asking how were they doing. Those student who responded with a "Not Great" were immediately contacted by their appropriate advisor to see if there was anything the college could do to improve their experience.
- A new format to the college's New Student Orientation and Registration was implemented during FY17 that provided students much more variety and detail in the information shared with them. The format allowed for 5 different sessions (sessions on Financial Aid, Student Success, Student Life, student portals, course registration) that moved them around every 30 minutes and had them receive important information in a variety of ways (tours, one-on-one advising, PowerPoints, informal discussions, demonstrations, hands-on learning, etc.)

Secondary Response:

Continued offering the consortium's Career and College Fair that was attended largely by students enrolled in CTE courses at the consortium high schools. The event was videotaped by Farmington High School which will be edited and used as a CTE recruitment tool as well as advertising for the event (see attachments for the un-edited video link).

Simley: Wrote in the Perkins FY17 plan request for the development of work skill centers within the classroom setting to address learning areas in retail and hospitality industries. The centers helped many special population students determine what skills are needed for them to do well in the work environment.

Northfield: Developed a curriculum around the online program of Virtual Job Shadow to show special population students the variety of careers available to them. The high school FaCS program also added a new design course that was taken by a large number of special population students.

Farmington, Henry Sibley and Hastings: Tech ed departments at these high schools took steps to purchase newer and safer equipment used in the classrooms where special needs students (e.g. Saw Stop) are also enrolled.

ISD 917: Purchased and updated curriculum for the WBL program for special needs students.

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.

Post-Secondary Response:

DCTC is fortunate to have a very robust and active Institutional Research (IR) department that helps track how certain initiatives and how such initiatives impact the recruitment, admissions, retention and completion of special population students. The data assists the post-secondary Perkins coordinator in quantifying work being done with Perkins-related activities such as service to special populations, participants and completors in POS, and strengthening POS/RPOS at the college and consortium-wide. For example, with IR's help, DCTC began to track the number of at risk students successfully contacted by their appropriate advisor to see if such interventions assisted the student in staying in and completing the class. Relevant data sets are frequently talked about in meetings and utilized when developing departmental smart goals, Perkins plans and the overall Strategic Enrollment Plan.

Secondary Response;

We continued to work on improving the accuracy and quality of CTE student reporting on the MARSS system and corresponded with Kari Ann Ediger when needed to clarify certain data reports.

In classrooms using TSAs with high numbers of special needs students, additional assistance was provided during testing.

In classrooms using TSA pretests, results showed that there was an improvement in final TSA testing scores.

TSA results both at secondary and post-secondary levels continue to provide critical feedback to instructors and faculty on changes that need to be made to their curriculum to mirror industry expectations. At the secondary level, there still was the challenge of having a high number of special education students taking TSAs and not doing well. There has been an increase in female participants in ISD917's construction trades, heavy duty truck and vehicle services. ISD917's health career courses also saw an increase of male students participating.

Virtual Job Shadow (VJS) reports were used to support the continued funding of the career awareness site at all consortium schools (including DCTC). Data also indicated that more and more students who used VJS and created portfolios returned to the site to retrieve such portfolios after they had graduated.

As always, the Targeted Performance Indicators assisted the consortium in its activities designed for special population students.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R9 Special Populations, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition

Strategies

- A. Continue to support ongoing success initiatives or create new student success programming within targeted DCTC programs (e.g low retention rates, higher number of non-traditional learners).
- B. Support the development, planning and coordination of the 2nd Annual Student Success Day for all enrolled DCTC students.
- C. Continue to partner with Adult Basic Education professionals from Hastings to offer and expand ACCUPLACER prep classes and explore adding a TEAS (nursing exam) prep and English Learner class on the DCTC campus.
- D. Continue to utilize Hobson's RETAIN tool and increase usage of AgileGrad Case Management system for tracking and communicating with students that have been identified at risk academically through RETAIN's Early Alert System. Student intervention strategies and processes will be defined, implemented and communicated.
- E. Continue the highly relational and intentional student success coaching program with students on Academic Warning, Academic Probation and Conditional Acceptance and improve the documentation of advising sessions with these students and the ongoing communication with those students.
- F. Continue to improve and increase the marketing and awareness of student success services available at DCTC to special population students via Student Orientation and Registration sessions, direct communication with students and the visible presence on the college website.

Outcomes

- A. Programs concerned with retention and completion rates will implement college success strategies during first week of classes and/or embedded in a core class to focus on career and college readiness skills needed for that particular career/industry.
- B. The 2nd Annual Student Success Day is supported, driven and planned by college faculty with one or two dates identified during the 2016-2017 academic year.
- C. An ACCUPLACER Prep class is offered at least 1 day a week with hours reasonable for students to attend. Meetings with appropriate shareholders are conducted to determine the potential of offering a TEAS Prep class to nursing program applicants. A free English Learner class is offered on the DCTC campus by Spring Semester 2017 to students with significant gaps in English/reading college readiness.
- D. Via the RETAIN tool, targeted populations of students receive timely and informative communications to improve their awareness of college life, policies, resources and deadlines and faculty are fully utilizing the RETAIN alert system. Enrollment advisors and faculty advisors are utilizing the AgileGrad Case Management system to document their interventions with students.
- E. College success plans are implemented for and used by students on Academic Warning, Academic Probation and Conditional Accept status. Follow-up with these students is established and implemented.
- F. The Center for Student Success has increased visibility and involvement in new student orientation and registrations sessions and has updated, relevant information on the website.

Measures

Measures to be determined.

Post-Secondary Required Activities \$1,200.00

Reallocation Explanation

As part of the success planning with students at risk, success coaches are increasingly working with students on their organizational and time management skills. The use of daily planners has been found to be an effective way for students to keep track of assignments, tests, deadlines, etc.

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

| | |
|---|------------|
| Post-Secondary Total | \$1,700.00 |
| Secondary Required Activities | \$0.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Total | \$0.00 |
| Total | \$1,700.00 |

Goal 3 Objectives 2

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P4 Additional Special Populations, P5 Student Organizations

Strategies

- A. Continue to support non-traditional and special population learners in secondary and post-secondary CTE programs by providing resources and the purchase of equipment. Support CTE student organizations and activities when appropriate
- B. Continue to provide learning services to students with documented disabilities and the general student population to support their academic and CTE training. These services will include tutoring, test accommodations, classroom resources, notetaking, advising, counseling and software (i.e. captioning for videos, screen readers, etc.).
- C. Continue outreach efforts to non-traditional and special population students at consortium high schools by providing college transition and career awareness information through one-on-one meetings with counselors, delivering classroom presentations, participating in career/transition/college fairs, and attending parent nights.
- D. Review DCTC institutional research data for ongoing planning and evaluation.
- E. Invite MDE and MNSCU staff to speak to consortium schools regarding inclusion of non-traditional students and special population students in their CTE programs.

Outcomes

- A. CTE instructors will submit resource and equipment requests that support the inclusion of non-traditional and special population learners, meeting Perkins guidelines.
- B. Students will have increased awareness and use of success services that are available and what pathways/POS are appropriate for them to follow. Tutoring services are delivered in both academic and technical areas.
- C. Students, parents, counselor and instructors will be aware of transition opportunities and career possibilities. DCTC will be open to and offer outreach opportunities.
- D. Data will reflect improved retention and graduation rates at the post-secondary level.
- E. Consortium members will review and understand inclusion measures.

Measures

Measures to be determined.

| | |
|---|--------------|
| Post-Secondary Required Activities | \$179,296.71 |
|---|--------------|

Reallocation Explanation

DCTC is making an effort to expand its peer tutoring service and needs to set aside some dollars for qualified peer tutors who are not eligible for work study funds. Peer tutors have been able to provide additional assistance for those seeking academic support in reading and English. DCTC is also piloting an intrusive advising program with student athletes (many of which are first generation, under-represented students). The advisor assigned to provide this service would be doing so in addition to their normal responsibilities.

| | |
|--|--------------|
| Post-Secondary Permissible Activities | \$0.00 |
| Post-Secondary Reserve | \$15,270.01 |
| Post-Secondary Total | \$197,566.72 |
| Secondary Required Activities | \$8,900.00 |

| | |
|---|--------------|
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Total | \$8,900.00 |
| Total | \$206,466.72 |

Goal 3 Objectives 3

Use of Funds R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P4 Additional Special Populations, P5 Student Organizations

Strategies

- A. Work with MDE and MNSCU CTE staff to develop strategies to improve non-traditional completion.
- B. Update and implement all activities listed in the Perkins Improvement Reports or Plans regarding Technical Skill attainment areas.
- C. Encourage non-traditional and special population student participation by supporting involvement in student CTE organizations and funding faculty to attend state and national competitions.

Outcomes

- A & B. Consortium staff will learn how to improve services and resources for students at their schools.
- C. Advisors will be made aware of available resources for student participation in student CTE organizations.

Measures

Measures to be determined.

| | |
|--|------------|
| Post-Secondary Required Activities | \$0.00 |
| Reallocation Explanation | |
| Post-Secondary Permissible Activities | \$0.00 |
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Total | \$0.00 |
| Secondary Required Activities | \$0.00 |
| Secondary Permissible Activities | \$1,500.00 |
| Secondary Reserve | \$1,057.59 |
| Secondary Total | \$2,557.59 |
| Total | \$2,557.59 |

Goal 3 Objectives 4

Use of Funds R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition

Strategies

- A. Continue to provide the week-long, summer Teens eXperiencing Technical Education (TxT) to give 5-7th grade girls hands-on experiences within technical career pathways - many of which are non-traditional for their gender. Postsecondary Perkins coordinator will continue to be the kick-off speaker each morning of the TxT event promoting career and technical education and non traditional careers.
- B. Continue supporting the annual Scrubs Camp in collaboration with Inver Hills Community College for middle school students (completed grades 6-8). The two-day camp will offer an opportunity to explore health science professions through engaging, hands-on activities.
- C. Continue supporting the E3 STEM program, a collaborative grant with DCTC, Inver Hills Community College and Apple Valley High School through the offering of ACCUPLACER testing, mentoring, and tutoring services.
- D. Plan and host the 3rd Annual Career and College Fair for consortium school districts and their students.

Outcomes

- A. All consortium school districts will be aware of this opportunity for these students. Middle school girls will become aware of new career paths and options. Postsecondary Perkins Coordinator will be in a better position to influence and support the TxT event within the context of Perkins especially in regards to data collected and tracked.
- B. Scrubs Camp will become an annual event during the summer and consortium school districts are aware of and participate in the career awareness event.
- C. E3STEM becomes a sustainable program and/or a renewable grant funded program and will serve as a model to expand to other high schools. Postsecondary Perkins Coordinator will be in a better position to influence and support the program and its students within the context of Perkins. A tutor is established at Apple Valley High School to service the E3 STEM students. The mentor and mentee relationship is established.
- D. Students from the 9 consortium high schools will be exposed to a number of career opportunities, including non-traditional areas as well as high skills/high wage/high demand jobs in our area.

Measures

Measures to be determined.

Post-Secondary Required Activities \$0.00

Reallocation Explanation

As part of the 3rd Annual Career and College Fair we will use the extra funds to help with transportation costs for consortium members, materials for the fair including tables, sub costs for staff to bring students, and advertising. All consortium member districts participate in the fair by incorporating students of all ability levels. With the growth in vendors, post-secondary institutions, and military groups that participate we have incurred greater costs to provide enough table space for presentation.

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$0.00

Secondary Required Activities \$3,000.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$4,980.00

Total \$4,980.00

Goal 3 Objectives 5

Use of Funds R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R9 Special Populations, R11 Articulation

Strategies

- A. Provide professional development opportunities to consortium members in curriculum development, working with non-traditional learners, POS and academic attainment.
- B. Offer consortium members an opportunity to view PowerPoint or WebEX presentations from the MnSCU site or from other resources on non-traditional and special population student topics.

Outcomes

- A. CTE staff will learn and implement knowledge in improving CTE programs, enhancing POS in non-traditional occupations, and will gain knowledge in working with non-traditional and special population students.
- B. Attendees will learn/review the topics presented.

Measures

Measures to be determined.

Post-Secondary Required Activities \$0.00

Reallocation Explanation

DCTC would like to send a 3-4 person team to the John Gardner Institute's Student Retention Symposium in April, 2017. The two day focuses on a range of strategies to enhance student success throughout the college experience. The event is designed for individuals and teams of academic affairs, student affairs, administrators and faculty. Institutional team time will be provided for DCTC particular retention issues, especially certain special populations such as adult learners and students with disabilities.

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$3,000.00

Secondary Required Activities \$1,500.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$1,500.00

Total \$4,500.00

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

Goal 4 Narrative:

- The consortium will continue to evaluate its programs and courses for flexibility and access in terms of scheduling, format, and reduction of needed credits (articulation, ease of transfer, credit for prior learning, redesign of developmental education courses).
- The consortium understands the importance of collaboration within and outside the consortium to strengthen POS and support student transitions and will engage in such relationships with area high schools and neighboring consortia (South Metro Consortium, Southeast Consortium and the Southern Minnesota Articulation group)
- The consortium is committed to implement solid and rigorous programs of study while providing career awareness resources (i.e. VirtualJobShadow, Naviance, etc.) to students and strengthening articulation agreements and the process by which those agreements are documented and disseminated.
- The consortium will continue to improve the services and resources needed to promote student retention and completion by its use of a comprehensive intrusive advising model, ACCUPLACER testing and interpretation, and career readiness resources.
- The consortium supports the efforts of various shareholders in programming made available for adult learners, veterans, underemployed and unemployed adults.
- The consortium will provide resources to school districts to enable student transitions and access to services.

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

Articulation Agreements: For FY17, DCTC had 255 active course articulation (220 local and 35 regional) agreements (220 local and 35 regional) with 46 different Minnesota High Schools. These agreements spanned across 5 of the 6 Career Fields and 13 different Career Clusters. Preliminary reports indicate that 120 students earned articulated credits during the 2016-2017 year.

Articulation between DCTC and ISD917: DCTC and ISD917 continued to maintain articulation agreements separate from what is documented in CTECreditMn. ISD917 reported directly to DCTC at the end of FY17 the students who participated in and completed articulated courses and the number of credits that should be transcribed on DCTC transcripts. ISD917 reported that a total of 31 students participated in the articulated courses, earning a total of 152 credits. The 42 students represented 7 different school districts including ISD196, Farmington, Bloomington, Inver Grove Heights, Cannon Falls, Hastings and Lakeville.

PSEO: In FY 17, 43 PSEO students from various high schools and home school programs were enrolled in college-level coursework earning 452 college credits.

Early Middle College: DCTC began FY17 with two state-approved Early Middle College Programs - one with Lakeville Alternative Center and the other with Burnsville Alternative High School. The number of students who actually enrolled in DCTC college coursework declined from year one. In FY17 only 4 students (all from Lakeville) were accepted as an Early Middle College student and enrolled in a total of 20 credits. A presentation from the consortium post-secondary coordinator was given to staff and faculty at Burnsville High School explaining the Early Middle College program, how it works and the benefits it would have for their students if deemed appropriate for the program. In Spring of 2017, DCTC's 3rd Early Middle College program was approved this time with ISD917 to begin enrolling properly vetted students by Fall 2017.

Transfer Agreements: As a technical college, DCTC continued to focus its efforts on placing students immediately into the workforce with the knowledge, skills and abilities to hit the job running. However, during FY17, 28 career and technical programs at the college maintained formal transfer agreements with 10 different four year colleges (Concordia St Paul, MSU Moorhead, Metropolitan State, MSU Mankato, Southwest Minnesota State University, St Mary's University, University of Minnesota, Dunwoody, St. Catherine's University and UW Stout). Students looking to continue their education are always advised to speak with a transfer specialist at the college(s) they are considering to see what they would accept from DCTC. Students are advised to use the Transferology.org site to determine course-by-course transfer possibilities. DCTC continued to offer general education courses as part of the Minnesota Transfer Curriculum (MnTC) including 42 different courses covering all 10 of the MnTC goal areas.

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 who enrolled at DCTC and have a DCTC articulation certificate (produced from the CTECreditMN website) for **full** college credit from their high school, will have the appropriate college course and credits shown on the college transcript. Students who attend DCTC and have an articulation certificate for **partial** college credit from their high school will still take the college course and upon completion have it transcribed. The only difference is they pay less for the college course.

Students who attend ISD917 and completed an articulated course between 917 and DCTC will automatically have this course documented on the college transcript whether they attend DCTC or not.

PSEO students, including Early Middle College students, have their college coursework documented on the college transcript. How this course is transcribed at their high school varies depending upon the college courses taken and how they are transferred back to the high school. The college course could be considered a high school requirement and is documented as such or it could be considered an elective.

Consortium members are well aware of the issue of transcribing courses especially those that are articulated. In our FY18 plan we anticipate discussing this further and meeting with school counselors and other appropriate staff to determine best practices.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services

Strategies

A. Continue to connect Perkins consortium activities with on campus organizations and resources for Veterans.

Outcomes

A. Veteran students are aware of high wage, high skill and high demand career pathways. Veterans maximize credit earning opportunities through the various organizations translating military training and experiences to college credit.

Measures

Measures to be determined.

Reallocation Explanation

| | |
|---------------------------------------|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Total | \$0.00 |
| Secondary Required Activities | \$0.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Total | \$0.00 |
| Total | \$0.00 |

Goal 4 Objectives 2

Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration

Strategies

A. Continue to fund Career information systems (MCIS, VirtualJobShadow, Naviance) for schools in consortium. (Also see Goal 2)
B. Review the RPOS in Early Childhood Development and the RPOS in Facility and Mobile Equipment Maintenance (if approved) to strengthen the criteria for RPOS

Outcomes

A. Students will be able to learn about career pathways and career development resources to help in program planning and transition to/from college and career.
B. Improvement will be shown in program enrollment, student retention and completion, and student transitions. Strategies to move RPOS subcomponents to a higher level will be developed.

Measures

Measures to be determined.

Reallocation Explanation

| | |
|---------------------------------------|------------|
| Post-Secondary Required Activities | \$1,500.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Total | \$1,500.00 |
| Secondary Required Activities | \$4,400.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Total | \$4,400.00 |
| Total | \$5,900.00 |

Goal 4 Objectives 3

| | |
|--------------|---|
| Use of Funds | R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P10 Student Transition |
|--------------|---|

Strategies

- A. Continue to utilize MnTransfer Curriculum to facilitate transfer of credit between 2 and 4 year institutions.
- B. Promote transfer tools and resources (e.g. Transferology, DARS, eTranscripts, MnTransfer) to raise awareness of course equivalencies and transfer options between MnSCU colleges.
- C. Support and collaborate with DCTC's Career Services Director in the planning and hosting of the Transfer Fair held on campus.

Outcomes

- A. Students will have an increased awareness of the MnTransfer Curriculum.
- B. Students will have an increased awareness and use of Students First tools, including eTranscripts, DARS, Transferology, MnTransfer and Single Search.
- C. A Transfer fair is scheduled; current DCTC students will have opportunities to talk with four-year colleges and universities regarding transfer.

Measures

Measures to be determined.

Reallocation Explanation

| | |
|---------------------------------------|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Total | \$0.00 |
| Secondary Required Activities | \$0.00 |
| Secondary Permissible Activities | \$0.00 |

| | |
|--------------------------|--------|
| Secondary Reserve | \$0.00 |
| Secondary Total | \$0.00 |
| Total | \$0.00 |

Goal 4 Objectives 4

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration

Strategies

- A. Continue to use CTECreditMn website for articulation agreement management and articulation agreement access.
- B. Continue to provide input into the improvement of the CTECreditMn website.
- C. Provide professional development sessions on the use of the CTECreditMn website for high school instructors and counselors, college deans and faculty and school administrators.
- D. Approve a technical services contract with an identified staff to assist in managing articulation agreements for the Dakota County Perkins Consortium.

Outcomes

- A. The CTECreditMn website is widely used by students, teachers, faculty and administrators to view the most current articulation agreements.
- B. Perkins Coordinators will attend and participate in CTECreditMN meetings and trainings and will provide feedback and suggestions for improvement.
- C. High School instructors, college faculty and administrators understand and utilize the CTECreditMn website.
- D. Staff will be hired on a professional services contract basis.

Measures

Measures to be determined.

Reallocation Explanation

| | |
|--|-------------|
| Post-Secondary Required Activities | \$11,500.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Total | \$11,500.00 |
| Secondary Required Activities | \$1,000.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Total | \$1,000.00 |
| Total | \$12,500.00 |

Goal 4 Objectives 5

Use of Funds

R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P10 Student Transition

Strategies

A. Revisit collaboration efforts with the Perkins Southeast Consortium to enhance pathway opportunities for students within each consortium. Continue dialogue and conversation with South Metro Consortium to strengthen relationships between DCTC, Inver Hills Community College and the high schools within their service area. Participate in the organization of and purpose of the Southern Minnesota Articulation group as they transition to a different organization model.

Outcomes

A. The leadership of both consortias will meet to identify possible collaboration efforts. Dakota County Perkins coordinators will be present at Southern Minnesota Articulation meetings.

Measures

Measures to be determined.

Reallocation Explanation

| | |
|--|--------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Total | \$0.00 |
| Secondary Required Activities | \$0.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Total | \$0.00 |
| Total | \$0.00 |

Goal 4 Objectives 6

Use of Funds

R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition, R1 Academic Integration , R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services, P9 Alternative Formats

Strategies

Post Secondary

- A. Continue to support and facilitate the DCTC intrusive student services model and collaboration among admissions, registration, advising, financial aid, disability support, counseling and tutoring and faculty (particular development education and general education instructors).
- B. Continue to utilize the ACCUPLACER assessment (with area high school students, college applicants, and current students) to determine college readiness and provide advising to students needing developmental coursework.
- C. Reassemble the college team who took part in FY16's Developmental Education summit to identify priorities in the redesign of developmental courses and to evaluate effectiveness of current developmental education offerings.
- D. Continue to support the adult learning advising program and the Credit For Prior Learning initiative.

Outcomes

- A1. Increased and improved communication between the Student Services Department, Student Success Department and Academic Affairs.
- A2. Students will have access to many levels of information and points of contact where they are receiving consistent information and advice.
- B. ACCUPLACER is administered to high school students, college applicants and current students to determine proper course placement and advisement.
- C. The Developmental Education redesign team meets and make recommendations for future developmental education offerings.
- C. Students are accessing the adult learning program and utilizing the Credit for Prior Learning option.

Measures

Measures to be determined.

Reallocation Explanation

DCTC is frequently called upon by area high schools (including many in the Dakota County Consortium) to provide ACCUPLACER testing to its CTE and special population students. Such requests increase the use of DCTC staff time to administer, proctor, and advise students right at their high school as well as using up a fair amount of ACCUPLACER test units. Reallocated dollars would help support these efforts to provide a highly-relational service to students who wonder about their career pathway and their college readiness.

| | |
|--|------------|
| Post-Secondary Required Activities | \$4,000.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Total | \$8,164.21 |
| Secondary Required Activities | \$0.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Total | \$0.00 |
| Total | \$8,164.21 |

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

- The consortium will actively work to govern, allocate resources, and communicate in a collaborative manner so that the goals of the plan may be met or exceeded.
- Perkins data will be reviewed by consortium districts to identify where resources are needed for program improvement, program development, and student success.
- The secondary budget will be reviewed by the Consortium advisory committee.
- A consortium governance manual will be created and a succession plan will be developed developed.
- Strategies for marketing CTE programs and articulation will be used.
- Perkins coordinators will meet monthly for collaboration, accountability, and shared responsibility.
- Budgets and fiscal planning will be a shared responsibility of the consortium advisory committee, consortium leadership and fiscal agents.
- Collaborative budget decision making will be done by the coordinators and consortium members.
- Because FY17 will be a leadership transition year for the DCPC, the preceding secondary consortium coordinator will continue on in an advisory and mentoring capacity to the succeeding secondary coordinator.
- The consortium advisory committee will work on developing a draft governance manual for the DCPC consortium.

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

As part of our consortium governance structure we do all of the following throughout each calendar year:

- We hold monthly consortium leadership meetings that include representatives from each school. This may include teaching staff, counselors, administrators, DCTC staff, or district level staff.
- We provide an open agenda and meeting minutes that are made available to superintendents and building principals within the consortium.
- We provide an annual update to the consortium superintendents during a meeting held at the ISD 917 board room.
- We invite members of the consortium to contribute agenda items for each meeting.
- We provide opportunities through all means possible for members of the consortium to attend professional development provided by local, state, regional, and national organizations.
- We provide members and their staffs with the ability to become members of any organization recognized by ACTE and its affiliates so that continual professional development is offered.
- We inform all members of our consortium of activities taking place within each of our districts that would help promote CTE programs and career development opportunities for students.
- We invite and interact with Dakota County governmental agencies to provide input and feedback for students who are seeking career assistance in all areas of need.

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

The Dakota County Perkins Consortium leadership team (facilitated by a secondary and a post-secondary coordinator) includes the following:

- 7 CTE instructors from our member districts
- 4 Administrators from our member districts
- 1 Director of Student Success at Dakota County Technical College
- 1 TSA, POS and Articulation Coordinator (contractor servicing both secondary and post-secondary)
- Occasional members and guests: Dakota County Workforce Staff, MN Centers of Excellence staff, district administrators, school counselors, legislators)

The Dakota County Perkins Consortium prides itself on how it goes about doing consortium business. The consortium and its members meet on the 2nd Friday of each month - September through May - during FY17. Each meeting had a full and active agenda that was documented with detailed minutes as to what was presented, discussed and decided. Almost each meeting had full representation from the 9 member high schools and DCTC. Members received numerous emails between meetings informing them of upcoming professional development opportunities or potential resources they could utilize and updates/reminders of consortium business. The consortium has created a culture of participation and accountability with members knowing that funding is directly related to how active they are. Standing committees such as the Professional Development Committee, POS Review Committee and the Career and College Fair Planning Committee met periodically through the year or as needed. Secondary Perkins Consortium Coordinator Eric Van Brocklin provided forms to members to submit staff and CTE contact information forms, mini-grant requests and equipment/software requests.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

Districts were also asked to work on a two-year plan for software, equipment and program area requests with the intention of building programs and addressing area needs. These requests were discussed at the April and May Perkins meetings. These discussions helped in the development of the FY18 plan.

The needs for our consortium and its members were primarily identified during our monthly meeting discussions. The consortium used information provided by meetings with business/industry and the Dakota County Workforce Center to reinforce the need for an increase number of employer engagement opportunities for students and staff. During and after our Career and College Fair our members did follow-up with some of the exhibitors to assist in improving our POS and in the development of new programs to meet the needs of our local industries.

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

In the fall of 2016, the consortium applied for and received grants from MDE and Minnesota State to focus on areas of manufacturing, transportation and construction and to expose students and staff to local employment opportunities. Industry partners and educators worked on developing curriculum and activities to provide 'hands-on' opportunities for students. In-kind activities include sponsorships that could provide dollars for student transportation, sub pay, and materials for developing the activities. The Perkins FY17 grants supported project development that was in line with our overall plan.

The consortium is also represented at the Dakota/Scott Youth Council, which provides the opportunity to access competitive money for the use of skill and career development for underprivileged youth ages 14-24. This has helped to fund the Nitro-X summer camp and the Scrubs Camps.

The consortium was made aware of the MN Career Pathway Continuous Improvement Project (CPIP) and applied for the grant in the summer of 2017. This is designed to help promote and enhance Rigorous Programs of Study and Programs of Study for the consortium during FY18. At DCTC, the college was able again to leverage partnerships with Hasting ABE and ISD196 Community Ed and their funding stream to offer co-taught developmental education courses and preparation courses for the ACCUPLACER and TEAS exams. The E3 STEM grant the college has with Inver Hills Community College and Apple Valley has allowed high school students to be exposed to STEM pathways available within the consortium and at the colleges and has helped provided mentorships programs, business/industry visits and internships and earning early college credits. The college was also awarded a Title III grant to support services and initiatives with adult learners and which has led directly to a more formal post-ACCUPLACER advising service and the training of staff on and implementation of the Appreciative Advising model.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration

Strategies

A. Student data will be collectively used by the Consortium to formulate strategies to meet Negotiated Performance Targets, improve curriculum, improve CTE programming and evaluate the utilization of online career resources.

B. DCTC will continue to participate in the Higher Learning Commission's (HLC) Persistence and Completion Academy by tracking the data collected from the Early Alert, How Are You Doing Survey and Attendance Challenge initiatives to determine the effectiveness on student retention and completion. Special efforts will be taken to analyze the data for non-traditional participation and completion.

Outcomes

A1. Improved scores on Negotiated Performance Targets will be achieved 1b. Staff will continue to review curriculum and for rigor and depth, and up to date CTE offerings that lead to career pathways in high skill, high wage and high demand jobs

B. The DCTC databook created through HLC's Persistence and Completion Academy will help to make changes in college practices resulting in dramatic improvement of persistence and completion rates of students.

Measures

Measures to be determined.

Description

Reallocation Explanation

| | |
|---------------------------------------|----------|
| 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 | \$200.00 |
| 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 | \$200.00 |
| Total | \$200.00 |

Goal 5 Objectives 2

Use of Funds

R10 Collaboration, P1 Advisory Committees, P6 Mentoring/Support Services

Strategies

- A. A draft consortium governance manual will be developed to document how decisions are made, budgets determined, money spent and the roles and responsibilities of consortium leadership and consortium members.
- B. To assist in the transition to a new secondary Perkins consortium coordinator in FY17, Stephanie Meinke will continue to serve as a mentor to that person and an advisor to the consortium.

Outcomes

- A. A governance manual will be made available to consortium members and stakeholders as well as MDE/MnSCU CTE staff as a transparent and accountability document on how the business of the consortium is handled.
- B. The new secondary Perkins coordinator will be develop the knowledge, skills and abilities to manage the business of the Dakota County Secondary Perkins consortium.

Measures

Measures to be determined.

Description

Reallocation Explanation

| | |
|---------------------------------------|------------|
| 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 | \$8,000.00 |
| Secondary Permissible Activities | \$400.00 |
| Secondary Reserve | \$0.00 |
| Secondary Admin Cost | \$0.00 |
| Secondary Reallocation Basic | \$0.00 |
| Secondary Reallocation Reserve | \$0.00 |
| Secondary Total | \$8,400.00 |
| Total | \$8,400.00 |

Goal 5 Objectives 3

Use of Funds

R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation

Strategies

- A. Continue to review consortium schools' course registration guides to examine how CTE courses and post-secondary credits (articulation agreements) are listed to investigate best practices from each district.
- B. Utilize marketing strategies to promote CTE courses/programs within high schools.

Outcomes

- A. Consortium stakeholders will have greater awareness of how post-secondary credit can be earned through CTE courses.
- B. Students, counselors, parents, faculty, administration and industry partners will have a greater knowledge of CTE and its relevance in preparing the "world's best workforce".

Measures

Measures to be determined.

Description

Reallocation Explanation

| | |
|--|----------|
| 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 | \$250.00 |
| Secondary Reserve | \$0.00 |
| Secondary Admin Cost | \$0.00 |
| Secondary Reallocation Basic | \$0.00 |
| Secondary Reallocation Reserve | \$0.00 |
| Secondary Total | \$250.00 |
| Total | \$250.00 |

Goal 5 Objectives 4

Use of Funds

R8 Size/Scope/Quality, R10 Collaboration

Strategies

- A. The secondary and post-secondary Perkins coordinators will work closely to provide the necessary structure, organization and vision to guide the Consortium, and to meet State/Federal rules and regulations.
- B. The value of CTE will be promoted to students, educational instructors and faculty, administration and industry/community partners.
- C. The Consortium will meet monthly and will be attended by representatives of the school districts and DCTC.
- D. Collaborative budget meetings and discussions will be held with DCTC's Chief Financial Office and Chief Student and Academic Affairs officers, and also with the DCPC secondary Fiscal Agent Office personnel.

Outcomes

- A, B & C. Consortium stakeholders will development awareness, ownership, and support of CTE and Perkins activities. Participation of members will be broadened.
- D. Current budget is reviewed and updated. Plans for upcoming fiscal year budget is discussed with revisions made when deemed appropriate and necessary.

Measures

Measures to be determined.

| Description | |
|--|-------------|
| Reallocation Explanation | |
| 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 | \$24,000.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Admin Cost | \$1,000.00 |
| Secondary Reallocation Basic | \$0.00 |
| Secondary Reallocation Reserve | \$0.00 |
| Secondary Total | \$25,000.00 |
| Total | \$25,000.00 |

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 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

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 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

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 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

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 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

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 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

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 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Verification

I have looked over these budget numbers.

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Early Childhood Development and Services

RPOS Early Childhood Rating Form.pdf

Facility and Mobile Equipment
Maintenance

RPOS rating transportation 2.docx

Accounting

RPOS Accounting at Farmington Sr.docx

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.

During the FY17 plan we explored our programs of study at each site by hosting a workshop with Yingfa Thao to address questions related to each program. The consortium had representatives from each school present and were advised on proper and best practice for updating and creating programs of study. We also held a workshop and update on TSA exams with Precision Exams on Oct. 14th for all members. From this meeting Henry Sibley and Northfield schools began offering these exams to their students.

Northfield's Accounting TSA results from spring 2017: 2 eligible students; one passed and one did not. Northfield also gave the Accounting I TSA exam from Precision Exams to first year students (not eligible for TSA data). Scores from that exam included: 100% got 60% or higher; 80% got 70% or higher, and 75% got 80% or higher.

During FY17, DCTC administrators continued to encourage career and technical program faculty to administer end-of-program TSAs to their students. From the data available at the time of this APR, 20 of DCTC's programs administered some sort of TSA including exams from NOCTI, A*S*K, SkillsUSA, etc. and state and/or national certification exams for such pathways as Dental Assistant, HVAC, Medical Assistant, Nursing Assistant, Practical Nursing and Welding.

BlueSky Career Academies

Starting for the 2016-17 school year BlueSky is offering the opportunity for students to enhance their career development by offering elective curriculum in an academy format. Students are not required to participate in the academies, but many will find the model useful in schedule planning and career preparation and exploration. Upon successful completion of one or more Career Academies, students will receive a diploma seal and green cord in recognition at graduation.

Health Career Academy (1.5 credits)

Required

- Health Careers (0.5 cr.)

Electives (at least 1.0 credits of the following)

- Nursing Assistant Certification (1.25 cr.)
- Nutrition and Wellness (0.5 cr.)
- Psychology (0.5 cr.)

Business Career Academy (1.5 credits)

Required

- Career Exploration (0.5 cr.) OR
- Personal Finance (0.5 cr.)

Electives (at least 1.0 credits of the following)

- Accounting I (0.5 cr.)
- Computer Applications I (0.5 cr.)
- Computer Applications II (0.5 cr.)
- Entrepreneurship (0.5 cr.)

Visual Communications Career Academy (1.5 credits)

Required (at least 1.5 credits of the following)

- Art Appreciation (0.5 cr.)
- Introduction to Visual Communications (0.5 cr.)
- Graphic Design (0.5 cr.)
- Digital Photography (0.5 cr.)

Fine Arts Career Academy (1.5 credits)

Required

- Art Appreciation (0.5 cr.)

Electives (at least 1.0 credits of the following)

- Modern Art (0.5 cr.)
- Cross Cultural Art Project (0.5 cr.)
- Made in China (0.5 cr.)
- Digital Photography (0.5 cr.)

Music Career Academy (1.5 credits)

Required:

- Music Appreciation (0.5)

Electives (at least 1.0 credits of the following)

- World Music (0.5 cr.)
- Music Lessons (0.5 cr. per semester/can be repeated)
- Songwriting & Music Production (0.5 cr.)

Culinary Arts Career Academy (1.5 credits)

Required

- Culinary Arts I/II (1.0 cr.)

Electives (must select one of the following)

- Hospitality (0.5 cr.)
- Accounting I* (0.5 cr.)

*recommended for those who wish to start their own business/manage a restaurant

World Language Career Academy (3.0 credits)

Required

- Language I (1.0 cr.)
- Language II (1.0 cr.)
- Language III (1.0 cr.)
- Each academy must have at least 1.5 credits earned
- At least 1.0 credits from BlueSky, may include PSEO alternative course
- Students must have a 3.0 or higher GPA within the Career Academy

Minimum Requirements

And **one** of the following:

- Composite score of 18 or higher on the ACT or ACT Plus Writing
- Meets or Exceeds on both Reading and Math MCA tests
- College level placement in Reading Accuplacer and minimum Algebra placed on Math
- Career certificate NCRC Silver or Higher - ACT WorkKeys
- The WorkKeys assessment is available at MN WorkForce Centers

Programs of Study

| Career Fields | Career Clusters | Career Pathways | In which CTE Program? | At which High School? College? | State-Approved Postsecondary Assessments | In which course (use course code) or at what time in the program? | State-Approved Secondary Assessments | State-Approved Postsecondary Assessments |
|--|---|---|---|--------------------------------|--|---|--------------------------------------|--|
| Engineering, Manufacturing, & Technology | Transportation, Distribution, and Logistics | Facility and Mobile Equipment Maintenance | 17.0303: Vehicle Services; DCTC Automotive Tech | HS: ISD 917; College: DCTC | | ISD 917: CC# 20106 Fall; DCTC: End of Program | | |

| | | | | | |
|--|---|---|--|--------------------------------|--|
| Business, Management, & Administration | Finance | Accounting | Admin Support Occupations 140710; Accounting | Northfield HSI; DCTC | HS Advanced Accounting: CC# 12104; DCTC end of prog |
| Arts, Communication, & Information Systems | Information Technology | Information Support and Services | 17.1512: Computer Service Repair; Networking Admin | ISD 917; DCTC | ISD917: end of program; /DCTC: end of program |
| Health Science Technology | Health Science | Therapeutics Services | 07.0300: Medical Careers: Nursing Assistant | ISD 917; DCTC | 917:Medical Careers:C C# 14051; DCTC End of program |
| Human Services | Human Services | Early Childhood Development and Services | 09.0101: Cons Hmking: Early Childhood & Youth Dev | Farmington ; DCTC | HS: Child Dev: CC #22101; DCTC: End of program |
| Arts, Communication, & Information Systems | Arts, Audio/Video Technology and Communications | Visual Arts | 17.1502: Comm Technology ; Graphic Design Tech | ISD 917; DCTC: program in flux | Graphic Comm: CC #11154 or 11002; |
| Engineering, Manufacturing, & Technology | Transportation, Distribution, and Logistics | Facility and Mobile Equipment Maintenance | 17.0322: Auto Truck Service and Repair | ISD 917; DCTC | HD Truck Mechanics 20104/20107; DCTC: End of progr |
| Engineering, Manufacturing, & Technology | Transportation, Distribution, and Logistics | Facility and Mobile Equipment Maintenance | Auto Body Collision Technology | DCTC | At end of program (Spring) |

| | | | | | |
|--|---|--|---|----------------|--|
| Health Science Technology | Health Science | Therapeuti cs Services | Dental Assistant | DCTC | After program completion |
| Business, Manageme nt, & Administra tion | Hospitality and Tourism | Restaurant s and Foods/Bev erage Services | 090301: Fundament al Chef OR Food Industry Careers | ISD917/ TBD | End of courses |
| Health Science Technology | Health Science | Therapeuti cs Services | Practical Nursing | DCTC | Upon program completion |
| Engineerin g, Manufacturi ng, & Technology | Transportat ion, Distribution , and Logistics | Facility and Mobile Equipment Maintenanc e | 17.0322 Auto Truck Service and Repair | ISD 917 | HD Truck Mechanics 20104/201 07; DCTC: End of progr |

Improvement Report

Improvement Report 1

| | |
|--------------------------------|--------------------------------|
| Indicator Not Met: | 1P1 Technical Skill attainment |
| Negotiated Performance: | 86.81% |
| Actual Performance: | 83.89% |

General strategies planned to improve performance:

1. Survey faculty from programs currently using TSAs to determine how they are utilizing test results to influence changes in their curriculum content and improve the industry-ready skills of their students.
2. Continue to work with academic deans to include TSA data within program efficiency reports and to discuss TSAs during program advisory board committees.
3. Support the efforts of DCTC's Chief Academic Affairs Officer and the Academic Affairs departmental plan to work towards 100% usage of TSAs across all programs of study.
4. Work with faculty and support staff to increase awareness of the Perkins budget and its support of paying for TSAs.

Comments or context for actual performance (optional):

The college saw an increase of nearly 9% in the Technical Skill Attainment performance indicator from 2013-2014 data to 2014-2015 data. More and more of the college's programs are seeing the benefits of preparing students for and providing opportunities to take TSAs. The Academic Affairs departmental goals include having TSA usage and performance included in the annual evaluation of each program. The college is committed to strengthening the use of and performance in TSAs as it in direct alignment with the college's mission of "education for employment."

Improvement Report 2

| | |
|--------------------------------|--|
| Indicator Not Met: | 2P1 Credential, certificate, or degree |
| Negotiated Performance: | 59.40% |
| Actual Performance: | 53.48% |

General strategies planned to improve performance:

1. Continue to analyze and utilize data generated from the HLC's Persistence and Completion Academy initiatives (Early Alert, How Are You Doing survey, Attendance Challenge) to zero in on what subsets of students are most likely not to finish what they have started and to identify what programs/majors consistently have retention issues.
2. Work with academic deans and program faculty to create easy in/easy out options within their programs when possible.
3. Continue to utilize the intrusive advising model and require interventions at critical points in the students' journey (e.g. program selection, course placement advice, embedded tutoring).
4. Continue to improve the teaching and learning within programs of study by moving towards a cohort model of delivery and to provide clear and structured pathways to completion.

Comments or context for actual performance (optional):

DCTC is finding that more and more students are not necessarily seeking a credential but only taking a few classes to enhance their skill set or job situation and/or to transfer to another college. The college is also seeing an increase of students with mental health issues or life situations that impede their ability to start what they finish.

Improvement Report 3

| | |
|--------------------------------|--------------------------------|
| Indicator Not Met: | 2S1 Technical Skill Attainment |
| Negotiated Performance: | 54 |

Actual Performance:

24.83

General strategies planned to improve performance:

General strategies planned to improve performance:

1. Pull 'stakeholders' together for meetings to discuss issues:
 - a. factors affecting students' scores on the TSAs. Include topics of attendance and how to use counselors, advisers/teachers and deans to assist in monitoring attendance; assess what program/curriculum outcomes are not being passed; ask if the needs of special populations students being met. Set strategies for improvement based on conclusions. Have the stake holders meeting with MDE and MNSCU staff in attendance to facilitate the meeting.
2. Recommend administering pre-TSAs to students.
 - a. analyze where improvements need to be made in learning/achievement
3. In order to decrease errors in CTE program data reporting, the secondary Perkins coordinator will review school district Perkins reporting method with the consortium board members and local MARSS coordinators. The secondary Perkins coordinator will work with MARSS coordinators at local districts to facilitate accurate reporting methods for approved CTE program data. Also, we will request the assistance from the MDE data analyst to assist with a working session for MARSS coordinators.

Comments or context for actual performance (optional):

Even though there have been efforts to ensure accurate reporting of secondary CTE data reporting, the final Perkins files have indicated that large errors still exist.

Our programs consist of many students with special needs and learning disabilities, and the faculty feel that these factors have an impact on the average TSA scores in their programs. At ISD 917, over 70 of the students are special needs.

Improvement Report 4

| | |
|--------------------------------|----------------------------------|
| Indicator Not Met: | 5P1 Nontraditional participation |
| Negotiated Performance: | 18.10% |
| Actual Performance: | 16.39% |

General strategies planned to improve performance:

1. Continue to focus on programs or career areas that are lagging behind in attracting, recruiting and training nontraditional students by providing them professional development opportunities, targeted recruiting events, and appropriate resources.
2. Utilize non-traditional by gender alumni to speak to prospective and incoming students about their experience and career outlook.
3. Continue to provide resources and information to consortium high schools on nontraditional programs and careers via classroom presentations, career fairs, early awareness college campus tours and printed material. Make certain that non-traditional by gender students considering programs at the college individually meet with college program faculty and have a chance to be in the classrooms and labs to experience what the classes would actually be like.
4. Continue to assist high school CTE teachers in promoting their courses by providing presentations from college faculty and speakers from industry representatives.
5. Host the 3rd Annual Consortium Career and College Fair with a focus on nontraditional career opportunities.
6. Continue to host the TxT event for 5th - 7th grade girls giving them opportunities to experience non-traditional careers. Begin to gather data on past TxT participants and identify strategies to follow-up/reach out to these students as they approach high school graduation.
6. Seek out relevant Technical Assistance from MDE/MnSCU CTE staff and the resources, advice and ideas they provide.

Comments or context for actual performance (optional):

We saw an increase in our performance over the previous year as we as an institution become more aware of and sensitive to those non-traditional by gender students entering our programs. We were also assisted in the expansion of our Welding Technology program (seeing more women in the program) and the reestablishment of our Practical Nursing program (which draws male students).

Improvement Report 5

| | |
|--------------------------------|-------------------------------|
| Indicator Not Met: | 5P2 Nontraditional completion |
| Negotiated Performance: | 12.17% |
| Actual Performance: | 11.99% |

General strategies planned to improve performance:

1. Continue to identify nontraditional students and their programs of study and make a concerted effort to reach out to them and make them aware of support resources available to them.
2. Continue to identify faculty who have been assigned as advisors to nontraditional students and make a concerted effort to reach out to them to increase their awareness of how to support and encourage their students.
3. Continue to use data and recommendations from DCTC's retention initiatives (part of HLC's Persistence and Completion Academy) to further identify and track nontraditional students.
4. Work with DCTC's Diversity Council to identify nontraditional by gender initiatives and include such initiatives within the college's diversity plan.

Comments or context for actual performance (optional):

Actual performance in this area declined somewhat from last year with no clear reason as to why based on the data that is available. As with the general student population, we experience fluctuations in the completion rates affected by student choice of when to exit programs and because of life circumstances.

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.

The consortium conducted meetings with Yingfah Thao on best practices for administering TSA exams. This was held in January of 2017 for all members of the consortium. We also held a consortium meeting to explore the use of Precision Exams as an option to provide TSA exams for multiple levels of students. In Northfield and W. St. Paul they administered the Precision Exams in a pre and post test environment to help with instruction and guide curriculum review. Within the ISD 917 programs they examined the cognitive abilities of the students who would be taking TSA's so that support could be given to those who have lower reading and writing skills. We also shared within our monthly consortium meetings past results of TSA exams and the number of students who receive special education services. Due to the fact that we have a disproportionate number of students on IEP's we agreed as a consortium to look at all ways to help with curriculum and TSA exams. (see attached results)

DCTC continued to emphasize the importance of TSA usage within its career and technical programs and during FY17 TSAs were often an agenda item on deans, departmental and advisory board meetings. Twenty of DCTC's programs used some sort of TSA during the year. The message from Academic Affairs leaders is getting across to program faculty to include TSAs as a way of evaluating the effectiveness and efficiency of their programs. As a direct result of these discussions, 6 programs including Architectural Technology, Auto Light Repair and Maintenance, Civil Engineering Technology, Graphic Design, Interior Design and Landscape Horticulture are looking to add end-of program TSAs in the next year. Retention activities were a high priority this past year as the college strategically looked at ways to increase the persistence, retention and completion of its students. These activities included rewarding students who maintained 100% attendance during the first four weeks of each semester, reaching out to students via an electronic survey to see how they were doing, surveying faculty to identify students at risk, intrusive advising and deliberate success coaching and cohort course registration sessions. Early data indicates the college is moving in the right direction in having more students finish what they start. Non-traditional participation and completion was addressed in formal and informal ways depending upon the program. A series of success talks was held for students within Transportation programs with alumni and employer panelists sharing the importance of diversity within their fields and the opportunities that exist for non-trad by gender professionals. Some programs, such as Medical Assistant and Early Childhood addressed non-trad by gender issues during their "jump start" programs embedded in the first weeks of their program starts.

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.

The process we use as a consortium to determine any new or negotiated targets related to improvements is as follows. As the consortium we meet in person on a monthly basis. When we are given our past results we share this information with the consortium members at these meetings. We ask that each school who is impacted by the results to bring forward any data or information related to the courses or curriculum that is taught. We look at the number of students enrolled, the skills of those students, and we review the number of students receiving special education services that may need support. We then ask for assistance from MDE and MnState when we have questions related to data or best practices for all programs. We examine the manner in which assessments are given and the context of how courses are conducted within the schools. Based on this information we look to enhance and increase our overall performance that seems reasonable based on the data provided by our members. We take in to account the number of students in programs, curriculum review, and the number of students who may need special assistance.

In FY17, there was a concerted effort to make non-traditional by gender more than just a Perkins issue/topic but one in which all stakeholders, particularly at the college level, were aware of the issue and its importance to the success of its students. The post-secondary Perkins coordinator frequently brought up the non-trad by gender targets expected of us in meetings and was successful in having the DCTC's Diversity Council begin addressing this population and considering setting council goals around it. Likewise, the creation of the Strategic Enrollment Plan and its overseeing taskforce has provided another avenue in which non-trad by gender can be discussed and initiatives created. Work is still needed to create standing reports on non-trad participation and gender within each of the programs rather than just looking at typical non-trad by age data. The Persistence and Completion Team again was spearheading retention efforts at the college during FY17. The team monitored its continuous improvement initiatives (Early Alert, How Are You Doing Survey, Attendance Challenge, Group/Cohort Registration), reported activities to HLC, received feedback and advice from its HLS mentor and scholar, and was frequently in front of the college community reporting back on the team's efforts. Data was a critical measure (especially in our reports to HLC) to indicate progress on our retention initiatives and was shared with the appropriate stakeholders to show them what was being done because of their participation. Whether it was TSAs, retention and completion or non-trad by gender targets, the entire college community was involved in one way or another. Administrators, faculty, advisors and staff were all part of the efforts to improve our performance.

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

After reviewing and discussing potential adjustments to TSA testing along with reviewing RPOS and POS information for all our members we anticipate that we will continue to see slight increases in overall performance. We have worked with our member districts to express our concerns over the high number of students on IEP's attending our programs and how the districts can help to accommodate and support our efforts. We have explored and will closely exam the use of new TSA exams in our programs that may better reflect the true skills being taught to our students. We have predicted that we will see an increase in the range of 2%-4% for many of our programs. We will actively work to identify those students of greatest need and provide support to them during the regular instruction time and prior to testing.

DCTC is expecting slight gains in TSAs used and the number of students passing such exams. College administrators feel things are heading in the right direction regarding the average retention, transfer, graduation and success rates and that the college will see an increase in these benchmarks. In FY17, the college was encouraged to see an increase in the number of non-trad by gender participants in such programs as Landscape Horticulture, IT, Architectural Technology, Welding, Automotive Technician, Medical Assistant, Practical Nursing and Business. It is expected that participation data will be flat or rise slightly but the hope is that the completion rate may rise by 1-2% points.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

2S1 Technical Skill Attainment

Action Steps to improve the performance

1. Seek assistance from MDE and MNSCU
2. Review school district Perkins reports, and work with MARSS coordinators and consortium representatives at the local districts to help ensure accurate TSA reporting data on MARSS
2. Meeting with teachers, administration, counseling staff, deans and assistant principals regarding student success in TSAs
3. Administer TSA pre-tests for POS courses; Identify where 'needs' are; individual staff set goals for classroom score improvement.
4. Monitor student attendance: personal contact with students 'at-risk'; communications to parents about benefits and importance of successful TSA completion
5. Recognize student achievement
6. Analyze pre and post test data; make recommendations

MDE resources;
P-file information from each district and compiled reports;

Support of administration and staff for TSA improvement activities;

Workshop time: Meeting area, TSA results, engaged stakeholders, list of possible approved TSAs;

Resources Needed

Staff reviewing results and reviewing alignment of curriculum;

Assessment (pre-tests and TSAs) alignment with program;

Time and Dollars for pretests;

Identification of other barriers that are affecting student success;

Recognition of students doing well: Certificates , Good News school board updates;

September, 2016: Meet with all staff administering a TSA

2. September 2016: Info session at September Consortium meeting regarding MARSS reporting; also email to MARSS coordinators about reporting of TSAS in CTE

3. Beginning of each class term: Timelines are communicated as to when TSAs are given.

4. CTE staff discuss TSAs with students; monitor attendance and IEP status, and use a communication tool to inform parents about TSAs.

5. Certificates are provided each student who passes a TSA; ISD 917 has a student recognition ceremony, and includes this 'Good News' in the School Board meetings. Farmington recognizes its students in the newspaper and also at the school board meetings. Certificates are also given to the students.

6. Staff and administration review tests data; discuss areas where improvement has occurred and how to strengthen program.

-Consortium coordinators,
-CTE staff and administration

-Also need assistance from high school counselors

-Students!

Timeline

Person(s) Responsible

*improvement in TSA scores

*improved accuracy in MARSS reporting that will be reflected in the Perkins data files.

*Minutes from staff meetings

How will progress be documented?

*Comparing pre and posts TSA scores and staff sets goals for improvement after pre-tests

*Student achievement will be noted by the certificates, articles in board minutes, school websites, newspapers

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

*At ISD 917, 70 % of the CTE students have IEPs. It is in the ISD 917 programs where most of the TSAs are given. With assistance from MDE and MNSCU, some action strategies have been discussed and will be applied.

*ISD 917 Instructors report low attendance/at-risk students as issues affecting student success.

--Many of the students who are taking the TSAs fall into the listed subpopulations and have a history of low achievement.

--Most of the high schools in the consortium do not offer courses within the same POS as ISD 917 so it is more difficult to develop an articulated POS.

Describe any contextual factors that might contribute to this gap: --Also, because of budget issues, there is a lack of classroom tutors to assist at ISD 917. Since most classrooms have a very large percentage of students with special needs, there are just 4 tutors to assist in 9 programs during the day.

--Errors may occur when MARSS reporting is done with coding of whether a TSA is given or not given

Further Information

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

Summary:

Stakeholders: students, staff, parents, counselors, deans, assistant principals, superintendents, MARSS coordinators

Process: consortium meetings; individual meetings with superintendents, MARSS coordinators and POS staff; meetings MDE and MNSCU technical assistance staff

Data: TSA testing scores, performance indicators, anecdotal attendance data from staff, Perkins files

Improvement Plan Supporting Documents (optional, not required)

Other Information

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

As a consortium we continue to offer monthly face to face meetings that include representatives of all our member districts. We will continue to share overall performance data from each school. We have included in our FY18 plan the use of a TSA Coordinator that will continue to work with each member school district teaching staff, counseling staff, and administration on an as needed basis. The TSA Coord. will be present at each of our monthly meetings to provide updates or support. We will be offering site visits to each member district to help with TSA and curricular support for any CTE instructor who may want to exam overall programming. We have reached out to Precision Exams and made available the 21st Century Skills curriculum and test for those needing support on overall skill attainment for the center of the Careers cluster wheel. We have and will include Kari-Ann Ediger on any needs related to TSA results or data collection services that will enhance our programs. We will continue to report to district members as part of our ISD 917 school board meetings "Good News" reports when we have successes on TSA or certification exams from our members. We will be conducting consortium wide TSA workshops, RPOS and POS workshops, and we will be holding consortium-wide professional development on best practices for student engagement within CTE programs.

Related Improvement Plan documents

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

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Attachments

| File Name | Description | File Size |
|--------------------------------|--|-----------|
| TSA results list 917 FY17.xlsx | FY17 TSA Results for ISD 917 | 42 KB |
| VJS FY17 usage report.xlsx | Virtual Job Shadow detailed student use report | 36 KB |

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.

We addressed some of our challenges and things we did not quite accomplish in previous questions.

Rigorous Program of Study Components Rating Form

(Complete and submit rating form on Mnprogramsstudy.org by March 15, 2014)

| Rating for the Rigorous Program of Study (POS) Components Scale: Level 1, Level 2, Level 3 | Level 1 | Level 2 | Level 3 |
|--|--------------------|--------------------|--------------------|
| Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation. | | | ✓ |
| Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance. | | | ✓ |
| Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance. | | ✓ | |
| Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS. | | ✓ | |
| College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS. | | | ✓ |
| Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework. | | | ✓ |
| Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems. | | | ✓ |
| Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue. | | ✓ | |
| Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework. | | | ✓ |
| Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS. | | | ✓ |