



Status Report

01679-FY17 South Metro Consortium Perkins Application

Perkins IV Consortium

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

Goal 1 Narrative:

The South Metro Consortium will continue our work with Programs of Study (POS) and Rigorous Program of Study (RPOS). With existing programs, we will work to provide professional development for our staff/faculty, align our programs with industry standards and update our curriculums. Students within these POS and RPOS will be monitored and evaluated in the areas of completion, persistence, and retention at the secondary and post-secondary level. We will also investigate the development of new RPOS and POS's in career fields that lead to high demand, high wage employment locally or in the state. The development of POS and RPOS will ensure access for underserved and nontraditional populations and will include accountability measures such as Technical Skills Assessments where appropriate to ensure student success. Due to the structure of the TSA, we have historically focused at the secondary level on administering them where students have completed enough coursework for the assessment to be meaningful (typically 240 hours). In some of our participating secondary schools, there are not enough courses offered within a pathway to warrant a TSA. District 196 has primarily offered TSA's within Career Development programs as they provide students with enough instructional time to prepare adequately for the assessment. Moving forward, as a consortium we have focused attention on certifications replacing assessments such as NOCTI or Precision Exams. In addition to this providing students with industry recognized credentialing, it allows us to look at certifications such as ServSafe, OSHA 10, Certiport, and other tools that can be administered at a course level (approximately 40 hours of instruction) as opposed to the end of 240 hours of instruction.

In 2014, the RPOS of Early Childhood was selected and the 10 competency areas were reviewed. After selecting this RPOS and making it the focus for a year, the consortium determined that there were multiple barriers preventing the ongoing development of this pathway. Those factors included: low/declining enrollment in high school courses, limited number of high school courses offered, limited programming options to partner with between secondary and post-secondary, and limited high demand, high wage employers to partner with. Therefore, a new RPOS will be selected and reviewed during the 2016-2017 school year and updated in the MNPOS system.

Amongst the many initiatives that have been the focus of existing Programs of Study, a few highlights include:

- District 196 entered into a PSEO by Contract agreement with Academy College during the 2015-2016 school year. Academy College provided an instructor for the Aviation Course located at Eagan High School. This partnership provided increased access to presenters in the classroom, job shadow and field trip opportunities, training and flight time hours which can be logged by the students, and enhanced curriculum that aligns with the FFA Private Pilot exam. Additionally, because Academy College is a certified testing site, we were able to provide students with access the FFA Private Pilot exam as opposed to only having access to practice exams for TSA's. As a result, 4 of our students hold a Private Pilot license.
- District 196 and One91 are focusing on the automotive programs offered to CTE students. Both districts have been upgrading their facilities, equipment and curriculum to reflect industry standards. Guidance has been provided by both NATEF/AYES and the MN Transportation Center. District 196 will be moving towards AYES and ASE certifications for students.
- Lakeville North HS entered into a partnership with the MN School of Beauty. This partnership allowed students to access programming during the school day through a PSEO type agreement.
- During the 2015-2016 school year, District One91 redesigned how registration and courses are presented to students. The Pathways model at Burnsville High School represents a sweeping change in how we encourage student to think about and plan for the Burnsville High School experience. A Pathway is basically a series of classes that students can take to help them follow their interests and prepare for the future. By looking at the Pathway that includes a career interest of theirs, students will find classes that make sense for them. Implementation of this model will begin in 2016-2017.

http://www.isd191.org/sites/default/files/sites/isd191.org/files/careerfields_pathways_pages.pdf

- Lakeville South STEM Academy: Lakeville South High School's STEM (Science, Technology, Engineering, and Mathematics) Academy puts students in the driver's seat when it comes to their education by allowing them to tailor their educational experience to pursue the area of STEM where they have the most interest. The style of learning that takes place in the STEM Academy mimics that of the real world. Students collaborate to solve problems in the same way adults work together in business environments. STEM encourages students to work together and to develop critical thinking skills that will serve them well in the workplace. To conclude the Academy experience, students must complete a capstone project during which they work with a community expert to identify a problem they wish to solve, conduct research, and create a product or solution to the problem. The consortia will continue to build high school to post-secondary partnerships with institutions that can seamlessly matriculate the high school POS to the post-secondary level to earn stackable credentials. These partnerships will continue to occur both within the South Metro Consortium as well through brokering agreements with high school and post-secondary partners outside of the Consortium as needed to accommodate program and geographical needs.

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

The South Metro Consortium has a wide range of robust Programs of Study including Accounting, Marketing, Health Careers/EMS, Aviation, Vehicle Services, Early Childhood, Culinary and Work-Based Learning. While we provide leadership and support to all of our programs, each year we focus on a few programs that are either new or in need of development.

Lakeville North High School's focus has been on maintaining the success of current CTE pathways while implementing new and innovative programming as well. We offered pathways in areas of business, FACS & Manufacturing & Engineering. Our Business Academy provides the opportunity for students to explore many aspects in the world of business including business, marketing and technology. Our Tech Education department concentrated efforts on redesigning our current curriculum and facility in order to mirror current industry standards.

We secured business partnerships that are providing students with the opportunity to collaborate with industry and work with state-of-the art equipment. We have seen growth in our FACS pathway, specifically in the area of child development. Finally, the 2016-2017 school-year was a planning & training year for our newly implemented Biomedical Pathway. We hope you have enjoyed our smorgasbord of information.

The Lakeville South High School STEM Academy has continued to grow this past year, in part due to Perkins funding and support from our community. The STEM Academy has grown from serving 50 students to over 600 in the last 4 years. We have seen improvement in engaging and retaining female students in the STEM Academy, with a 13% increase over last year. LSHS is in the process of adding a metalworking lab space, giving students the capability to work in nearly any medium. Our CTE curriculum has continued to expand, with Robotics (based on the FIRST Robotics FTC model) in it's second year and more in depth partnerships with STEM Capstone (students working directly with business partners and mentors). After a successful year of planning, we are now in the implementation phase for our new Building & Construction class. In addition to designing and constructing various structures, students will be getting out to work on jobsites and receiving their OSHA 10 hour Construction Safety certification.

District 196 focused efforts on a variety of programs during 2016-2017. We continue to work towards NATEF certification in our Vehicle Services program and are excited to report that our application has been submitted and we will have our official review in November, 2017. Additionally, significant energy has been focused on changes in staffing we have experienced. We are experiencing turnover in our Health Careers, Aviation, Hardware/Software/Game Design and CISCO programs. Finding licensed teachers has been a challenge and has required us to be creative in order to continue to offer these programs to our students.

District 191 launched its wall-to-wall pathway model at Burnsville High School in 2016-2017. Four broad career field areas, based on Minnesota's Career Cluster Initiative include: Arts, Global Communications, and Information Systems; Design, Engineering and Manufacturing Technologies; Business, Management, and Entrepreneurship; and, Health Sciences and Human Services. Under these four broad Fields, there are 14 pathways students can explore based on their interests. Each pathway articulates course sequences from a variety of departments and offers early college credit (concurrent) and/or industry credentials. Examples include Certified Nursing Assistant (college credit and Department of Health Certification), or Culinary Arts (college credit and ServSafe certification).

Three consortium wide activities that we focused on this year were:

1. Externships for Educators: In an effort to strengthen our POS and outcomes of the career programs, the SMC

received funding from the Leadership grant to provide externships to high school CTE teachers and to IHCC liberal arts faculty that teach required general education classes. 7 people participated in all and both the high school teachers and IHCC faculty who participated had positive experiences and have supported the idea of continuing this practice. IHCC is in process of developing faculty externships for FY18 and, if outcomes reflect the success of FY17's experiences, is considering offering a session at the FY19 CTE Works!

2. South Metro Consortium Kick-off: 2016-2017 was the second annual kick-off event that was hosted for our FACS, Business and Tech Ed teachers. Our agenda included time to familiarize staff with the goals of the consortium, provide professional development on articulation and advisory committees, and facilitate discussion around curriculum, best practices in teaching CTE, and technology integration into CTE with industry partners. Survey data from our staff indicates that 82.3% felt they have a higher than average understanding of the requirements of Perkins (ie. goals, advisory, programs of study). Additionally, 65% of our teachers indicated that they are members of a professional organization related to their area of teaching and 54% were registered users of CTECreditMN in the Fall of 2016.
3. CTEWorks!: The South Metro has promoted this unique opportunity for teachers to attend a workshop that is targeted at their specific needs as a CTE teacher. We take pride that a significant number of our teachers attend this event each year.

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

We continue to see a positive response to the attention we are targeting towards our CTE programs. We continue to work on cleaning up our pFile data to ensure that the Performance Indicators reflects accurate information in regards to our students. At this time, it is hard to determine overall trend data due to this issue.

Our enrollment in STEM programs continues to grow throughout the consortium and enrollment in Business, FACS, Tech Ed and Work-Based learning remains stable. Additionally, in District 196, we are starting to see an increase in enrollment in our career development programs. We have been focusing on increasing awareness of all of our CTE programs, updating programs to reflect industry practices and working through barriers to enrollment such as transportation.

The South Metro Consortium has been participating in a variety of activities to address the need to recruit and retain our young women in non-traditional courses, pathways and careers. We have been doing this through initiatives such as WomenTech, Grit to Great, and SciGirls.

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

During the 2016-17 school year the South Metro Consortium made a concerted effort to increase staff, school and community involvement around CTE. As a result, we were pleased to see 100% attendance at the state CTE Works! Conference for Lakeville North, South and Burnsville. ISD 196 saw 50% participation at the event. Our participation at this event has been of great value and something that our teacher are seeing the benefits for. As a result, the challenge of getting staff to attend has greatly diminished. As required, the Business, Tech Ed and FACS departments held two advisory meetings during the school year. We are happy to report that business saw an increase in participation with over ten community businesses attending each meeting. This collaboration has resulted in great ideas being shared among the attendees and good feedback regarding expectations out in the world of work. The South Metro consortium went to this model of having two large consortium advisory meetings instead of each school hosting their own meetings. Because of this change in format, our participation numbers have increased which was our intended outcome.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , P3 Work-Based Experiences, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation

Strategies

1. We will continue to evaluate and improve the existing POS and RPOS in career fields that lead to high demand, high wage employment. During the 2016-2017 school year, each secondary school will also have a targeted program of focus including STEM, Vehicle Services, and Biomedical. Additional RPOS/POS will be added when appropriate. Inver Hills will continue to partner with external funders and local employers to build emergent pathways through course sequence pathway design, program refinement and brokering outside the consortium in schools that currently have aligned CTE courses.
2. Secondary and post-secondary staff will participate in professional development that will align, enhance and improve the quality of instruction, curriculum and assessment of all CTE programs and RPOS/POS alignment.
3. Increase the use of TSA's and utilize data received for continuous program improvement.

Outcomes

Continue to develop the existing POS/RPOS identified within the consortium at the building level that align with our post-secondary institutions.

Increased alignment with industry standards, stackable credentials and pathways to employment and additional education.

Faculty and staff will participate in, implement and share best practices and data obtained via professional development.

Improvement of instructional practice and local indicator data.

Measures

Data will be collected on the number of RPOS/POS's within the consortium and the number of staff who participate in professional development. We will use performance indicator data, student grades and TSA data, and enrollment and retention data to provide feedback on our programs.

Post-Secondary Required Activities	\$26,256.36
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$19,657.54
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$8,326.61
Post-Secondary Reallocation Reserve	\$4,506.00
Post-Secondary Total	\$58,746.51

Secondary Required Activities	\$96,509.60
Secondary Permissible Activities	\$41,361.26
Secondary Reserve	\$14,833.12
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$10,325.23
Secondary Reallocation Reserve	\$624.12
Secondary Total	\$163,653.33
Total	\$222,399.84

Reallocation Explanation

Reallocation dollars will be used to support the ongoing development of the CTE RPOS/POS's within the secondary schools.

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

Goal 2 Narrative:

The South Metro Consortium will continue to maintain and expand collaborative activities, advisories and other working partnerships within our local communities and industries. These groups will assist in identifying and developing programs for high wage, high demand occupations in the region. "Real world" and All Aspects of the Industry experiences and exposure will be provided for students via multiple opportunities (e.g. speakers, tours, job shadowing, work-based learning experiences, e-mentoring, internships, capstones).

Within our consortium we will look to:

- *Have consortium-wide participation in the Business Mini-conference.
- *We will support student organizations such as BPA, DECA, HOSA, FCCLA and FFA within our districts/college by providing busing, registration costs for advisors, substitutes while the advisor is attending events and monitoring the number of students participating in those programs.
- *We will host two consortium-wide advisory meetings for FACS, IT/Tech Ed and Business with a goal of increasing our community participation by inviting two more representative within the industry.
- *Lakeville South will work to increase and diversify partnerships with STEM companies for mentors for our students working on their STEM capstone projects.
- *Lakeville North will begin the coordination of a STEM bio-medical program and will begin developing and establishing partnerships within our medical community.

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?)

The high schools within the South Metro Consortium are currently holding separate meetings from the post-secondary, however, staff try to participate in the other's advisory when able to. We do have some secondary programs that participate in advisory meetings outside of the consortium where programs are not available at IHCC. Additionally, all secondary partners are working together to create one advisory committee for each content areas for all of the high schools.

Advisory committees at IHCC operate at various levels. There are effective committees that meet, discuss curriculum, industry needs and work experiences. In an effort to address any discrepancies, IHCC developed and provided professional development for faculty. This included listening sessions to understand resource and information needs, a training session for faculty and an online tool to assist them in process.

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

Advisory meeting discussions are focused on what we are doing in our classrooms, what is happening in business and industry, and what we can do to help prepare our students for the next step after high school. Our community members give us helpful feedback on what we can do to assist our students for the future. Relationships with our community and business partners has resulted in field trips, job shadows, internships and mentorship opportunities for students.

The Vehicle Services program at Rosemount High School developed a stronger relationship with Dunwoody College following an advisory committee meeting resulting in an articulation agreement offering students 9 college credits.

Advisory committees at IHCC meet to discuss labor market status including skills needed and hiring practices as well as curriculum and work experiences.

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?

Business and industry partners play a critical role in assisting students with work-based learning opportunities from in-class presentations, ementoring, field trips, job shadows and internships. Programs such as the LNHS Business Academy, District 196 Mentor, E3 STEM, work experience and many others reach out to businesses for these relationships. Some highlights include, LSHS STEM capstone students (all 50) work with a mentor from the industry and the mentor program in District 196 places approximately 250 students in the field each year.

The Engine and Automotive Technologies pathway in District 191 has created a partnership with the Walser Automotive Group. Not only has the Walser Foundation provided funding to equip the automotive tech lab with state-of-the-art equipment, the dealerships in Burnsville have provided field trip opportunities, networking with a national Honda executive meeting, guest speakers, and internships. Currently, five students in the Advanced Auto and Vehicle Services course are in an internship with a Walser dealership.

Internship programs at IHCC are available in the areas of accounting, business, computer science, engineering, human services, information technology, paralegal and teacher education with the nursing program having its clinical site training. Students in EMS and Criminal Justice participate in volunteer work as part of their academic programming and/or via the campus club. Over 585 individual students in 50 course sections (CTE and Liberal Arts) at IHCC participated in community-based learning with 94% stating that they benefitted from the experience.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations , P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship

Strategies

1. Provide students with career exploration opportunities such as e-mentoring, job shadowing, presentations from industry partners, capstone projects and/or internships that meet the needs of employers by preparing students for high wage, high skill and/or high demand careers. Additionally we will continue to build post-secondary internships to support career program progressions including work-based experiences and sequential internships. Students will also experience training and career exploration through student organizations such as BPA, DECA, FCCLA, HOSA, and FFA.
2. Continue to implement improved advisory and partnership process model within the consortium. Support advisory boards to engage in continuous improvement. IHCC advisories will continue to use an updated advisory evaluation tool. Advisories will include demographic and job related data as a discussion point. We will continue to use consortium wide advisory boards to support collaborative planning, sharing of knowledge and initiative planning. Partnerships with other initiatives or providers that support transitions for high school and adult students: continue relationship with ABE, business, labor, WorkForce Centers, and alternative high school programs. Design career pathway models that can be used in these settings.

Outcomes

Students will have the opportunity to participate throughout their educational career in multiple and varied career exploration activities.

There will be an increased number of participants in advisory teams. Advisory teams will utilize a systematic approach to sharing information.

Measures

Documentation of participation in these opportunities including meeting agendas, minutes and rosters.

Post-Secondary Required Activities	\$26,252.59
Post-Secondary Permissible Activities	\$10,233.64
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	\$36,486.23
Secondary Required Activities	\$16,722.37

Secondary Permissible Activities	\$23,411.32
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$40,133.69
Total	\$76,619.92

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

The consortium will continue to ensure that special populations of students have access to and are successful within CTE. Focus areas will be on increasing the number of and the success of young women, students of color, EL students and students with disabilities in CTE courses. Curriculum and professional development will enhance the programming for these special populations. The consortium will utilize enrollment data, course grades, AVID enrollment, Technical Skills Assessments and performance indicator data to assess the goals in this area. District 196 participated in the WomenTech training in 2014-15. As a result of that training, the Grit to Great initiative was development. Grit to Great provided an opportunity for high school females to connect with a woman working in a non-traditional career pathway. We will continue this initiative into 2016-17.

Inver Hills Community College STEM Grant Cyber Security: Through supplementary National Science Foundation funds, IHCC will deliver Cyber Security camps in July of 2016. The camp combines professional development for high school teachers AND a day camps for students. IHCC will recruit through consortium high schools. Additionally, we will continue to collaborate with the Workforce Centers/Workforce Investment Board to ensure that we are supporting all students, especially our non-traditional and students from special populations. Currently we partner with the vocational rehabilitation counselors to support our students with disabilities when they are transition age, WIB staff are members of the District 196 Department of Labor/AVHS grant, Work Experience, and Business/Education Partnership Advisory Committees and DEED data has been shared and reviewed between the groups.

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

Lakeville North, Lakeville South and District 196 AVID classes toured various college campuses such as Dakota County Technical College to learn about CTE programs offered and receive information about the application process. Additionally, the Lakeville Schools provide an “Opportunity Day” for students to explore various careers through business and college tours.

Teachers within the consortium have participated in the SciGirls grant project which is developing curriculum to support the recruitment and retention of young women in nontraditional career pathways. The SciGirls project has also provided our teachers with access to videos and contacts of professionals currently working in non-traditional careers for women.

Summer offerings at IHCC include the GenCyber Camp and Summer Academy for Environmental, Food and Agricultural Sciences (Ag Camp). Students are recruited from area high schools drawing traditional students as well as those who can be underrepresented in the fields (students of color and female). IHCC anticipates continuing these popular offerings in FY18.

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

District 196 has been reviewing data on enrollment and location of programs within the district. We have a number of courses hosted at one site that students need to travel to. By offering an additional section at an underrepresented school, we have created an opportunity for students to access a course they may not have been able to due to lack of transportation.

We are also working with agencies, such as Genesys Works and Vocational Rehab, that help to support the training needs of students. Many of our students participating in these programs are students of color, students with disabilities or non-traditional students.

Additionally, we continue to look for professional development opportunities, such as equity training, to assist staff with the recruitment and retention of non-traditional 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.

Negotiated targets and Performance Indicator data are reviewed annually. The data is used to assist in the decision making process regarding consortium priorities. We have used our data to guide our work with recruitment and retention activities with students, instructional training and collaboration of services (math with Tech Ed) and professional development activities for staff.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations

Strategies

1. Provide resources to staff and students of special populations to improve access to equitable career guidance, exploration, and work based learning experiences that meets their unique learning needs.
2. Re-visit 2016 non-traditional participation data in CTE courses.

Outcomes

Increase the number of non-traditional participants and completers in CTE courses.

Improved Performance Indicator data for the consortium.

Measures

Improvement will be shown on the indicator data.

Post-Secondary Required Activities	\$27,465.82
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$27,465.82
Secondary Required Activities	\$5,790.95
Secondary Permissible Activities	\$2,481.83
Secondary Reserve	\$0.00
Secondary Total	\$8,272.78
Total	\$35,738.60

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

Goal 4 Narrative:

The South Metro Consortium has identified the need to increase the supports available to students related to the transition from secondary to post secondary CTE programs.

We will continue to expand credit agreements and credit bearing opportunities (ie. PSEO by contract). The South Metro Consortium is a member of the CTECreditMN website which has improved the articulation process and is starting to enhance our data collection and data analysis capabilities. We are planning to expand our partnerships with other consortiums in the north metro and the southern region consortiums by utilizing an articulation consultant.

We will also focus on strategic partnerships between secondary, post-secondary and business/industry to discuss industry trends, curriculum and programming for students. We are fortunate to have the support of amazing business partners such as Dakota/Scott Workforce Center, Delta, Thomson Reuters, Lockheed Martin, Dakota Electric, MediCar, Apple Valley Automotive Group, NATEF/AYES, MN Transportation Center, Mayo Clinic, Fairview Ridges, Allina Health Care Systems, and many, many more.

Where possible, credit based pathways in programs of study will be built by leveraging articulated credits, concurrent enrollment and PSEO by contract opportunities. These are designed to support students in successfully earning academic credit that directly address required courses in the identified programs of study. Inver Hills is applying for National Association of Concurrent Enrollment Partnership accreditation in January of 17. Accrediting the concurrent enrollment program will ensure program quality and support the design of seamless, credit based pathways for students.

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

The South Metro consortium became a member of CTECreditMN during the 2014-2015 school year. This has assisted us greatly in organizing, participating in and tracking participation in articulation. To date, our business programs have taken the most advantage of this for their students and have increased the number of awarded certificates significantly. Students in FACS, Tech Ed, Health Careers, EMS, Hospitality and other areas are also awarding articulation credit. In addition to the number of students we are awarding credit to, we are also tracking the number of students who are downloading a copy of their certificate which increases each year as well. This data was shared with the consortium teachers and training is provided to staff annually regarding CTECreditMN. In addition to articulation, we offer concurrent enrollment credit in courses in Business, Information Technology and Animal Science. We are currently working on the addition of a Teacher Education course that will offer concurrent enrollment.

Burnsville High School (BHS) offers all students opportunities to earn college credit. BHS leads Minnesota in the number of College in the Schools courses and credits earned by high school students. Based on the design of the wall-to-wall pathways model, all students are "enrolled" in a pathway that will offer early college credit through articulation, concurrent credit, CIS, or PSEO. Students have complete flexibility to move between pathways in pursuit of their interests and their 6-year graduation and beyond plan. We are least successful in offering students articulation agreements due to the additional work needed by staff/students, and a lack of knowledge of how they might be used.

IHCC participated in concurrent enrollment, PSEO, PSEO by Contract (and Contract by Course) and articulated credits with area high schools. During FY17, IHCC had 251 concurrent enrollment students receive a total of 1523 credits. There were 522 PSEO students in Fall, 2016 and 544 PSEO student in Spring, 2017 receiving 9781 credits. At this time, IHCC does not have an accurate count on transcribed articulated credits as there are very few request from students to do so.

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

All high school credits are reflected on the high school transcript and the concurrent college credits are reflected on the college transcript. Articulated credits are awarded through a certificate in CTECreditMN.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P10 Student Transition

Strategies

1. The South Metro Consortium will work together and with other consortia across the state to develop articulation agreements as appropriate. We will utilize the CTECreditMN website to house and process the articulation agreements. We will also partner with other consortia to share a resource position that will facilitate the articulation process.
2. Utilize career guidance tools that help CTE students to make connections to courses and activities that align with college and career interests.
3. Focus on transition of students from secondary to post-secondary including career based field trips and selected summer camps to support student learning, career relevance and work force connections.
4. High School CTE teachers will meet with faculty members from Inver Hills Community College to discuss curriculum. This will be an informal process with the goal of building collaborative relationships between secondary and post-secondary.

Outcomes

CTE students will earn post-secondary articulated credit that aligns with a program of study.

CTE students will have resources available to them to educate and assist them in making informed choice regarding career and college decisions.

CTE students will participate in field trips or camps that enhance their classroom experience and provide rich opportunities to explore career fields in action.

CTE teachers/faculty will evaluate and enhance their curriculum to reflect current industry standards using research-based, best practices.

Measures

The number of articulation agreements will remain the same or increase between secondary and post-secondary partners. Data will be pulled from CTECreditMN to determine the number of articulation agreements in place and the number of credits awarded to students each year.

Working with consortia partners, IHCC will increase the number of credit based, course level agreements in identified pathways at area high schools using a variety of strategies including; articulated credits, concurrent enrollment, PSEO by contract and PSEO. IHCC will review the number of credits earned in a variety of consortia career pathways and identify growth opportunities and capacity issues with partners.

Inver Hills will continue to develop emergent pathways in the broad field of agriculture and computer sciences by leveraging external funds, strong employer based partnerships and summer partnerships to offer camps in computer sciences and agriculture.

Reallocation Explanation

Post-Secondary Required Activities	\$85,410.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$85,410.00
Secondary Required Activities	\$17,312.22
Secondary Permissible Activities	\$8,656.11
Secondary Reserve	\$0.00
Secondary Total	\$25,968.33
Total	\$111,378.33

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The South Metro Consortium membership will continue to foster existing partnerships with a broad range of stakeholders, promoting a vision of career and technical education within the region. Collaborative consortium efforts will continue in the areas of organizational efficiency, valuable communication, implementation and development of Programs of Study, professional development, and assessment of performance.

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

The South Metro Consortium Leadership Team continues to focus on positive collaboration at the forefront of its efforts. Leadership meetings are held monthly and are rotated between each of our sites. This has allowed us to tour programs that we are working on and to see the work first hand what is happening in our classrooms. Leadership meetings are highly engaging and include thoughtful deliberation geared towards outcomes and assisting across agencies. Discussions include how best to use funds to address goals, the development of both building level and consortium-wide activities, and professional learning related to CTE. We are very pleased with the infrastructure we have created and the support it has provided the consortium as team membership has changed over time.

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

The South Metro Consortium Leadership team consists of a representative from District 196, District One91, two from District 194 (each high school is represented), and two from Inver Hills Community College. We each contribute to the agenda, planning and work that is done within the consortium. District 196 continues to be the fiscal host for the secondary partners.

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

Each consortium partner brings needs assessment information from their respective agency. In order to develop the annual application, we utilize a collaborative planning process to share everyone's needs, prioritize them and determine funding. We have done this for the past 3 years and believe we have improved our focus and understanding of consortium priorities significantly.

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

Each consortium partner accesses resources far beyond Perkins funding to support CTE within our agencies. For example, the South Metro Consortium applied for a leadership grant with MnSCU to support externship experiences for teachers and faculty in 2016-2017. STEM Levy dollars have been used to purchase curriculum and equipment at LSHS and LNHS. General fund dollars are used throughout all of our programs to fund staff, professional development, curriculum, instructional supplies and equipment needs. We are also very fortunate to have many industry partners such as Uponor, Thomson Reuters, and Delta who purchase equipment for us, provide grant dollars and/or support events and activities with donations. Walser Automotive group recently awarded Burnsville with \$200,000 for their automotive program.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R5 Professional Development , R10 Collaboration

Strategies

1. Consortium leadership will engage in professional development opportunities including participation in ACTE/MACTA and CTEWorks!
2. Consortium leadership will participate in the governance structure designed for the South Metro consortium including decision making processes, budget development processes and participation guidelines.
3. APR data and process will be utilized when evaluating consortium goals and objectives.
4. Consortium leadership will meet monthly to collaborate on activities, update processes, and monitor achievement of grant plan. The consortium will build legacy tools to streamline consortium operations to include monthly agenda with professional development activities and required paperwork.
5. The consortium has identified the following collaborative planning activities for the fiscal year;
 - Consortium wide advisory committees
 - Consortium wide participation in the Business Mini-Conference hosted by District 196
 - The consortium identified several opportunities to further consortium collaborations; at CTE Works and fall CTE professional learning within our consortium.
6. The consortium will join Minnesota Association of Career and Technical Education and attend the spring 2017 conference.
7. The consortium will undertake collective exploration of an additional RPOS that cuts across all high school programs. The fiscal year 17 would be a planning year for the additional RPOS launch in 18.

Outcomes

1. Updated, aligned CTE curriculum across consortium.
2. Improved strategies for continuous quality improvement.
3. Increased secondary and post-secondary teacher involvement.

Measures

1. Completed program approval plans for CTE courses.
2. Continuous Improvement report.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$6,238.75
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$10,358.13
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,596.88

Secondary Required Activities	\$14,142.80
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	\$14,142.80
Total	\$30,739.68

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

SouthMetro_BurnsvilleHS_Early Childhood Development and Services _ MN Programs of Study _ ISEEK.pdf

Progress Update for Programs of Study and TSA

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

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

We completed the initial checklist in 2016-2017 for Information Technology as a RPOS and have identified areas that we will work on during 2017-2018.

We continue to look for ways to include a TSA's where appropriate. New assessments that we have added in the past year include ServSafe, Certified Nursing Assistant, and IT Badges/Google. OSHA 10 will be added during 2017-18.

Students in career programs at IHCC take technical skill assessments after completing their academics (example: Minnesota Board of Peace Officer Standards and Training, National Registry of Emergency Medical Technician).

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
Arts, Communication, & Information Systems	Information Technology	Network Systems	Computer Network Technology	All District 196 High Schools & IHCC		10102		
Business, Management, & Administration	Marketing	Marketing Management	Contemporary Business Management	IHCC		Varies		
Business, Management, & Administration	Finance	Accounting	Accounting	IHCC		Varies		

Business, Management, & Administration	Finance	Business Finance	Accounting	IHCC	ACCT 2102 (end of program)
Arts, Communication, & Information Systems	Information Technology	Network Systems	Computer Networking Technology	All District 196 High Schools & IHCC	CNT 2453/1010 2
Health Science Technology	Health Science	Therapeuti cs Services	Nursing	All District 196 High Schools & IHCC	Varies / 14001
Human Services	Law, Public Safety, Corrections , and Security	Law Enforceme nt Services	Law Enforceme nt AS	IHCC	Varies/CJS 1150 / 14055
Foundation Knowledge and Skills	Foundation Knowledge and Skills	Foundation Knowledge & Skills	Work Experience	All District 196 High Schools	23991
Engineerin g, Manufacturi ng, & Technology	Transportat ion, Distribution , and Logistics	Facility and Mobile Equipment Maintenanc e	Vehicle Services	All District 196 High Schools & DCTC	20106
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Animal Systems	Animal Sciences	All District 196 High Schools & U of M (CIS)	18101
Health Science Technology	Health Science	Therapeuti cs Services	Emergency Medical Services: Trad. Track- Paramedic	All District 196 High Schools & IHCC	End of program
Human Services	Human Services	Early Childhood Developme nt and Services	Early Childhood Education	All District 196 High Schools & DCTC	End of program

Business, Management, & Administration	Business, Management, and Administration	Administrative Support Business	All District 196 High Schools & IHCC	140710
Business, Management, & Administration	Business, Management, and Administration	Administrative Support Business	All District 196 High Schools & IHCC	140710
Business, Management, & Administration	Business, Management, and Administration	Administrative Support Business	All District 196 High Schools & IHCC	End of Course

Improvement Report

Improvement Report 1

Indicator Not Met:	2P1 Credential, certificate, or degree
Negotiated Performance:	42.00%
Actual Performance:	39.22%

General strategies planned to improve performance:

This year at IHCC we spent resources to focus on curriculum mapping in our career programs and expanding the focus on completion advising. We have a decrease of students on campus and an increase of part time students making the earning of a degree and or credential challenging. Resources in key initiatives: law enforcement mentoring program and ENGR advising and tutoring models will address student support and completion agendas and support the earning of a credential, certificate and degree.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:	3P1 Student retention or transfer
Negotiated Performance:	40.30%
Actual Performance:	39.37%

General strategies planned to improve performance:

Student retention and transfer improvements have been a challenge at IHCC. In next years budget, we've identified that engineering students have challenges in maintaing program momentum in the area of engineering and physics. We are using Perkins funds to add extended hours to the lab/tutor position and focus this intervention to strengthen academic skills.

Comments or context for actual performance (optional):

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 activities and strategies that IHCC is undertaking related to negotiated targets are systemic nature. The initial assessment of CTE programs related to student success/retention and graduation numbers identified gaps in infrastructure at the campus level. Inver Hills Community College revamped the program review process to include multiple data measures designed to provide decision making data about curriculum, program design, scheduling and student success. In addition, programs at the college must identify and report on program outcome goal attainment. Included in the program review restructuring process was an increased focus on technical skills assessment identification. The integration of program content aligned with challenging academic rigor and relevant career and technical information was enhanced throughout the updated program review process. The process now includes a more rigorous process for reviewing the work of program advisory committees and industry aligned assessments.

IHCC is working on additional advising in engineering and tutoring models to address student support and completion agendas and support the earning of a credential, certificate and degree. We have added a tutor specific to career programs for FY18.

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.

Inver Hills Community College has an integrated planning process that was developed last year. In this planning process academic and nonacademic units are required to build annual plans that specifically address targets related to student success and completion. Building the infrastructure for identifying, communicating and implementing annual work related to specific student outcomes will enable instructional units the ability to focus align resources to address specific performance indicators.

The use of data to facilitate decision making was a campus wide priority. Both the integrated planning process and the new program review process rely on a core set of data indicators designed to align with performance measures for MState and Perkins priorities. The stakeholders that contributed to reshaping program design included; academic affairs leadership, the chief information officer, faculty leadership, program advisory committees, and local business and industry.

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

As our career programs move through the integrated planning and refined program review process we expect to see multiple measures of improvement. Time to degree completion, student success and curricular alignment with business and industry priorities may be the most prominent and notable to the Perkins work.

Improvement Plan Action Steps

Other Information

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

N/A

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Attachments

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 completed all the items that we targeted for 16-17. We continue to use a planning calendar with our monthly meetings to ensure that we complete all of the items.

Early Childhood Development and Services at Burnsville HS

Enter the Program of Study information specific to this school and pathway.

- [High School Courses](#)
- [Enhanced Learning](#)
- [Post-Secondary Connections](#)
- [Status & Validation](#)
- [View All \(read only\)](#)

Status and Validation

Approval Level: State Consortium State RPOS

Approval Status: In Progress Inactive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts	English 9	English 10	English 11	English 12
Math	Algebra	Geometry	Algebra II, Statistics, Calculus Statistics (AP) Calculus (AP)	Pre-Calculus, Calculus, Statistics Statistics (AP) Calculus (AP)
Science	Earth Science	Biology	Chemistry or Physics Biology (AP) Chemistry (AP)	Physics Physics (AP)
Social Studies		U.S. History		Economics/Government
Other Requirements	Civics / Government 9	US History 10	World History	Microeconomics (AP)
Career and Technical Electives for College Credit			Child Development I Child Development (ACC)	Child Development II Child Development II (ACC)
Career and Technical Electives				
Other Suggested Electives				

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

High School Enhanced Learning

Work-Based Learning	Play School
Service Learning	
College Preparation	PLAN, ASVAB, ACT, MCA tests
Student Organizations	Best Buddies, FFCCLA

Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Dakota County Technical College	Child Life Assistant		
Dakota County Technical College	Early Childhood and Youth Development		

College & University Enhanced Learning

Work-Based Learning	Internships, Play School
Service Learning	in K-3 grade schools
Career Preparation & National Accreditation	Accuplacer test
Student Organizations	VIBE Club

[Return to list of Programs of Study](#)

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