



## Status Report

02095-FY18 Dakota County Perkins Consortium Plan

Perkins IV Consortium

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## Organization Information

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**Organization Type:** MN Perkins Consortium

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

### Goal 1 Narrative:

- Continue to increase student, staff (secondary and post-secondary), counselor, and parental/guardian awareness of POS, articulation agreements and other Perkins activities.
- Consortium secondary school districts and the college will review and update existing programs of study and increase the number of Consortium approved POS.
- The consortium will add an RPOS in the area of Facility and Mobile Equipment Maintenance.
- Continue to improve the RPOS in the Accounting and Early Childhood areas.
- School districts will be informed about obtaining variances for non-CTE staff to teach in approved CTE programs.
- Increase the opportunities for students to earn early college credits through articulation agreements, dual enrollment, early/middle college programs, and PSEO.
- Continue to support professional development opportunities for staff on how to improve academic and technical skill attainment for their students, how to increase the rigors of the curricula in their programs, and how to develop effective employer partnerships.
- Seek technical assistance from MDE and MNSCU in improving TSA results.
- Support review and evaluation of TSAs currently in use and assist in the selection of other TSAs, as needed.
- Continue to identify the needs of adult learners and facilitate their transition back into the work force through ABE and/or non-credit training and the use of Adult Career Pathways.
- Through collaborative action and professional development, the consortium coordinators will work with appropriate instructors, faculty, and administrators to discuss the importance of a TSA component within a POS and to determine correctly identified state-approved TSAs for the POS areas.
- Opportunities for students earning early college credit will continue. The consortium will use CTEcreditMN to house all local and regional articulation agreements, and work with the Southern Minnesota Regional Articulation Partnership

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

The following is a summary list of activities conducted by and for the Dakota County Consortium in FY18 that helped support the consortium's POS and RPOS:

- The consortium continued to invest in and use Virtual Job Shadow (VJS) at all consortium high schools and at Dakota County Technical College (DCTC) to assist in increasing student awareness of various careers. VJS was used within high school and college courses to strengthen student understanding of career options by hearing real stories from real people working in those fields. There were 550 students users of VJS during FY18.
- The consortium was awarded a \$ 20,000 CPIP Grant to support career pathways within our consortium high schools. The grant helped us provide staff within the consortium with workshops, site visits, and new equipment to help enhance our transportation careers programs. The money from the grant was used to purchase laptops and software programs so that Farmington High School students could design websites and registration guides to promote CTE programs at consortium high schools. The CPIP also supported efforts to consider manufacturing related POS within the consortium with industry tours, exposure to Industry 4.0 and robotics, and the purchase of Skill Boss equipment to be used by consortium schools.
- Consortium members and their students participated in Construct Tomorrow events held at various metro and Mankato sites.
- The consortium continued to support the renewal of MCIS at consortium high schools and middle 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 FY18 year at all of our consortium schools.
- The consortium hosted TCI Solutions and their day-long workshop entitled, "Motivating Students and Engaging Employers" in November 2017 (see more details in Question 3 of this section). This event was held in conjunction with DCTC and our members teachers, counselors, administrators, and superintendents.
- We maintained approximately 220 local articulation agreements with at least 15 new agreements added during FY18. We engaged in ongoing discussions about articulation agreements by hosting the area articulation meeting in February 2018 for school staff and college staff to renew/review articulation agreements.
- Held our 4th Annual Career and College Fair at Hastings High School on February 22, 2018 for 7-12 grade students from all 9 consortium high schools. We had over 1100 students and 110 vendors from industry, college and university staff, and all branches of the military exhibit at the event. More deliberate attempts at preparing students for the event and offering follow-up activities were conducted. Examples included having someone from the Workforce Center speak to students prior to the event, providing a list of questions students could ask of vendors the day of, follow-up feedback surveys, and career awareness activities.
- Committed to participate in the Southern Minnesota Regional Group and in doing so attended at least 2 of their meetings during the year and contributed to the planning of regional articulation meetings for FY19.
- Provided POS meeting times for our consortium members twice during the FY18 school year to do a deeper dive review of our POS and RPOS. These meetings were attended by 13 consortium members. Besides reviewing the Minnesota Programs of Study website, plans were set in place to have Stephanie Meinke visit each consortium school to review and update high school CTE programs with their instructors and staff.
- Consortium members participated in a number of professional development activities during FY18 including CTE Works!, ACTE National Conference, MACTA Fall and Spring meetings and professional development within and/or after our monthly consortium meetings.
- Added an Early Middle College program between ISD917 and DCTC beginning with the 2017-2018 school year.
- The Minnesota Transportation Center of Excellence and the consortium continued to collaborate during FY18 with both financial and curriculum development support coming from the consortium. Consortium members and some of their students participated in the Center's NitroX camps for middle school students. Consortium leadership was instrumental in creating a curriculum to roll out with consortium middle schools. We conducted a short experience for youth from the consortium with the help of the Center of Excellence.
- Northfield High School business used the virtualjobshadow.com site (licensed by the consortium) and iseek.org for extensive interest, career, and education study in career units in CTE courses. Students create a resume through the software. The Northfield business department also brings in adults for mock interviews with CTE students.

- Northfield DECA students competed in the areas of management, entrepreneurship, marketing, and finance. All DECA competitive events supported pathways in Programs of Study.
- The Tri-District schools provided enrollment option for the fall of 2018 to partake in a Medical Careers Pathway through Twin Cities Orthopedics and a Transportation Industry Pathway.
- In the spring of 2018, members of the consortium, including reps from DCTC attended a site visit to Chippewa Valley Technical College in WI to explore the Mechatronics/Robotics program. Through the CPIP grant and Perkins grant, the consortium is beginning the process of enhancing the opportunity for students to explore Mechatronics within our schools. All our members offer a Robotics club to its students, so the consortium is working on the development of a program that would be offered during the day for any member students to increase awareness and skills in this area.

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

- Consortium CTE instructors were asked to use the CTEDcreditMN site and make 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. The CTEDcreditMN site was posted on many websites within member school districts.
- 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. The Tri-District has officially added the Medical and Transportation Pathways to its course offerings.
- Northfield DECA had 45 participants in their District competition. 26 students (58%) qualified for the State Career Development Conference in March, 2018. Four of the students were top 8 in State in their events. DECA also had 2 community service projects and went to the middle school to connect with students there.

**Post-Secondary Response:** DCTC continued to carry-out its mission of “Education for Employment” as one of only five free standing technical colleges in the Minnesota State system. The college led most of the system in its increase of enrollment over FY17. The modest growth in the number of students enrolled in the college’s career and technical programs was in part due to the addition of the Veterinary Technician program and added starts and/or sections in Electrical Construction/Maintenance and Heavy Duty Truck. Certainly DCTC’s Transportation programs and the consortium’s RPOS in Facility and Mobile Maintenance Repair continue to be a good match as it offers a continuum of training from high schools through DCTC’s automotive and diesel programs and then the connection with jobs in the industry.

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

### **TCI Solutions workshop Nov. 17th.**

We were very pleased with the participation in and the content of TCI Solutions “Motivating Students and Engaging Employers” workshop our consortium hosted on November 17, 2017. Approximately 20 of the attendees came from consortium high schools and 8 from business and industry including:

- Renewal By Anderson
- Carpenters Union
- Minnesota Department of Labor and Industry
- Bricklayers Association
- Lyman Construction
- Lakeville Chamber of Commerce
- Dakota Electric
- MPLS Airport Commission
- Thomsen Reuters
- Xcel Energy

TCI also brought together an Employer Panel that included professionals from the MSP Airport Commission, Xcel Energy, Great River Energy and DEED. We were also grateful to have 6 school district superintendents and 1 school board member attend part of the day with us. Attendees not only walked away with useful strategies they could use immediately with their students and employers, but the day gave great opportunity for dialogue and engagement between CTE instructors and real industries that need our skilled students. In fact, because of connections made during the workshop, South St Paul High School staff and instructors visited and toured Anderson Windows within weeks of the workshop’s conclusion. Consortium members were in agreement that the workshop could be given again and try to attract a wider (and bigger audience). Members also felt that the information shared in the workshop could be used to leverage school districts to change their CTE programs and course offerings to be more relevant and more in line with what local businesses and industries are looking for.

***Consortium High School Response*** - The Northfield High School Business CTE program encouraged consortium members to fund the virtualjobshadow.org software and have their students use the site. Northfield found it to be user friendly, engaging with videos, and creates a portfolio students can keep and access after high school.

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## Goal 1 Objectives

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## 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?)**

**Secondary Response:** During FY18 Simley HS, Sibley HS, and ISD 917 Work Seminar programs held combined advisory committee meetings and plan to continue in the FY19 school year.

We do not conduct advisory committee meetings together with secondary and post-secondary programs. What does occur is that our secondary programs connect regularly with post-secondary programs to offer best practices and outcomes for students. With consistent representation from DCTC Rep Patrick Lair in our monthly consortium meetings and annual plan development, we always have a positive connection between the two programs.

Consortium coordinator, Eric Van Brocklin, continued to represent 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.

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.

All high schools have advisory committees as part of their Perkins funding. These groups give important direction to courses and content of the CTE courses.

**Post-Secondary Response:** DCTC's advisory committees, although existing primarily to support and evaluate DCTC's CTE programs, continue to involve high school partners and instructors as much as they can. In FY18 this was demonstrated in invitations to high school CTE instructors to attend and/or become members of college advisory committees. Also, advisory committees were instrumental in helping coordinate career specific (e.g. Transportation) events on campus and in inviting area high school CTE teachers and their students.

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

**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.

**Post-Secondary Response:** In FY18, advisory teams and the industry partners they connect the college with, strengthened DCTC CTE programs through curriculum redesign and updates, career and job fairs and as vital participants in the leveraged equipment program. DCTC reported to the Minnesota State system office that in FY18, 13 of its programs received in-kind donations (equipment and materials) from 29 companies, individuals or grants. The amount or value of the donations came to approximately \$ 470,000. See the attached document for more information.

**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?**

**Secondary Response:**

Branch Out had 8 volunteer worksites for approximately 15 students to learn industry skills. They were placed in the following career fields: health care as recreation assistants at Southview Acres Nursing Home and Good Samaritan Nursing Home, engineering as custodial assistants at YMCA, Thompson Park, Southview and Good Samaritan, restaurant skills as barista assistants at DCALS and Branch Out and human services skills as library assistants at Wentworth and Moreland libraries, health coaching at Branch Out.

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 again 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 Treasure Island in Red Wing, DCTC career fair held on the campus, and multiple business hiring options as part of our annual career fair. Members of the ISD 917 programs attended each of these tours.

At Northfield High School, the Business and Industrial Tech CTE teachers continued a committee of local businesses that met 3-4 times a year, called the CTE Booster Club. This group was adopted by the Career and College Readiness team and is used for a middle/high school college and career day, and as a database for all high school teachers to reference to bring career speakers into all content areas.

Northfield Schools along with Force America, INC. or Burnsville hosted an annual Career Day at Northfield MS. This fair was open to all 7-12 grade students at Northfield. Multiple career fields were represented. Many offered the opportunity for initial employment for teens, while others provided information for internships or careers after graduation or college. The business law class attended Rice County court and were able to talk one-on-one with the judge. Business students participate in sports marketing, business administration, and marketing simulations to model real-world decision making. Outside of CTE courses, Northfield High School has partnered with our 2 local nursing care facilities to offer the CNA certification course at the high school. And the Laura Baker school (live-in facility for mentally handicapped adults) has partnered with the high school to offer their care provider certification course at the high school.

**Post-Secondary Response:** In FY18, 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, 27 of DCTC's programs were able to offer their students such opportunities as work experience, internships, field experience, job shadowing, portfolio shows and demonstrations, practicums, clinicals, externships, job readiness courses, graduate projects, industry certifications and credit for prior learning during FY18. 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 FY18, 788 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:

- Administrative Support (4)
- Architectural Technology (16)
- Auto Body Collision Technology (10)



- Biomedical Equipment Technology (31)
- Brewing and Beer Steward (19)
- Business Management (50)
- Civil Engineering (15)
- Credit for Prior Learning (10)
- Dental Assistant (48)
- Early Childhood & Youth Development (21)
- Energy Tech/Nuclear (4)
- Exercise and Sport Science (7)
- General Motors Automotive Service Educational Program (38)
- Graphic Design Technology (17)
- Health Careers (21)
- Heavy Duty Truck Technology (38)
- Information Technology (Networking, Software Development) (24)
- Interior Design (15)
- Landscape Horticulture (9)
- Marketing (20)
- Medical Assistant (35)
- Nanoscience Technology (8)
- Nursing Assistant (126)
- Photographic Technology (17)
- Practical Nursing (136)
- Web Development (6)Welding Technology (59)

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## Goal 2 Objectives

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### 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 4th 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 4th 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.

**Post-Secondary Response:** Although not specifically written into the FY18 Plan, DCTC's New Student Orientation and Registration (NSAR) encompassed many of the objectives of the plan and its service to special population students. DCTC's NSAR and its format solidified in FY18 as a consistent and effective way to prepare students for their college experience. The two and one half hour event (at least one was held every week between November and January and again between March and April) would split the students up into groups of 10 or less and have them cycle through 5 half-hour sessions including:

- Financial Aid
- Student Success
- Student Portals (eServices& D2L)/Sexual Violence video
- Student Life/Campus Tour
- Advising and Registration

The students would physically move to a different room for each of the sessions keeping them energized and engaged. Evaluations were collected at the end of each event and consistently NSAR was rank high in student satisfaction and effectiveness. This service was recently recognized as the winner of the 2017-2018 Minnesota State Academic and Student Affairs Award for Innovative Student Affairs programming.

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

**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).

Henry Sibley/ISD197 Branch Out had 8 volunteer worksites for approximately 15 students to learn industry skills. They were placed in the following career fields: health care as recreation assistants at Southview Acres Nursing Home and Good Samaritan Nursing Home, engineering as custodial assistants at YMCA, Thompson Park, Southview and Good Samaritan, restaurant skills as barrista assistants at DCALS and Branch Out and human services skills as library assistants at Wentworth and Moreland libraries, health coaching at Branch Out.

Simley: In the Perkins FY18 plan we continued 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. We also added an Office Tasks component to this course.

Northfield: Northfield High School does not charge for CTE course necessities such as workbooks or supplies, and Northfield DECA offers partial scholarships to students where fees would keep them from participating. Developed a curriculum around the online program of Virtual Job Shadow to show special population students the variety of careers available to them.

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

ISD 917: Continued to add new options for Special needs and special populations students by offering Career Exploration, Food Industry Careers, and Work Based Learning options for multiple students from throughout the consortium. Our Graphics Design course provided dual monitors within the classroom to allow a greater ease of use for students to follow step-by-step directions when working on class projects.

**Post-Secondary Response:** The following were some of the activities, initiatives and strategies utilized at DCTC during FY18 to assist special population students in achieving academic success and persisting in their career pathway:

- In collaboration with the Title III Adult Learner Grant, DCTC's Center for Student Success was able to add a Testing Coordinator and Advisor to the success team. The person hired for the position was instrumental in implementing post-test advising, designing developmental education plans, reviewing ACT/SAT/MCA scores for course placement and/or test exemption, assisting in the transition to NextGen ACCUPLACER and establishing DCTC as an approved DSST site.
- A more robust process and procedure was implemented during FY18 by DCTC's Advising Team to intervene with students on academic alert and/or self-identified as "not okay" (within the How Are You Doing? Survey) and to document such interactions and their results.
- The increased awareness of and participation in DCTC's Sexual and Gender Acceptance Association (SAGA) was noted during the 2017-2018 academic year. The student organization's discussions about sexual orientation, non-traditional by gender, and an inclusive campus environment has led to programming plans to include presentations by those working in industries not only as non-trad by gender but also non-trad by sexual orientation.
- For many years, given the location of DCTC's Rosemount campus, transportation was a huge barrier for DCTC students since there was no public transportation available. Through the efforts of DCTC's administration and staff and the Student Senate, ongoing discussions occurred during FY18 with Minnesota Valley Transit Authority and Dakota County Planning Commission. These efforts have led to the establishment of a regular bus line to campus beginning in August 2018.
- DCTC, as well as colleges and universities across the country, have seen an increase of students with serious mental health issues and homelessness. In response to this situation, DCTC added a Social Worker to the staff to provide services to those with mental health issues and/or are in housing transitions and to connect them with community resources.
- Although it was not able to be implemented in FY18, the College Student Inventory (CSI) was the tool selected by a committee of staff and faculty to use with at risk students. The CSI will be used to assist in applying a predictive analysis model with students and in designing student success plans.
- During FY18, there was an increase in students on Academic Warning or Suspension status seeking out and using the services of a DCTC success coach. The success coach would coordinate the completion of the CSI, the development of a student success plan or contract and with intentional follow-up through the semester.
- DCTC continued to provide special tutoring services for student athletes – many of whom were first generation college students.
- DCTC continued to place emphasis for students on the importance of ACCUPLACER preparation. As such, oral, written and

web content promoted the preparation resources available to students and stressed the advantage of doing well on the placement test. Likewise, DCTC continued to collaborate with ISD 196 Community Education to offer an on-campus, free TEAS Test Preparation class for those pursuing the Practical Nursing program.

- The Center for Student Success continued to offer “Success Talks” to students throughout FY18 on such topics as D2L, top 10 success strategies for students, scholarship application writing seminar, and time and stress management .

**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.**

**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 and a review of best TSA practices was discussed during monthly leadership team meetings. Some members have begun to adjust which TSA exam they give based on the needs and skill sets of the program participants.

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. The Tri-District introduced a Medical Careers program and a Transportation Careers program that will be available to students of all ability levels.

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.

**Post-Secondary Response:** For Perkins-related activities at the college level, there is a number of data points considered when planning for, implementing and analyzing the effectiveness of the activities.

*Performance Indicators* – The negotiated performance targets DCTC has with the state CTE leadership are key to determining where efforts should be concentrated, especially in regards to special population students. In the past couple of years, these indicators and the improvement plans or reports deemed necessary have helped the college increase the use of and passing of TSAs and have contributed to the retention efforts at the college resulting in increased completion of degree, diplomas and certificates. Although DCTC has had difficulty meeting the indicators for non-traditional by gender participation and completion the last couple of year, it certainly has opened the door for more conversation across campus about how to better recruit and service this population.

*Persistence and Completion Team* - DCTC has been participating in HLC's Persistence and Completion Academy for the last few years, with FY18 marking the mid-point of this continuous quality improvement project. The generation of data and its analysis have been used by the Persistence and Completion Team to track the success of initiatives such as Cohort Course Registrations, Attendance Challenge, How Are You Doing? Survey, and the Early Alerts system. As we prepare to conclude our participation in the Academy, we will be gathering all the data on these projects and looking at the connections between campus participation, students intervened with, student demographics (by special populations) and, more importantly evaluating if any of these initiatives increased the success rates of our students.

*Check-In Management System* -In FY18, the Center for Student Success piloted an in-house developed Check-in system to electronically track students who utilized tutoring services and those who received post-test advising. Tutors and Center staff worked with DCTC's IT department to continually tweak the system to meet their needs and to make sure the proper data was being gathered and archived. It is hoped that when the system is fully implemented in FY19 that it will help the identify the success rate of students using the resources available to them on campus.

*Gainful Employment Reports* – As required by lawmakers, throughout FY18, DCTC provided gainful employment information to students applying for programs leading to certificates and diplomas. As such, data such as program costs, job placement info, job growth, and debt load were shared with students prior to registering for classes.

*Student Demographic Data* –As mentioned in our FY17 APR, DCTC is grateful to have an Institutional Research (IR) department that is available to generate a number of reports and help non-data people understand what all the data means. In FY18 standard reports generated by the Minnesota State system office and our IR staff helped identify trends found useful by recruitment/admissions personnel, retention staff, academic affairs and the diversity/inclusion committee. Significant increases in the number of veterans served (up 47%) and the number of students of color (up 28%) over the last 5 years helped contribute to more attention and resources for these special populations.

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## Goal 3 Objectives

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### 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:** On February 27, 2018 the Dakota County Perkins Consortium and DCTC hosted our every other year Articulation Meeting to gather high school CTE instructors and college faculty to review, renew and/or add articulation agreements for the 2018-2020 period. There were a total of 51 attendees which included 30 high school teachers (from 14 different high schools) and 21 college faculty. As a result, at the end of FY18, DCTC had close to 220 (15 brand new) active course articulation agreements (104 with consortium high schools) with 38 different Minnesota High Schools. With these agreements, 20 career and technical program areas offered high school students opportunities for early college credit. Preliminary reports indicate that 115 students earned articulated credits during the 2017-2018 year. It should be noted that shareholders are encouraged to review or add articulation agreements at any time and, indeed, many college faculty continue to connect with their like-minded high school instructors throughout the year on articulation.

**PSEO:** In FY 18, 49 PSEO students from 22 different high schools and 6 home school programs were enrolled in college-level coursework earning 739 college credits.

**Early Middle College:** DCTC continued to maintain its two state-approved Early Middle College (EMC) Programs with Lakeville Alternative Center and Burnsville Alternative High School. In FY18 a third EMC program was added with ISD 917. A total of 5 ALC students (2 from Lakeville ALC, two from ISD 917 and 1 from Burnsville) were accepted as EMC students during the year and were enrolled in 30 credits.

**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 FY18, 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 Univeristy 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.

**E3 STEM:** In FY18 DCTC and Apple Valley High School entered its last year of the E3 STEM grant giving high school students a change to gain exposure to, mentoring with and early college credit in certain STEM fields. Twenty four students were active in the program and took classes for credit through DCTC.

**Consortium High School Response:** Northfield had most of their CTE courses articulated with DCTC but also offered Accounting classes as concurrent enrollment with Riverland Community College.

**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 a 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.

During FY18 plan we as a consortium discussed transcribing and some best practices used across the state. We also were aware of the conversations happening at the state level to expand concurrent CTE offerings and using TSAs as a way to get credit for and in the place of college courses.

**Consortium High School Response:** Northfield: Accounting is transcribed at Riverland Community college (ACCT 1011) Most consortium high school CTE teachers enter students who earn articulation credit through ctecreditmn.com

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## Goal 4 Objectives

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### 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.
- 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 did the following throughout the 2017-2018 year:

- We held monthly consortium leadership meetings that include representatives from each school. This included CTE high school instructors, work experience coordinators, career planning teachers, special education coordinators, counselors, administrators, DCTC staff, school district staff and guests.
- Our monthly meetings provided an open agenda and meeting minutes were made available to superintendents and building principals within the consortium to keep them updated on consortium work.
- Although most consortium meetings were held on the DCTC/ISD917 campus, we always encourage member high schools to host a meeting and to provide tours of their high schools and CTE classrooms, shops, etc. In FY18 our consortium met in February at Northfield High School and in April at Randolph High School (where we also viewed their annual Tractor Parade).
- Through the ISD917 superintendent and Eric Van Brocklin consortium superintendents were updated on consortium activities during their regular meetings.
- We invited members of the consortium to contribute agenda items for each meeting.
- We provided opportunities through all means possible for members of the consortium to attend professional development provided by local, state, regional, and national organizations.
- As in past years, we offered some professional development opportunities immediately after our monthly meetings to work on POS/RPOS, TSA exams, and CTEcreditMN updates to each school site.
- We provided members and their staffs the ability to become members or maintain membership of any organization recognized by ACTE and its affiliates so that continual professional development is offered.
- We informed 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 often invited guests to our monthly meetings to be part of the agenda. Most notably, in FY18, we had the Minnesota Transportation Ctr of Excellence speak with members about our collaboration with their NitroX Camps and developing a middle school curriculum and we also had Tim O'Neill from DEED provide members updates on area labor market data.
- We offered all members of the consortium the opportunity to attend a site visit to Chippewa Valley Technical College to explore Mechatronics/Robotics programming that could become part of the consortium CTE offerings.



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

The FY18 Dakota County Perkins Consortium leadership team (facilitated by a secondary and a post-secondary coordinator) included 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 continues to pride 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 FY18. 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. Secondary Perkins Consortium Coordinator Eric Van Brocklin provided forms and reminders to members to submit staff and CTE contact information forms, mini-grant requests and equipment/software requests.

Our consortium was fortunate to have three of own recognized by MnACTE/MACTE during FY18. Julie Wolner from Northfield High School was received the CTE Secondary Instructor of the Year and Jeff Copeland from DCTC was recognized as the CTE Post Secondary Instructor of the Year. Patrick Lair from DCTC was nominated and selected as the Minnesota Career Guidance Counselor of the year. Kudos to these three and all of our dedicated CTE staff and faculty in the consortium - well deserved!

**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.

District representatives were asked to provide feedback to our team about any new programs that may be offered to its students or what programs could be offered to all members through ISD 917. Through our November workshop with TCI Solutions, district Superintendents were asked to review and provide any input related to developing new partnerships with local industry. These partnerships possibilities are designed to provide the consortium with regular needs assessments of current and future programming needs for students/staff.

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?**

The consortium continues to be 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. We applied and received the grant in the amount of \$20,000. The Leadership Team, members staff, and district administration were made aware on multiple occasions. Some outcomes from this grant included: Farmington HS being able to purchase laptops and software to conduct a technology team as part of their computers programs, site visits for members to explore career fields for students, and some equipment for the development of the Mechatronics/Robotics program at ISD 917. ISD 917 was also awarded a grant from the Inver Grove Heights rotary to help purchase training and equipment related to the Mechatronics program development. ISD 917 is working with a staff member to attain CTE licensure as part of gaining program approval for future courses. We have applied again for this grant and hope to use it to help other members staff work toward CTE licensure and the growth of new programs within their schools.

**Post-Secondary Response:** At DCTC, the college was able to the 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. At the end of FY18, the college entered into new collaboration with South Washington ABE's program ACCESS to include intergrated instruction and support labs for students in the lower level reading and English classes. The E3 STEM grant DCTC has with Inver Hills Community College and Apple Valley entered its last year of funding but continued to allow 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 Title III grant focusing on Adult Learners helped add a Testing Coordinator and Advisor to DCTC's academic support team to provide post-testing and advising and to help prepare DCTC as an approved DSST testing site. Title III continued to support services and initiatives with adult learners primarily in formalizing a Credit for Prior Learning Process and determining a student inventory tool use with the college's predictive modeling platform.

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## Goal 5 Objectives

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### Rigorous Program of Study

#### State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Early Childhood Development and Services

wg\_RPOSEarlyChildhoodRatingForm.pdf

Facility and Mobile Equipment Maintenance

wg\_RPOSratingtransportation2.docx

Accounting

wg\_RPOSAccountingatFarmingtonSr.docx

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### Progress Update for Programs of Study and TSA

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

**Post-Secondary Response:** During FY18, DCTC had 15 programs that utilized end of program TSAs. These programs and the tests used included:

- Accounting (NOCTI Accounting-Advanced 4900 v1)
- Administrative Support (MOS Word, Excel and PowerPoint certifications)
- Automotive Service Education Program (GM-ASEP Progress Charts)
- Automotive Technician (NOCTI Automotive Technician-Advanced 4008 v1)
- Business (NOCTI General Management 1103 v1)
- Dental Assistant (Certified Dental Assistant National Exam, MN Jurisprudence Exam, MN Licensed Dental Assistant)
- Early Childhood and Youth Development (NOCTI Early Childhood Education and Care-Advanced 4017 v1)
- Heavy Duty Truck (NOCTI Diesel Technology 4127 v1, MN Certified Vehicle Inspector)
- HVAC (NATE HVAC Industry Competency Exam)
- Information Systems (NOCTI Computer Programming 4023 v1)
- Medical Assistant (Certified Medical Assistant Exam)
- Nursing Assistant (Certified Nursing Assistant Exam)
- Patient Care Technician (Certified Nursing Assistant Exam, EKG Exam)
- Practical Nursing (NCLEX Board Exam)
- Welding (AWS Certification)

Even though using TSAs is encouraged across all of DCTC's CTE programs, FY18 saw a decrease in the number of programs administering these tests to their students from 22 in FY17 to the 15 this year. Reasons for this decline includes everything from changes in program curriculum, reviewing other TSAs, and for reasons that are unclear or unknown. The good news is that two programs (Automotive Technician and Early Childhood) exceeded national benchmarks.

Northfield High School business reports TSA in Accounting. The problem at the high school level is this is the only full-year course (one year accounting, one year advanced accounting) that qualifies for TSA, and students don't have the time in their schedules to devote two years to one course. In 2018-2019 I had four qualifying students and in 2018-2019, I will have one qualifying student.

Northfield business passing rate is good. Last year 3 of 4 successfully passed the TSA exams (I use Precision Exams).

AAFCS: at Farmington High School : Child Care Practicum: 8 out of 8 eligible students passed the TSA

Precision Exams: Pre and Post-tests in Computer Gaming, Computer Networking and programming, and in Computer maintenance and repair TSAs at ISD 917: Computer Gaming; Computer Networking; and Computer services/ repair classes

SkillsUSA: Nurse Assistant Pre and Post-test TSAs at ISD 917 Medical Careers program

Accounting TSAs at Northfield High School Accounting classes

Skills USA: usually give one in the Graphics program, but none was given this spring

ASE/NATEF: Brakes and Engine Maintenance at ISD 917 7 in the Heavy Duty Tr

ASE/NATEF: Brakes at ISD 917 Total Auto programs

Career Safe Online Work Safe assessment: Work seminar/experience program at ISD 917

Technical Skill Assessment Results  
Northfield High School, District #659  
2017-2018

Precision Exams Accounting I Exam

NAME	NHS Student ID#	SPECIFIC EXAM	SCORE	PASS/NO PASS
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G R		Accounting II	77%	Pass
A T		Accounting II	82%	Pass
T W		Accounting II	74%	Pass
C G		Accounting II	71%	No Pass

Precision Exams, 21<sup>st</sup> Century Success Skills

NAME	NHS Student ID#	SPECIFIC EXAM	SCORE	PASS/NO PASS
N S		21 <sup>st</sup> Century Success Skills	84%	Pass

Farmington HS:  
8 out of 8 Students passed the Early Childhood TSA.

## Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	National Occupational Competency Testing Institute Culinary Arts Level 2 Cook			090301: Fundamental Chef or Food Industry Careers	ISD 917, St. Paul College	End of courses
Health Science Technology	Health Science	Therapeutics Services	Minnesota Board of Dentistry Dental Assistant State Licensure Exam			Dental Assistant	DCTC	After program completion

Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational al Competency Testing Institute Automotive Technician - Advanced	Automotive Service Technology Brakes	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	National Occupational al Competency Testing Institute Accounting - Advanced	Precision Exams Accounting - Advanced	Admin Support Occupations 140710; Accounting	Northfield HS: DCTC	HS Advanced Accounting: CC# 12104; DCTC end of pro
Arts, Communication, & Information Systems	Information Technology	Information Support and Services	National Occupational al Competency Testing Institute Computer Technology	CompTIA CompTIA A+	17.1512 Computer Service Repair;Network Admin	ISD 917; DCTC	ISD917: end of program; DCTC: end of program
Health Science Technology	Health Science	Therapeutics Services	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation		07.0300: Medical Careers; Nursing Assistant	ISD 917; DCTC	917: Medical Careers: CC#14051; DCTC: end of progr
Human Services	Human Services	Early Childhood Development and Services	National Occupational al Competency Testing Institute Early Childhood Education and Care - Advanced	American Association for Family & Consumer Sciences Early Childhood Education	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	Printing Technology	National Occupational Competency Testing Institute Advertising and Design	Skills USA Work Force Ready System Graphic Communications (PrintED co-brand)	17.1502: Comm. Technology ;Graphic Design Tech	ISD 917	Graphic Comm. CC#11154 or 11002
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational Competency Testing Institute Diesel Technology	Skills USA Work Force Ready System Medium/Heavy Truck	17.0322 Auto Truck Service and Repair, Diesel Truck	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	End of program-Spring
Health Science Technology	Health Science	Therapeutic Services	Minnesota Department of Health		Practical Nursing	DCTC	upon program completion
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational Competency Testing Institute Diesel Technology	Automotive Service Technology Brakes	17.0322 Auto Truck Service and Repair	ISD 917; DCTC	HD Truck Mechanics 20104/20107: DCTC: end of progr

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## Improvement Report

### Improvement Report 1

<b>Indicator Not Met:</b>	1S1 ? Academic Attainment in Reading/ Language Arts
<b>Negotiated Performance:</b>	56.01
<b>Actual Performance:</b>	53.01

#### General strategies planned to improve performance:

- Members of the secondary consortium have been involved in the Dakota County Libray Card program that provides library card access to all students within a high school. ISD 917, Farmington, and Henry Sibley HS are all members of this opportunity. Through this program students are able to access reading, writing, and general library services that will help enhance Reading/Language Arts skills.
- Members of the consortium have access to attend professional development opportunities offered through MDE and MNState that would address reading or writing skills related to student success.
- Members have access to Virtual JobShadow, which provides support for resume and cover letter writing for students.
- Members were given work time to address TSA exams for reading and writing levels so that they could be better informed on what may need to be addressed prior to administering these exams.
- Members were offered a workshop conducted by TCI Solutions that addressed how teacher bias and motivation can impact a students ability to perform well within a course.
- The consortium leadership team reviews student enrollment in CTE courses to monitor for students who may have academic struggles and then we offered support to staff through workshops should they choose to participate.

#### Comments or context for actual performance (optional):

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## 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.**



**Post-Secondary Response:**

*1P1 Technical Skills Assessments:* DCTC continued to emphasize the importance of TSA usage within its career and technical programs and during FY18 TSAs were often an agenda item on deans, departmental and advisory board meetings. The post-secondary coordinator was often at those meetings to be actively raising awareness of the benefits of TSAs to both their programs and their students. The academic deans did stress to program faculty to include TSAs as a way of evaluating the effectiveness and efficiency of their programs. Despite a decrease of TSAs utilized in FY18, it still a part of the overall strategy at the college and funded by Perkins monies.

*2P1 Credentials:* DCTC's Persistence and Completion team continued its campus-wide initiatives all for the purpose of improving completion rates at the college. The initiatives included Attendance Challenge, How Are You Doing Survey, Early Alert System and Cohort Registration sessions. The activities within these initiatives 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 with interventions done by the advising team, intrusive advising and deliberate success coaching and registering cohorts of students early in the registration process. Data from these initiatives was constantly being used to improve upon the college's graduation rate and for its preparation for reaccreditation in 2021. Throughout FY18, a committee met to determine the best student survey tool to use to with predictive modeling to identify students at risk and to develop success plans when needed. Although the inventory tool was not available during FY18, the survey tool has been selected and will be implemented in FY19. Because of a more intentional, highly-relational advising model and training advisors in the art of Appreciative Advising, more work was done in understanding why students were stopping out or withdrawing and what could be done realistically by the college to prevent such actions from happening.

*3P1 Retention:* Many of the activities planned for this indicator were mentioned in the 2P1 paragraph above. However, the college was able to hire a social worker during FY18 to be another resource for students facing mental health, transportation and housing obstacles to their education. In a short amount of time, the social worker was able to intervene and provide both campus and community resources for students often enabling them to stay enrolled. Past data indicated one predictor of success was the cohort program model. As such, FY18 continued to schedule general education course sections based on students' programs of study.

*5P1 Non Trad Participation:* During a large part of the 2017-2018 academic year, a group of stakeholders (foundation, TRIO, student success, deans, advisors) met to begin the development of an equity minded mentorship program. Although it was not able to get off the ground in FY18, plans were in place implement at the start of Fall 2018. DCTC's Foundation Office did launch and create DCTC's first formal Alumni Association. One of the initiatives the Association is working on is an alumni/student mentor program with emphasis on connecting non-trad by gender students with a similar student who graduated from a program and is working in the industry.

**Secondary Response:**

1S1:

- Members of the secondary consortium have been involved in the Dakota County Libray Card program that provides library card access to all students within a high school. ISD 917, Farmington, and Henry Sibley HS are all members of this opportunity. Through this program students are able to access reading, writing, and general library services that will help enhance Reading/Language Arts skills.
- Members of the consortium have access to attend professional development opportunities offered through MDE and MNState that would address reading or writing skills related to student success.
- Members have access to Virtual JobShadow, which provides support for resume and cover letter writing for students.
- Members were given work time to address TSA exams for reading and writing levels so that they could be better informed on what may need to be addressed prior to administering these exams.
- Members were offered a workshop conducted by TCI Solutions that addressed how teacher bias and motivation can impact a students ability to perform well within a course.
- The consortium leadership team reviews student enrollment in CTE courses to monitor for students who may have academic struggles and then we offered support to staff through workshops should they choose to participate.

1S2:

- Members reviewed student data during our monthly Leadership team meetings. Data was shared with member district staff to distribute amongst programs.
- TSA exams were reviewed and examined for best practices use by teachers. The consortium provided support through our

TSA coordinator, Stephanie Meinke, to provide help with those schools who sought it in how best to conduct TSA exams.

- Professional development opportunities were provided through CTE Works and similar MNState or MDE workshops to address academic skill attainment for all students in programs.

2S1:

- The consortium offered updates and training for staff on how to best administer TSA exams.
- The consortium had Stephanie Meinke as a support staff person to help school setup and administer TSA exams. She also provided quick feedback on the results of these exams so staff could better evaluate what areas needed support.
- As part of the local advisory committee meetings staff were able to gain input from the members on what skills would be most beneficial for post-secondary success. They could then better align classroom procedures and exams to meet those needs.

**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.**

***Post-Secondary Response:***

Most of the indicators needing an improvement report were the very same accountability measures DCTC is held to by the Minnesota State system and by HLC. Things like retention, completion, transfer, graduation rates, etc. were commonly talked about and discussed across campus in meetings, campus wide focus groups, and inservices. The two maybe lacking in focus and attention during FY18 were TSAs and Nontrad by Gender. See the TSA section in this APR for updates. In FY18, continued efforts were made to identify 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 in councils and departments goal setting. Given the role the post-secondary Perkins coordinator has at the college, he was able to communicate with and impact administrators, faculty, advisors and staff in understanding Perkins activities and the areas we can improve upon.

**Secondary Response:**

As part of our overall consortium plan and model we involve stakeholders from all areas of each school. We ask for feedback during our monthly meetings from the leadership team, but we also provide options for counselors, principals, or Superintendents to give information on needs. We consistently review the enrollment of students in our programs to look for those who may struggle based on past reading exams or if they have an IEP. For those courses where we know students may struggle, we provide TSA exam reviews for best practices on when to administer the exams. Our member districts counselors make staff aware of students who may struggle with reading or writing skills so that staff can provide extra support when in a class.

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

***Post-Secondary Response:*** DCTC is optimistic that progress in being made on all of the Perkins indicators. However, we also know there are things happening in students' lives that are beyond our control. Try as we might to improve or add services, processes, and even staff, it does not mean that improvement will happen overnight. DCTC, as are other colleges, is seeing an increase of students with mental health, financial and family issues. The college has certainly been responsive to the obstacles students are presented with to assist them in completing what they have started. Unfortunately, if we are doing what is best for the student, we often have had to recommend students stop out, withdraw or delay their completion until their situation is in a better spot.

**Secondary Response:**

Our consortium members are always hopeful that through proper acknowledgement of what students we have in our programs we will be better equipped to help all of them be successful. We also will continue to find better ways to make sure that all students are actively engaged in the programs they are taking so that improved performance will exist in all areas. We will continue to offer any form of professional development that will best help staff provide widest array of skill attainment in reading, writing, and math skills. We want to especially make sure that these skill align with industry ready standards and skills for gameful employment or post-secondary success.

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## Improvement Plan Action Steps

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### Other Information

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

***Post-Secondary Response:***

*5P2 Non Trad Completion* – As written into the FY18 improvement plan for this indicator, the key stakeholders in helping to improve in this area and were involved during the academic year included nontraditional by gender students, success coaches, advisors, social worker, academic deans, faculty, tutors, Strategic Enrollment Management Council and the Equity and Inclusion Council. However, discussions and initiatives across campus frequently had to do with special populations such as adult learners, first generation, students of color, veterans and students with disabilities. The post-secondary Perkins coordinator often had to be the flag bearer for non trad by gender students otherwise these students would get lost in the other noise. As such, the coordinator was frequently on the agenda at monthly Academic Affairs meetings to continually remind deans of the service needed for non trad by gender students in their CTE programs. He also was a member of the Equity and Inclusion Council (formerly the Diversity Council) and chair of the Student Success Learning Circle to continually identify goals and objectives needed for all students including those non trad by gender. Although awareness has certainly been heightened on campus, the activities specific to this indicator did not necessarily occur during FY18. At inservices both in August 2017 and January 2018, certainly some plenary sessions and breakout sessions talked in general about bias, inclusion, equity and diversity, there was nothing specific offered on non trad by gender. More certainly can and should be done in this area to remove it from needing an improvement report or improvement plan.

**Secondary Response:**

1S1 and 1S2:

For the Reading/Language Arts plan we asked that the Leadership team, teachers, counselors, and special education case managers be aware of the concerns for lower than expected results for students. One key factor in this continued struggle with our consortium is the large number of students who receive special education services that take CTE courses. We have addressed this on an annual basis by providing support through pre, mid, and post testing of students in our programs. We have also provided a TSA coordinator who is offered to each district to help with picking the most effective form of TSA for their schools. District special education staff from each site is made aware of the students in the programs and are given the opportunity to help with insight into best practices to support student learning. When needed support staff has attended courses on the ISD 917 site to help with student success. We have and will continue to use P-files from the state, individual school TSA results, and the overall needs of students enrolled to determine best practices or PD that may be needed to improve our results. It is important to note that within the ISD 917 programs we continue to enroll roughly 60% of students who receive some sort of specialized education services.

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### 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.

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## 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.*

As our Consortium continues to move forward we need to increase the awareness of what CTE really means to our members and its families. We are at a point when many of the individual districts are looking to create or have created Pathway programs that either incorporate CTE options or mirror closely what they look like. We need to continue to identify what we have to offer in the Career Wheel and how these offerings impact the communities that we serve. With the potential shortfall in licensed staff in CTE areas it will be important that look to generate interest in young or new staff who want to become certified to offer programs of study. As a consortium we need to make sure that we continue to take a global look at what all our members are doing and then determine what our best use of resources will be in the future to support those with growth or develop new programs.

One area of support that our consortium would benefit from at the state level is working with us to find best practices to provide CTE courses in a manner that gain direct college credit or directly recognized industry certifications that will transfer to work. Although we do a great job as a consortium to interact with each and share struggles and successes, we truly need to figure out how what we do at the secondary level can be directly transferred to life after high school or college. Incentives or input from Business and Industry could serve us well with how we maintain or develop new programs at all our members school districts.

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## Attachments

File Name	Description	File Size
FY18 Match Purchase Form Final for System Office.xlsx	DCTC Leveraged Equip.for FY18	17 KB

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**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	<b>\$0.00</b>

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**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	<b>\$0.00</b>

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**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	<b>\$0.00</b>

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**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	<b>\$0.00</b>

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### 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	<b>\$0.00</b>

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### 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

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### Verification

I have looked over these budget numbers.

## Rigorous Program of Study Components Rating Form

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

<b>Rating for the Rigorous Program of Study (POS) Components</b> <b>Scale: Level 1, Level 2, Level 3</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Legislation and Policies:</b> Federal, state, and local legislation or administrative policies promote POS development and implementation.			✓
<b>Partnerships:</b> Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.			✓
<b>Professional Development:</b> Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.		✓	
<b>Accountability and Evaluation Systems:</b> 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.		✓	
<b>College and Career Readiness Standards:</b> 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.			✓
<b>Course Sequences:</b> 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.			✓
<b>Credit Transfer Agreements:</b> Credit transfer agreements provide opportunities for secondary students to be awarded transcripted postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.			✓
<b>Guidance Counseling and Academics:</b> Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.		✓	
<b>Teaching and Learning Strategies:</b> 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.			✓
<b>Technical Skills Assessments:</b> 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.			✓