



Grant Details

01590 - FY17 Perkins IV Application

02007 - FY17 Dakota County Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 Dakota County Consortium Perkins Application
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Grantee Contact: Patrick Lair
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Project Dates: Proposal Date 08/08/2016 Project Start 07/01/2016 Project End 06/30/2017
Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
South St. Paul	03 special public school district	6
Farmington Public Schools	01 public school district	192
Randolph Public Schools	01 public school district	195
West St. Paul	01 public school district	197
Inver Grove Heights	01 public school district	199
Intermediate District 917/DCALS	06 intermediate district	917
Hastings	01 public school district	200
Northfield	01 public school district	659
BlueSky Online Charter School	07 charter school	4082
Dakota County Technical College		

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)

From this point forward, Dakota County Perkins Consortium may be referred to as DCPC.

- Perkins funding/budget will continue be aligned by goal area in order to create a work plan that incorporates cooperative efforts among post secondary, secondary, community, and industry partners. Included in this will be the continued activities of joint advisory committees and the plan to investigate forming a consortium-wide Work Force Advisory Committee.
- In FY17, the consortium will continue to encourage participation of senior administrators at the secondary and post secondary levels in planning, visioning and training.
- The consortium will continue to strengthen the collaboration with neighboring consortia by brokering of services, increasing professional development opportunities, and expanding articulation activities.
- DCPC will continue to use www.CTECreditMn.com for warehousing and accessing articulation agreements, and will provide consortium training on its use. The DCPC consortium will also work with the Southern Minnesota Regional Articulation Agreement group.
- The consortium will begin the development of a new RPOS in Facility and Mobile Equipment Maintenance in collaboration with the Minnesota Transportation Center of Excellence. Collaboration between post-secondary and secondary faculty will continue to be an integral part of these RPOS processes.
- Approved CTE courses that are taught by CTE licensed faculty will continue to receive funding support for equipment and resources that help them maintain Programs of Study, articulation agreements and model industry standards.
- We will work to increase awareness of labor market trends to consortium partners, and access to that data, in order to assist in planning and development of CTE programs.
- The DCPC will host a third annual Career and College Fair, with emphasis on non-traditional careers, and high-skill, high-wage, and high-demand jobs in our area.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]
(5,000 word limit)

- Perkins funding will enable consortium high school personnel to actively pursue professional development that will continue to maintain the Reading and Math targets for secondary concentrators. The consortium will work with state MDE staff to assist in the identification and application of math and reading skills in the CTE curriculum.
- Perkins funding will provide for secondary and post-secondary activities, equipment, and materials that assist in student achievement. This also includes providing increased accessibility for special populations students.
- Perkins funding provides post secondary resources to career and technical education (CTE) students such as tutoring and intrusive advising that increases the retention and matriculation rates of these students. Post-secondary will also utilize data gathered via the Higher Learning Commission's Persistence and Completion Academy to assist in improvement in non-traditional program participation and completion.
- Perkins funding provides secondary and post-secondary students with career exploration and pathway information and support that results in an increase of non-traditional participation in CTE programs that exceeds state targets.
- Secondary consortium Perkins advisory committee members met with Kari-Ann Ediger to review local Perkins data and learn how to interpret that information. After reviewing the secondary P-files, from 2014-15, it was discovered that there were several inputting errors to the MARSS data. In June, 2016, there will be a working session for MARSS coordinators with Kari-Ann to review inputting CTE data in the MARSS system.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)]
(5,000 word limit)

- CTE course development on the secondary and post secondary level involves industry advisory board input. A post-secondary curriculum review committee assures the curricula is current to standards and of sufficient rigor to meet accreditation standards.
- The consortium will serve as a conduit between the work force centers and consortium members to facilitate dialogue, data sharing, and collaboration regarding industry trends and program improvement/development.
- CTE programs are reviewed and evaluated for student competencies, skill attainment/standards, and relevancy to the career field. TSAs are administered in state approved POS and in RPOS programs. The data from TSA results assist faculty in curriculum improvement.
- POS development and pathways literature identify the sequence of courses needed for careers. To support this, Perkins funding will make resources and assessments available to improve college and career readiness.
- On a post-secondary level, faculty in CTE programs, Developmental Education, General Education, and ABE partners are continuing to collaborate to create co-requisite courses and/or preparatory resources to assist in student readiness.
- Articulation agreements will be maintained and created to provide additional pathways for students.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)]
(5,000 word limit)

- Through the consortium model, secondary and post secondary instructors work cooperatively to meet with industry professionals through the advisory committees. They also develop opportunities to bring industry professionals into the classroom and host career events (e.g., hosting the third annual DCPC Career and College Fair) for students, parents, and those returning to school. Student field trips to industry sites are supported.
- The consortium will participate with an experiential pilot program with the Minnesota Transportation Center of Excellence.
- Perkins funding increases the availability of career materials in print, as well as computer software (e.g., Naviance, MCIS, and VirtualJobShadow). These resources are available for use in career centers on campus (secondary & post secondary) and for student exploration and parent awareness.
- Planning continues to provide curriculum development for high school work based learning opportunities and to provide post-secondary students with Work-Based Learning opportunities.
- Through CTSO activities at both the secondary and post-secondary levels, students are provided experiences to develop technical skills and participate in events that develop leadership, career awareness, and an understanding of industry standards.

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)]
(5,000 word limit)

- CTE professional development opportunities that are supported by the Perkins Plan (e.g., CTEWorks!) will be made available to secondary and post-secondary faculty by Perkins funding for conference fees, sub coverage and travel.
- Memberships to professional organizations, such as ACTE, will be encouraged and supported.
- Support for the Secondary and Post-Secondary DCPC coordinators to attend a national ACTE meeting will be budgeted. Funding will also be provided for the consortium leadership to attend the state MACTA and MnACTE meetings.
- Secondary instructors will apply for Perkins funding to implement Perkins related goal activities.
- Secondary and post-secondary administration will be invited to workshops addressing Perkins activities, including the use CTEcreditMN.
- POS and professional development training for consortium members will be provided in FY17. Additional topics will also be embedded in monthly consortium meetings and may include: reporting of and understanding Perkins Data, integration of academics/technical skills, joint advisory and

consortium work force advisory groups, skill attainment assessments, non-traditional students and careers, articulation agreement process, RPOS/POS development, using career software, bringing industry into the classroom, marketing CTE programs, viewing professional development links on the MNCSU website, and those professional development needs germane to CTE staffs' instructional discipline/or licensure.

- The consortium will maintain existing articulation agreements and facilitate the establishment of new ones.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

- Currently, the college follows the system office's hiring policies and procedures to recruit qualified CTE applicants. Candidates may be solicited from professional organization and community experts.
- For the high schools, CTE licensure is evaluated and variances are applied for as needed. Perkins funds may be made available for possible Perkins related professional development opportunities for CTE staff.
- The consortium leadership will continue to engage in dialogue with MnSCU and MDE regarding the processes, education and certification needed to qualify CTE teachers.
- With the transition to a new secondary consortium coordinator, Stephanie Meinke will continue on in a mentoring/advisory capacity to the new coordinator.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.** (5,000 word limit)

- Consortium members will establish benchmarks and outcome targets for student performance, retention and transition. These targets will be reviewed annually as an evaluation of the year's plan of work, and to provide information for future planning. P-File data and ISRS data will be utilized.
- On the post-secondary level, intrusive advising and support programming will continue in FY17, addressing student retention, student success, and special populations. Data sources will include the Persistence and Completion Academy Data Book, support services utilization records, early alert system reports, and ISRS.
- Data records from CTEcreditMN will be reviewed for the areas and numbers of articulation agreements earned to assist evaluating student participation and performance.
- A Career and College Fair will be hosted again for FY17 encouraging non-traditional and special population students to attend.
- Anecdotal data from consortium member surveys indicating factors that have affected non-traditional student completion include.
- Complete reports and improvement plans as required.
- Students' performances at CTSO competitive events reflect achievement in leadership, career and technical skill areas. Continued support of these activities strengthens and provides experiential and relevant opportunities for students.
- Data collected from students participating in WBL activities reflects their success in their programs. This data can be used for program improvement.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

RPOS Process for Facility and Mobile Equipment Maintenance

Action Steps, Stakeholders and Timeline

During FY16, the DCPC was approached by the Minnesota Transportation Center of Excellence inviting the consortium to participate in a transportation pathway awareness pilot program. As part of our programming during FY16, representatives from Transportation Center of Excellence presented at two consortium meetings. Information was shared about what the center does and what the center would like to do in the future. During FY17, an action will be taken to partner with the the Transportation Center of Excellence to co-coordinate the center's mobile (semi-trailer truck with interactive and hands-on demonstrations) career pathway awareness program.

Stakeholders will involve the Transportation Center of Excellence, DCTC transportation faculty, deans, consortium school districts, industry advisory committees, and Perkins coordinators.

Starting in the fall of 2016, the consortium will assist the Transportation Center in creating contacts with the middle and high schools in the consortium. During FY2017, meetings will be held on how to improve POS in consortium high schools that have programs in the transportation area.

Strengths:

- DCTC has 6 well establish transportation programs, with a solid reputation in the area, state-of-the-art equipment and facilities, and high interest among prospective students .
- The Minnesota Transportation Center of Excellence is housed at DCTC.
- There exists within some of DCTC's transportation program the option for quick entry and quick exit/employment.
- There are three consortium high schools with transportation POS.
- 18 articulation agreements exist between DCTC and consortium high schools

Areas for Improvements:

- Need to review and strengthen POS in High Schools.
- Need to identify a process to engage high schools as part of this RPOS.
- Students are entering DCTC transportation programs with technical skills gaps and are often underprepared for the coursework and technical expectations.
- Students lack an awareness and understanding of the what is needed to enter the career and to be successful in the career area.
- Develop more rigor in the high school programs.

Self Evaluation (10 RPOS Elements):

The RPOS in Facility and Mobile Maintenance was easy to identify given the strong partnerships that exist. DCTC and its faculty have built effective advisory committees that bring industry, faculty, administration and high school instructors to the table to discuss curriculum design, equipment needs and industry trends. The addition and visibility of the Minnesota Transportation Center of Excellence at DCTC and within the consortium will help to leverage resources and reach. Career and college readiness is a often a topic of conversation among the shareholders in the transportation programs. Faculty are experiencing more and more students unprepared and underprepared to enter the field. This concern is creating more dialogue and discussion about how best to help students. The readiness standards are well known and defined but strategies need to be identified on how to assist students in meeting those standards. There is an increase in and approval of articulation agreements between high school transportation classes and DCTC's curriculum decreasing the amount of duplication and cost for students. Technical Skill Assessments are being used in all of the DCTC transportation programs. TSAs are currently being administered only within ISD917's Vehicle Services and Heavy Duty Truck.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees
Strategies	
<p>A. Review the RPOS in Early Childhood Development and the RPOS in Facility and Mobile Equipment Maintenance (if approved) to strengthen the criteria for RPOS.</p> <p>B. Develop a Consortium-wide advisory committee in the two RPOS areas of Early Childhood Development and in Facility and Mobile Equipment Maintenance.</p> <p>C. Enlist the assistance of MDE and MNSCU to identify and determine the TSAs that are appropriate to the POS areas for both secondary and post-secondary areas. Perkins data will also be reviewed and analyzed to determine what factors may be contributing to the TSAs and the reported results.</p> <p>D. Continue to utilize a Dakota County Perkins Consortium Professional Development Committee to identify professional needs, determine plans for the activities, and hold training sessions for 2016-2017.</p>	
Outcomes	
<p>A. Strategies to move RPOS subcomponents to a higher level will be developed.</p> <p>B. The RPOS advisory committees will provide greater opportunities for the topic areas of industry trends, emerging job and skill trends, data/development information, program development, post-secondary credit opportunities for students, POS development, and articulation agreements to be addressed by POS areas. Enhanced professional relationships among secondary, post-secondary and industry representatives may be developed.</p> <p>C. Assistance from MDE and MNSCU for determining appropriate TSAs for secondary and post-secondary will help align the POS areas. TSA scores should improve using strategies that have been suggested and implemented from MNSCU and MDE resources. By reviewing the factors that affect Perkins data and seeking changes for more accurate reporting, we should see data results improved.</p> <p>D. A Consortium Professional Development plan will be developed for FY17.</p>	

Measures

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

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

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 1 Objectives 2

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

Strategies

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

Outcomes

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

Measures

Measures to be determined.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 3

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

Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R11 Articulation, P1 Advisory Committees

Strategies

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

Outcomes

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

Measures

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

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

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$2,000.00

Goal 1 Objectives 4

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

Strategies

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

Outcomes

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

Measures

Proposed Measures:

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

Reallocation Explanation

Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$62,258.40
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,000.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$63,258.40
Total	\$65,758.40

Goal 1 Objectives 5

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

Strategies

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

Outcomes

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

Measures

Measure to be determined

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 6

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

Strategies

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

D. At the post-secondary level, meet with academic deans and faculty to identify TSAs in Visual Communications, Information Support and Services, and Therapeutic Services.

Outcomes

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

Measures

Measures to be determined.

Reallocation Explanation

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

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.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R9 Special Populations, R10 Collaboration, P9 Alternative Formats, P10 Student Transition
Strategies	
A. To participate in the state-approved Early Middle College Programs with Lakeville Alternative Learning Center and Burnsville Alternative Learning Center.	
B. Continue to explore expanding the Early Middle College Program to other ALCs within the Dakota County Consortium.	
C. The consortium will support the early college credit program existing between ISD917 and DCTC.	

Outcomes	
A. Lakeville ALC and Burnsville students who have been approved for the Early/Middle College Program will enroll in DCTC courses.	
B. Dakota County Perkins Consortium (DCPC) schools will be informed about the Early/Middle College Program and if interested will be assisted in the application and implementation processes.	
C. ISD917 students who have been approved to be a part of the early college credit program will enroll in DCTC courses.	
Measures	
<u>Measures to be determined.</u>	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 2	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies	
A. Serve as one of the consortiums working with the Minnesota Transportation Center of Excellence on a pilot career exploration program. By helping to coordinate the Center's fully equipped semi-trailer truck visits at middle and high schools locations, the students will have the opportunity for hands-on demonstrations, activities and projects along with transportation career pathway information.	
Outcomes	
A. Middle and high school students within the consortium will be exposed to various Transportation Careers and Pathways.	
Measures	
<u>Measures to be determined.</u>	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 3	
Use of Funds*	R6 Assessment , R10 Collaboration, P9 Alternative Formats, P10 Student Transition
Strategies	
A. Continue to offer the Fundamentals of College Reading course (a co-taught class by DCTC faculty and Hastings Adult Basic Education instructor) for students who have significant deficits in college ready readiness and evaluate the effectiveness of the course on the future success of students.	
B. Explore the possibility of offering an ABE English Learner class on the DCTC campus to provide students with significant gaps in English readiness an affordable option for college preparation and support.	
Outcomes	
A. College faculty and ABE instructor will jointly plan for and revise the course as needed. The class, through additional time (4 credit course) and support (ABE instructor), will better prepare low college reading readiness students to be successful in other college coursework. Data exists and will be analyzed to support this hypothesis.	
B. DCTC and Hastings ABE agree to offer an English Learning class on campus with days, times and classroom agreeable to all.	
Measures	
<u>Measures to be determined.</u>	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 4	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees

Strategies

A. High school CTE instructors will be invited to DCTC program advisory committee meetings based on their program of study.

B. Develop a Consortium-wide advisory committee pilot project in the Rigorous Programs of Study areas of Accounting, Early Childhood Occupations, and Facility and Mobile Maintenance areas.

C. College faculty will maintain a list of current high school CTE instructors within their program of study and invite them to participate in program advisory committee meetings.

D. New POS shall be vetted by program advisory committees whenever possible.

E. Develop a plan and pilot a Consortium-wide Workforce Advisory committee .

Outcomes

A, B, C, and D. Increased interaction and collaboration between high school instructors, college faculty, and industry representatives to strengthen POS/pathway discussions, industry understanding, articulation agreements and creative partnership opportunities. Advisory groups will meet and identify core curriculum, technical equipment, and career resources that are needed at each educational level.

E. This committee will focus on the skill and occupational needs in the region and work with school and college programs to address those needs in a collaborative manner.

Measures

Measures to be determined.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$600.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$600.00
Total	\$600.00

Goal 2 Objectives 5	
Use of Funds*	R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees

Strategies

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

B. Investigate plans to develop a Consortium-wide Workforce Advisory Committee

Outcomes

A. Consortium members will be made aware of employment trends that identify high wage, high skill and high demand occupations/career pathways.

B. A decision is made to develop a Consortium-wide Workforce Advisory Committee.

Measures

Measures to be determined.

Reallocation Explanation

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

Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 6

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

Strategies

A. Continue to work with the state staff to address deficits in Negotiated Performance Targets.

B. Work with consortium staff to ensure accurate collection and reporting of data.

Outcomes

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

Measures

Measures to be determined.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 7

Use of Funds* R10 Collaboration, P3 Work-Based Experiences, P10 Student Transition

Strategies

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

Outcomes

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

Measures

Measures to be determined.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 8

Use of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition

Strategies	
A. The consortium will assemble a team (including Perkins coordinators, ABE managers, ABE instructors, developmental education faculty, academic deans, Chief Academic Affairs Officer, workforce development counselors, and Goodwill/Easter seals) and attend the Adult Pathways to Postsecondary Forum on October 7th at RCTC.	
Outcomes	
A. The team will attend the Forum in October and be equipped with new information and resources to strengthen existing adult transition programs and have new ideas of programs adults could benefit from to get retrained and reemployed.	
Measures	
<u>Measures to be determined.</u>	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 9	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P2 Counseling
Strategies	
A. Provide high school students and DCTC students access to career information through print materials, career software and online resources (e.g., VirtualJobShadow, Naviance, MCIS and Iseek). Invite community and industry partners to be resources for the consortium. For example, be guest speakers, host tours, participate in panel discussions, provide input on industry needs, inform students and staff on training requirements, provide information on opportunities for student internships and apprenticeships, and offer firsthand awareness of all aspects of industry.	
Outcomes	
A. Career software services and materials funds will be allocated to consortium members and to be utilized by high school and college students and staff (for secondary: a maximum level of funding will be established for the purchase of Naviance and MCIS for individual school purchases). Students will have the opportunity to learn about and compare careers.	
Measures	
<u>Measures to be determined.</u>	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$18,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$18,000.00
Total	\$18,000.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

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

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R9 Special Populations, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
<p>A. Continue to support ongoing success initiatives or create new student success programming within targeted DCTC programs (e.g low retention rates, higher number of non-traditional learners).</p> <p>B. Support the development, planning and coordination of the 2nd Annual Student Success Day for all enrolled DCTC students.</p> <p>C. Continue to partner with Adult Basic Education professionals from Hastings to offer and expand ACCUPLACER prep classes and explore adding a TEAS (nursing exam) prep and English Learner class on the DCTC campus.</p> <p>D. Continue to utilize Hobson's RETAIN tool and increase usage of AgileGrad Case Management system for tracking and communicating with students that have been identified at risk academically through RETAIN's Early Alert System. Student intervention strategies and processes will be defined, implemented and communicated.</p> <p>E. Continue the highly relational and intentional student success coaching program with students on Academic Warning, Academic Probation and Conditional Acceptance and improve the documentation of advising sessions with these students and the ongoing communication with those students.</p> <p>F. Continue to improve and increase the marketing and awareness of student success services available at DCTC to special population students via Student Orientation and Registration sessions, direct communication with students and the visible presence on the college website.</p>	
Outcomes	
<p>A. Programs concerned with retention and completion rates will implement college success strategies during first week of classes and/or embedded in a core class to focus on career and college readiness skills needed for that particular career/industry.</p> <p>B. The 2nd Annual Student Success Day is supported, driven and planned by college faculty with one or two dates identified during the 2016-2017 academic year.</p> <p>C. An ACCUPLACER Prep class is offered at least 1 day a week with hours reasonable for students to attend. Meetings with appropriate shareholders are conducted to determine the potential of offering a TEAS Prep class to nursing program applicants. A free English Learner class is offered on the DCTC campus by Spring Semester 2017 to students with significant gaps in English/reading college readiness.</p> <p>D. Via the RETAIN tool, targeted populations of students receive timely and informative communications to improve their awareness of college life, policies, resources and deadlines and faculty are fully utilizing the RETAIN alert system. Enrollment advisors and faculty advisors are utilizing the AgileGrad Case Management system to document their interventions with students.</p> <p>E. College success plans are implemented for and used by students on Academic Warning, Academic Probation and Conditional Accept status. Follow-up with these students is established and implemented.</p> <p>F. The Center for Student Success has increased visibility and involvement in new student orientation and registrations sessions and has updated, relevant information on the website.</p>	
Measures	
Measures to be determined.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,200.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,200.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,200.00

Goal 3 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P4 Additional Special Populations, P5 Student Organizations
Strategies	
<p>A. Continue to support non-traditional and special population learners in secondary and post-secondary CTE programs by providing resources and the purchase of equipment. Support CTE student organizations and activities when appropriate</p> <p>B. Continue to provide learning services to students with documented disabilities and the general student population to support their academic and CTE training. These services will include tutoring, test accommodations, classroom resources, notetaking, advising,counseling and software (i.e. captioning for videos, screen readers, etc.).</p> <p>C. Continue outreach efforts to non-traditional and special population students at consortium high schools by providing college transition and career awareness information through one-on-one meetings with counselors, delivering classroom presentations, participating in career/transition/college fairs, and attending parent nights.</p> <p>D. Review DCTC institutional research data for ongoing planning and evaluation.</p> <p>E. Invite MDE and MNSCU staff to speak to consortium schools regarding inclusion of non-traditional students and special population students in their CTE programs.</p>	
Outcomes	
A. CTE instructors will submit resource and equipment requests that support the inclusion of non-traditional and special population learners, meeting Perkins guidelines.	

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

Measures

Measures to be determined.

Reallocation Explanation

Post-Secondary Required Activities	\$179,296.71
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$15,270.01
Post-Secondary Total	\$194,566.72
Secondary Required Activities	\$8,900.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$8,900.00
Total	\$203,466.72

Goal 3 Objectives 3

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

Strategies

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

Outcomes

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

Measures

Measures to be determined.

Reallocation Explanation

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

Goal 3 Objectives 4

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

Strategies

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

Outcomes

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

Measures

Measures to be determined.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$3,000.00

Goal 3 Objectives 5

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

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

Outcomes

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

Measures

Measures to be determined.

Reallocation Explanation

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

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

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

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services
Strategies	
A. Continue to connect Perkins consortium activities with on campus organizations and resources for Veterans.	
Outcomes	
A. Veteran students are aware of high wage, high skill and high demand career pathways. Veterans maximize credit earning opportunities through the various organizations translating military training and experiences to college credit.	
Measures	
<u>Measures to be determined.</u>	

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 2	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration

Strategies

A. Continue to fund Career information systems (MCIS, VirtualJobShadow, Naviance) for schools in consortium. (Also see Goal 2)

B. Review the RPOS in Early Childhood Development and the RPOS in Facility and Mobile Equipment Maintenance (if approved) to strengthen the criteria for RPOS

Outcomes

A. Students will be able to learn about career pathways and career development resources to help in program planning and transition to/from college and career.

B. Improvement will be shown in program enrollment, student retention and completion, and student transitions. Strategies to move RPOS subcomponents to a higher level will be developed.

Measures

Measures to be determined.

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

Goal 4 Objectives 3	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P10 Student Transition

Strategies

A. Continue to utilize MnTransfer Curriculum to facilitate transfer of credit between 2 and 4 year institutions.

B. Promote transfer tools and resources (e.g. Transferology, DARS, eTranscripts, MnTransfer) to raise awareness of course equivalencies and transfer options between MnSCU colleges.

C. Support and collaborate with DCTC's Career Services Director in the planning and hosting of the Transfer Fair held on campus.

Outcomes

A. Students will have an increased awareness of the MnTransfer Curriculum.

B. Students will have an increased awareness and use of Students First tools, including eTranscripts, DARS, Transferology, MnTransfer and Single Search.

C. A Transfer fair is scheduled; current DCTC students will have opportunities to talk with four-year colleges and universities regarding transfer.

Measures

Measures to be determined.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 4	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration

Strategies

A. Continue to use CTECreditMn website for articulation agreement management and articulation agreement access.

B. Continue to provide input into the improvement of the CTECreditMn website.

C. Provide professional development sessions on the use of the CTECreditMn website for high school instructors and counselors, college deans and faculty and school administrators.

D. Approve a technical services contract with an identified staff to assist in managing articulation agreements for the Dakota County Perkins Consortium.

Outcomes

A. The CTECreditMn website is widely used by students, teachers, faculty and administrators to view the most current articulation agreements.

B. Perkins Coordinators will attend and participate in CTECreditMN meetings and trainings and will provide feedback and suggestions for improvement.

C. High School instructors, college faculty and administrators understand and utilize the CTECreditMn website.

D. Staff will be hired on a professional services contract basis.

Measures

Measures to be determined.

Reallocation Explanation

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

Goal 4 Objectives 5	
Use of Funds*	R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P10 Student Transition

Strategies

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

Outcomes

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

Measures

Measures to be determined.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 6

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

Post Secondary

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

Outcomes

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

Measures

Measures to be determined.

Reallocation Explanation

Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$4,000.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions**Goal 5 Narrative:**

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

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
Strategies	
A. Student data will be collectively used by the Consortium to formulate strategies to meet Negotiated Performance Targets, improve curriculum, improve CTE programming and evaluate the utilization of online career resources.	
B. DCTC will continue to participate in the Higher Learning Commission's (HLC) Persistence and Completion Academy by tracking the data collected from the Early Alert, How Are You Doing Survey and Attendance Challenge initiatives to determine the effectiveness on student retention and completion. Special efforts will be taken to analyze the data for non-traditional participation and completion.	
Outcomes	
A1. Improved scores on Negotiated Performance Targets will be achieved 1b. Staff will continue to review curriculum and for rigor and depth, and up to date CTE offerings that lead to career pathways in high skill, high wage and high demand jobs	
B. The DCTC databook created through HLC's Persistence and Completion Academy will help to make HLC changes in college practices resulting in dramatic improvement of persistence and completion rates of students.	
Measures	
<u>Measures to be determined.</u>	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$200.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$200.00
Total	\$200.00
Goal 5 Objectives 2	
Use of Funds*	R10 Collaboration, P1 Advisory Committees, P6 Mentoring/Support Services
Strategies	
A. A draft consortium governance manual will be developed to document how decisions are made, budgets determined, money spent and the roles and responsibilities of consortium leadership and consortium members.	
B. To assist in the transition to a new secondary Perkins consortium coordinator in FY17, Stephanie Meinke will continue to serve as a mentor to that person and an advisor to the consortium.	
Outcomes	
A. A governance manual will be made available to consortium members and stakeholders as well as MDE/MnSCU CTE staff as a transparent and accountability document on how the business of the consortium is handled.	
B. The new secondary Perkins coordinator will be develop the knowledge, skills and abilities to manage the business of the Dakota County Secondary Perkins consortium.	
Measures	
<u>Measures to be determined.</u>	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$400.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,400.00
Total	\$8,400.00

Goal 5 Objectives 3

Use of Funds* R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation

Strategies

A. Continue to review consortium schools' course registration guides to examine how CTE courses and post-secondary credits (articulation agreements) are listed to investigate best practices from each district.

B. Utilize marketing strategies to promote CTE courses/programs within high schools.

Outcomes

A. Consortium stakeholders will have greater awareness of how post-secondary credit can be earned through CTE courses.

B. Students, counselors, parents, faculty, administration and industry partners will have a greater knowledge of CTE and its relevance in preparing the "world's best workforce".

Measures

Measures to be determined.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$250.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$250.00
Total	\$250.00

Goal 5 Objectives 4

Use of Funds* R8 Size/Scope/Quality, R10 Collaboration

Strategies

A. The secondary and post-secondary Perkins coordinators will work closely to provide the necessary structure, organization and vision to guide the Consortium, and to meet State/Federal rules and regulations.

B. The value of CTE will be promoted to students, educational instructors and faculty, administration and industry/community partners.

C. The Consortium will meet monthly and will be attended by representatives of the school districts and DCTC.

D. Collaborative budget meetings and discussions will be held with DCTC's Chief Financial Office and Chief Student and Academic Affairs officers, and also with the DCPC secondary Fiscal Agent Office personnel.

Outcomes

A, B & C. Consortium stakeholders will development awareness, ownership, and support of CTE and Perkins activities. Participation of members will be broadened.

D. Current budget is reviewed and updated. Plans for upcoming fiscal year budget is discussed with revisions made when deemed appropriate and necessary.

Measures

Measures to be determined.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$24,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$25,000.00
Total	\$25,000.00

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$1,000.00

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$68,258.40	\$0.00	\$10,000.00	\$0.00	\$0.00	\$78,258.40	\$83,258.40

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,000.00	\$600.00	\$0.00	\$0.00	\$0.00	\$18,600.00	\$18,600.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$180,496.71	\$0.00	\$15,270.01	\$0.00	\$0.00	\$195,766.72	\$13,400.00	\$1,500.00	\$1,057.59	\$0.00	\$0.00	\$15,957.59	\$211,724.31

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$17,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,000.00	\$5,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,400.00	\$22,400.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,200.00	\$650.00	\$0.00	\$0.00	\$0.00	\$33,850.00	\$33,850.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$202,496.71	\$0.00	\$15,270.01	\$0.00	\$0.00	\$217,766.72	\$137,258.40	\$2,750.00	\$11,057.59	\$0.00	\$0.00	\$152,065.99	\$369,832.71

Secondary Budget Details

Description	File Name	File Size
Dakota FY17 Supplemental Secondary Budget	Dakota County econdary-Budget-Supplemental-Sheet (1).xlsx	72 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$3,500.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$3,500.00
Totals	\$7,000.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
<p>1. Seek assistance from MDE and MNSCU</p> <p>2. Review school district Perkins reports, and work with MARSS coordinators and consortium representatives at the local districts to help ensure accurate TSA reporting data on MARSS</p> <p>2. Meeting with teachers, administration, counseling staff, deans and assistant principals regarding student success in TSAs</p> <p>3. Administer TSA pre-tests for POS courses; Identify where 'needs' are; individual staff set goals for classroom score improvement.</p> <p>4. Monitor student attendance: personal contact with students 'at-risk'; communications to parents about benefits and importance of successful TSA completion</p> <p>5. Recognize student achievement</p> <p>6. Analyze pre and post test data; make recommendations</p>	
Resources Needed*	<p>MDE resources;</p> <p>P-file information from each district and compiled reports;</p> <p>Support of administration and staff for TSA improvement activities;</p> <p>Workshop time: Meeting area, TSA results, engaged stakeholders, list of possible approved TSAs;</p> <p>Staff reviewing results and reviewing alignment of curriculum;</p> <p>Assessment (pre-tests and TSAs) alignment with program;</p> <p>Time and Dollars for pretests;</p> <p>Identification of other barriers that are affecting student success;</p> <p>Recognition of students doing well: Certificates , 'Good News' school board updates;</p>
Timeline*	<p>September, 2016: Meet with all staff administering a TSA</p> <p>2. September 2016: Info session at September Consortium meeting regarding MARSS reporting; also email to MARSS coordinators about reporting of TSAs in CTE</p> <p>3. Beginning of each class term: Timelines are communicated as to when TSAs are given.</p> <p>4. CTE staff discuss TSAs with students; monitor attendance and IEP status, and use a communication tool to inform parents about TSAs.</p> <p>5. Certificates are provided each student who passes a TSA; ISD 917 has a student recognition ceremony, and includes this 'Good News' in the School Board meetings. Farmington recognizes its students in the newspaper and also at the school board meetings. Certificates are also given to the students.</p> <p>6. Staff and administration review tests data; discuss areas where improvement has occurred and how to strengthen program.</p>
Person(s) Responsible*	<p>-Consortium coordinators,</p> <p>-CTE staff and administration</p> <p>-Also need assistance from high school counselors</p> <p>-Students!</p>
How will progress be documented?*	<p>*improvement in TSA scores</p> <p>*improved accuracy in MARSS reporting that will be reflected in the Perkins data files.</p> <p>*Minutes from staff meetings</p> <p>*Comparing pre and posts TSA scores and staff sets goals for improvement after pre-tests</p> <p>*Student achievement will be noted by the certificates, articles in board minutes, school websites, newspapers</p>
Sub-populations or groups where gap exists:*	<p>*At ISD 917, 70 % of the CTE students have IEPs. It is in the ISD 917 programs where most of the TSAs are given. With assistance from MDE and MNSCU, some action strategies have been discussed and will be applied.</p> <p>*ISD 917 Instructors report low attendance/at-risk students as issues affecting student success.</p>
Describe any contextual factors that might contribute to this gap:*	<p>-Many of the students who are taking the TSAs fall into the listed subpopulations and have a history of low achievement.</p> <p>-Most of the high schools in the consortium do not offer courses within the same POS as ISD 917 so it is more difficult to develop an articulated POS.</p> <p>-Also, because of budget issues, there is a lack of classroom tutors to assist at ISD 917. Since most classrooms have a very large percentage of students with special needs, there are just 4 tutors to assist in 9 programs during the day.</p> <p>-Errors may occur when MARSS reporting is done with coding of whether a TSA is given or not given</p>
Further Information	
Summary:	

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

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

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

Improvement Plan Supporting Documents
(optional, not required)

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.

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	86.81%
Actual Performance:	83.89%
General strategies planned to improve performance:	
<ol style="list-style-type: none"> 1. Survey faculty from programs currently using TSAs to determine how they are utilizing test results to influence changes in their curriculum content and improve the industry-ready skills of their students. 2. Continue to work with academic deans to include TSA data within program efficiency reports and to discuss TSAs during program advisory board committees. 3. Support the efforts of DCTC's Chief Academic Affairs Officer and the Academic Affairs departmental plan to work towards 100% usage of TSAs across all programs of study. 4. Work with faculty and support staff to increase awareness of the Perkins budget and its support of paying for TSAs. 	
Comments or context for actual performance (optional):	
The college saw an increase of nearly 9% in the Technical Skill Attainment performance indicator from 2013-2014 data to 2014-2015 data. More and more of the college's programs are seeing the benefits of preparing students for and providing opportunities to take TSAs. The Academic Affairs departmental goals include having TSA usage and performance included in the annual evaluation of each program. The college is committed to strengthening the use of and performance in TSAs as it in direct alignment with the college's mission of "education for employment."	

Improvement Report 2	
Indicator Not Met:	2P1 – Credential, certificate, or degree
Negotiated Performance:	59.40%
Actual Performance:	53.48%
General strategies planned to improve performance:	
<ol style="list-style-type: none"> 1. Continue to analyze and utilize data generated from the HLC's Persistence and Completion Academy initiatives (Early Alert, How Are You Doing survey, Attendance Challenge) to zero in on what subsets of students are most likely not to finish what they have started and to identify what programs/majors consistently have retention issues. 2. Work with academic deans and program faculty to create easy in/easy out options within their programs when possible. 3. Continue to utilize the intrusive advising model and require interventions at critical points in the students' journey (e.g. program selection, course placement advice, embedded tutoring). 4. Continue to improve the teaching and learning within programs of study by moving towards a cohort model of delivery and to provide clear and structured pathways to completion. 	
Comments or context for actual performance (optional):	
DCTC is finding that more and more students are not necessarily seeking a credential but only taking a few classes to enhance their skill set or job situation and/or to transfer to another college. The college is also seeing an increase of students with mental health issues or life situations that imbede their ability to start what they finish.	

Improvement Report 3	
Indicator Not Met:	2S1 – Technical Skill Attainment
Negotiated Performance:	54
Actual Performance:	24.83
General strategies planned to improve performance:	
General strategies planned to improve performance:	
<ol style="list-style-type: none"> 1. Pull 'stakeholders' together for meetings to discuss issues: <ol style="list-style-type: none"> a. factors affecting students' scores on the TSAs. Include topics of attendance and how to use counselors, advisers/teachers and deans to assist in monitoring attendance; assess what program/curriculum outcomes are not being passed; ask if the needs of special populations students being met. Set strategies for improvement based on 	

conclusions. Have the stake holders meeting with MDE and MNSCU staff in attendance to facilitate the meeting.

2. Recommend administering pre-TSAs to students.

a. analyze where improvements need to be made in learning/achievement

3. In order to decrease errors in CTE program data reporting, the secondary Perkins coordinator will review school district Perkins reporting method with the consortium board members and local MARSS coordinators. The secondary Perkins coordinator will work with MARSS coordinators at local districts to facilitate accurate reporting methods for approved CTE program data. Also, we will request the assistance from the MDE data analyst to assist with a working session for MARSS coordinators.

Comments or context for actual performance (optional):

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

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

Improvement Report 4

Indicator Not Met:	5P1 – Nontraditional participation
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Negotiated Performance:	18.10%
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Actual Performance:	16.39%
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General strategies planned to improve performance:

1. Continue to focus on programs or career areas that are lagging behind in attracting, recruiting and training nontraditional students by providing them professional development opportunities, targeted recruiting events, and appropriate resources.

2. Utilize non-traditional by gender alumni to speak to prospective and incoming students about their experience and career outlook.

3. Continue to provide resources and information to consortium high schools on nontraditional programs and careers via classroom presentations, career fairs, early awareness college campus tours and printed material. Make certain that non-traditional by gender students considering programs at the college individually meet with college program faculty and have a chance to be in the classrooms and labs to experience what the classes would actually be like.

4. Continue to assist high school CTE teachers in promoting their courses by providing presentations from college faculty and speakers from industry representatives.

5. Host the 3rd Annual Consortium Career and College Fair with a focus on nontraditional career opportunities.

6. Continue to host the TxT event for 5th - 7th grade girls giving them opportunities to experience non-traditional careers. Begin to gather data on past TxT participants and identify strategies to follow-up/reach out to these students as they approach high school graduation.

6. Seek out relevant Technical Assistance from MDE/MnSCU CTE staff and the resources, advice and ideas they provide.

Comments or context for actual performance (optional):

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

Improvement Report 5

Indicator Not Met:	5P2 – Nontraditional completion
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Negotiated Performance:	12.17%
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Actual Performance:	11.99%
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General strategies planned to improve performance:

1. Continue to identify nontraditional students and their programs of study and make a concerted effort to reach out to them and make them aware of support resources available to them.

2. Continue to identify faculty who have been assigned as advisors to nontraditional students and make a concerted effort to reach out to them to increase their awareness of how to support and encourage their students.

3. Continue to use data and recommendations from DCTC's retention initiatives (part of HLC's Persistence and Completion Academy) to further identify and track nontraditional students.

4. Work with DCTC's Diversity Council to identify nontraditional by gender initiatives and include such initiatives within the college's diversity plan.

Comments or context for actual performance (optional):

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

Rigorous Program of Study

Rigorous Program of Study 1

State-Approved Rigorous Program of Study*	Early Childhood Development and Services
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RPOS submitted with 10 components	RPOS Early Childhood Rating Form.pdf
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Rigorous Program of Study 2

State-Approved Rigorous Program of Study*	Facility and Mobile Equipment Maintenance
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RPOS submitted with 10 components	RPOS rating transportation 2.docx
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Rigorous Program of Study 3

State-Approved Rigorous Program of Study*	Accounting
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RPOS submitted with 10 components	RPOS Accounting at Farmington Sr.docx
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Programs of Study

Programs of Study 1	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	17.0303: Vehicle Services; DCTC Automotive Tech
At which High School? College?	HS: ISD 917; College: DCTC
State-Approved Secondary Assessments	Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA Work Force Ready System – ASE Certification in Automobile - Brakes
State-Approved Postsecondary Assessments	NOCTI - Automotive Technician - Advanced
In which course (use course code) or at what time in the program?	ISD 917: CC# 20106 Fall; DCTC: End of Program

Programs of Study 2	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Admin Support Occupations 140710; Accounting
At which High School? College?	Northfield HSI; DCTC
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	NOCTI - Accounting -Advanced
In which course (use course code) or at what time in the program?	HS Advanced Accounting:CC# 12104; DCTC end of prog

Programs of Study 3	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Information Support and Services
In which CTE Program?	17.1512: Computer Service Repair; Networking Admin
At which High School? College?	ISD 917: DCTC
State-Approved Secondary Assessments	SkillsUSA Work Force Ready System - Computer Maintenance Technology
State-Approved Postsecondary Assessments	Cisco - Certified Entry Networking Technician (CCENT)
In which course (use course code) or at what time in the program?	ISD917: end of program; /DCTC: end of program

Programs of Study 4	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	07.0300: Medical Careers: Nursing Assistant
At which High School? College?	ISD 917; DCTC
State-Approved Secondary Assessments	SkillsUSA Work Force Ready System - Nurse Assisting
State-Approved Postsecondary Assessments	NAR - Nursing Assistant Registry
In which course (use course code) or at what time in the program?	917:Medical Careers:CC# 14051; DCTC End of program

Programs of Study 5	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	09.0101: Cons Hmking: Early Childhood & Youth Dev
At which High School? College?	Farmington; DCTC
State-Approved Secondary Assessments	American Association of Family & Consumer Sciences (AAFCS) – Early Childhood Education
State-Approved Postsecondary Assessments	NOCTI - Early Childhood Care & Training - Advanced
In which course (use course code) or at what time in the program?	HS: Child Dev: CC #22101; DCTC: End of program

Programs of Study 6	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Visual Arts
In which CTE Program?	17.1502: Comm Technology; Graphic Design Tech
At which High School? College?	ISD 917; DCTC: program in flux
State-Approved Secondary Assessments	PrintED/SkillsUSA Work Force Ready System - Advertising Design (Also PrintED Advertising Design Blueprint)
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	

what time in the program?	Graphic Comm: CC #11154 or 11002;
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Programs of Study 7	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	17.0322: Auto Truck Service and Repair
At which High School? College?	ISD 917; DCTC
State-Approved Secondary Assessments	Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA Work Force Ready System – ASE Certification in Medium/ Heavy Truck - Diesel Engines
State-Approved Postsecondary Assessments	NOCTI - Diesel Technology
In which course (use course code) or at what time in the program?	HD Truck Mechanics 20104/20107; DCTC: End of progr

Programs of Study 8	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Body Collision Technology
At which High School? College?	DCTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Collision Repair & Refinishing Technology Job Ready Assessment
In which course (use course code) or at what time in the program?	At end of program (Spring)

Programs of Study 9	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Dental Assistant
At which High School? College?	DCTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Dentistry - Dental Assistant State Licensure Exam
In which course (use course code) or at what time in the program?	After program completion

Programs of Study 10	
Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	090301: Fundamental Chef OR Food Industry Careers
At which High School? College?	ISD917/ TBD
State-Approved Secondary Assessments	SkillsUSA Work Force Ready System - Culinary Arts
State-Approved Postsecondary Assessments	National Restaurant Association – Servsafe Food Handler Safety Certification
In which course (use course code) or at what time in the program?	End of courses

Programs of Study 11	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Practical Nursing
At which High School? College?	DCTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - State License Exam
In which course (use course code) or at what time in the program?	Upon program completion

Programs of Study 12	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	17.0322 Auto Truck Service and Repair
At which High School? College?	ISD 917
State-Approved Secondary Assessments	Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA Work Force Ready System – ASE Certification in Medium/ Heavy Truck - Brakes
State-Approved Postsecondary Assessments	NOCTI - Diesel Technology
In which course (use course code) or at	

what time in the program?

HD Truck Mechanics 20104/20107; DCTC: End of progr

Coordination Time for Perkins Grant**Secondary***This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures*

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$25,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 5.0%

Coordinator Budget:* \$0.00

Perkins Dollars**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Anne Swanberg	Disability Services Advisor		\$67,896.00	Disability Services Advisors Position Description.docx
Michelle Keske	Accounting Tutor		\$22,278.40	Accounting Tutor Position Description.doc
Justin Jones	Writing Tutor		\$37,130.60	Writing Center Tutor Position Description.doc
Stephanie M. Meinke	DCTC Articulation Coordinator (Contracted)		\$8,500.00	dctc_StephanieMeinkeContractTemplate (1).doc
Katherine McMenomy	Science Tutor		\$32,887.00	Science Tutor Position Description.docx
Eric Van Brocklin	Dakota County Secondary Perkins Coordinator	352693	\$24,000.00	Updated DCPC coordinator description.docx
Timothy Guiosky	Math Tutor		\$20,000.00	Tim Guiosky PD.docx
Scott Teskey	DCTC/ISD 917 Articulation Coordinator (Contracted)		\$1,500.00	Scott Teskey Contract Template.docx
Stephanie M. Meinke	DCPC Secondary Coordinator Mentor/Consultant	215194	\$8,000.00	Draft DCPC Mentor Contract.docx
			\$222,192.00	