



### Grant Details

#### 01590 - FY17 Perkins IV Application

#### 02022 - FY17 South Central Consortium Perkins Application

#### Perkins IV Consortium

**Grant Title:** FY17 South Central Consortium Perkins Application  
**Grant Number:** 01685  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** South Central Consortium  
**Grantee Contact:** Erin Toninato  
**Award Year:** 2016  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:** Contract Sent 08/08/2016 Contract Received 07/01/2016 Contract Executed 06/30/2017  
**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

#### Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
----	------	----------	----------------	----------	--------

#### Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Alden-Conger	01 public school district	242
Butterfield-Odin	01 public school district	836
Cleveland	01 public school district	391
Faribault	01 public school district	656
Janesville-Waldorf-Permberton	01 public school district	2835
Lake Crystal-Wellcome Memorial	01 public school district	2071
LeSueur-Henderson	01 public school district	2397
Madelia	01 public school district	837
Mankato	01 public school district	77
Maple River	01 public school district	2135
Medford	01 public school district	763
Minnesota Valley Education District	61 cooperative education district	6027
New Ulm	01 public school district	88
Nicollet	01 public school district	507
New Richland-Hartland-Ellendale-Geneva	01 public school district	2168
River Bend Education District	61 cooperative education district	6049
Sleepy Eye	01 public school district	84
St. Clair	01 public school district	75
St. James	01 public school district	840
St. Peter	01 public school district	508
Tri-City United (392 & 394 Consolidated)	01 public school district	2905
United South Central	01 public school district	2134
Waseca	01 public school district	829
Waterville-Elysian-Morristown	01 public school district	2143
South Central Service Cooperative	83 service cooperative	922
South Central College		
Blue Earth Area Public Schools	01 public school district	2860

#### 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)*

South Central Perkins Consortium has seen many changes since Perkins IV was authorized, including changes in the economic vitality of the region, and changes among the leadership for all members. School leaders have been re-engaged, and as an outcome to discussion, have asked for an opportunity to collaborate, to develop a strategic plan/initiative that aligns with current legislative initiative, including World's Best Workforce, the Workforce Innovation and Opportunity Act, and Federal Perkins, in light of reauthorization.

Superintendents heard a labor market review that included demographic and industry trends, and concluded that students require both education and technical training to be successful in the new economy, in which the university degree is no longer the guaranteed path towards financial success as it was for previous generations—that even if one does earn a degree, education alone may not be enough. "The regional plan must help to impact the culture for this understanding in our districts. CTE teachers may "get it," but all students and their families, staff and community need to understand.

Priorities of the plan therefore include leveraging partnerships and funding to provide:

- Regional Exploration

and

- Advisement, to ensure that all high school students, their families, and educators understand:
  - career opportunities and related career choices
  - postsecondary education economics.

The 2017 Perkins Plan will serve as catalyst, to:

- Align regional education and workforce plans
- Align strategies to cultivate awareness for need for academic and technical skills for college and career success
- Pilot strategies for career awareness and career advisement for all students
- Provide professional development that help teachers connect learning to college and careers
- Further develop regional Programs of Study

At the post-secondary level, through SCC's program review process and advisory boards, planning and decisions are made to update curriculum, identify program & equipment needs for high demand, high wage jobs to keep the college & its students on the cutting edge of technology and work. Modifications to programs, supplies, resources, equipment and recruitment & retention are all initiatives that are deemed important to continue being a leader in training and education in the region.

#### **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)*

Data analysis comparing state and regional negotiated targets with local performance is provided each member and includes multiple years of progress. Data is reviewed to assess impact of current and ongoing strategies, and to drive planning for modifications and new strategies. At the secondary level, the SC Consortium also visits with regional instructional coordinators to review local member plans for reading and math improvement relative to Perkins indicators. EPM11 data and college program review data as well as a number of other technical assessments address accountability issued and help the College administration, Academic Deans and VP and Perkins Director to prioritize expenditures of funds in areas most needing updating or modifications each year.

#### **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)*

All participating districts have gone through MN Dept of Education program approval process and all districts have at least one approved program and one CTE Program of Study in place. SC Perkins Consortium districts completed Program Approval/Review with MDE in the 2014-15 school year. All SC Perkins secondary districts submitted Program Review information and were approved.

MDE's rubric for quality assessment is a reference for CTE instructors who rate CTE programs by completing the self-assessment and developing strategies for local improvement. Local Perkins Project Grants are available as a resource to implement strategies that provide challenging, rigorous coursework for all students.

Options available at districts in the consortium include: on-line and/or blended learning, articulated courses, concurrent enrollment, career academies in Health, Manufacturing, Information Technology, Mechatronics and Agriculture. With the introduction of POS and technical skill assessments into the consortium, and participating in the process for identifying which TSA's the state will be approving for use has caused each career pathway area to become more familiar and instructors are better versed in national competencies and standards in each pathway.

#### **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)*

Students gain experience and understanding of aspects of industry through access and opportunities working with multiple career and employment guidance tools. i.e., ISEEK, MCIS, Kuder, Nav 101. Most secondary schools in the SC Perkins Consortium also offer a variety of work-based learning experiences, i.e., job-shadowing, service-learning, internships, work-experience or clinicals. Work-Force center tours, industry-tours, guest speakers, annual Career Fairs, an annual Regional Career Expo, and Industry specific career days also provide exposure to businesses and information about the business world for students. These experiences range in depth and scope of experience. Post-secondary students in all CTE programs at SCC have internships requirements, clinical lab experiences as well as simulation and virtual lab experiences as part of their training course work. Several discipline areas include service-learning internship options.

## **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)

Professional development is critical to help teachers connect learning and is provided in the following ways:

1. Advisory Committee participation helps instructors to assure outcomes align with workforce needs.
2. Articulated College Credit session helps instructors to assure outcome align with postsecondary programs.
3. Teacher in the Workplace Summer Institutes help instructors to develop perspective for why learn outcomes.
4. High School in the College R-CESS initiative helps instructors to understand the opportunities and prerequisites required for all students to develop the technical skills needs for careers of interest.
5. Industry in the Classroom helps instructors to provide students context and connections for their learning.
6. National Certification for Online and Blended Teachers helps instructors to develop the skills to engage an online community of practice, and to "flip" instruction so that students can apply learning in the classroom, and in work-based learning opportunities.

**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)

Professional development co-horts have been developed in Graphics, Information Technology, Office Technology, Child Development & Marketing as well as the High Step project in Health Careers. These groups meet during Minnesota College Credit meetings bi-annually as well as during specialized trainings which have been offered as needed/identified. Recruitment is done informally and formally within discipline areas throughout the region. Several districts have employed community experts from business and industry on a waiver basis to address CTE teaching licensure shortfalls.

One of the strategies for improving post-secondary faculty retention is through opportunities for SCC faculty to participate in summer EDUCATOR in the Workplace internships to keep faculty updated and fresh with current industry demands and practices. Instructors in Graphic Communications, Information Technology, Auto-Body, HVAC, Mechatronics and Computer Integrated Machining have taken advantage of this options within the past two school years.

Recruitment and retention of CTE instructors at the secondary level continues to be a concern. The region has discussed avenues to develop CTE teachers such as shared instruction and learning coaches, cohorts, participating in job fairs, recruitment of industry professional to become teachers. Districts have voiced interest in a "teacher cadet" program to plan the CTE seed while students are still in high school.

**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)

Data is collected by the MN Dept. of Education Data from each secondary Perkins consortium district.

The EPM11 system is used to collect post-secondary data for student retention and completion. At this time the EPM11 system nor ISRS collects Technical Skill Assessment data for student performance or program performance. This is a gap in data collection that has a serious impact on what is "telling the story" of Student and Program Performance for the post-secondary institutions across the State. Data collected is incomplete and not comprehensive for all CTE programs and all CTE Technical Skills Assessments being administered and scored at the post-secondary level.

Both systems provide raw data that is used in analyzing the consortium performance(s) and as information for our respective accountability targets for Perkins implementation. Using this data helps shape the strategies and objectives for our annual unified plan and provides indicators of success as well as identifying areas of challenge that continue to need 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)

Strategies for program improvement and assurances drive outcomes and development of shared services including courses, instruction, resources and support. In reviewing each Program of Study that we are submitting for regional or State program approval, we are focusing on each specific POS, identifying what courses that are in place both at the secondary and post-secondary levels, we are identifying which POS have options offered at each participating district in our consortium as well as at our partnering post-secondary institution and determining where brokering of post-secondary options as well as secondary coursework might occur should students' interest areas lie outside of what is available at the local district or consortium level. Three regional "shared services" groups involving 5-7 districts in each group have been initiated to address student interest areas and learning needs that have fallen outside of what had been available at the local district level. High-STEP and another Health Careers model has been implemented in the MN Valley Ed District group and beginning fall 2014, two more "regional shared services" groups were begun offering Health Career options, and in partnership with South Central College, Information Technology and Mechatronics. Workshops have been held for secondary counselors regarding online learning options for students to assist in this effort as well.

We anticipate with the initiation and implementation of the frameworks for each of the 7+ State Approved Rigorous Programs of Study - more consortium wide, district and post-secondary self-evaluation and efforts will be focused on each Rigorous Program of Study area beginning in our SC Perkins consortium with Health Science Technology - Therapeutic Services in 2013-14, continuing with work in Project Lead the Way and Manufacturing Production Process Development/Mechatronics the 2014-15 school year. Information Technology has been identified as the Rigorous Program of Study area to be initiated for the 2015-16 school year.

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

SC Perkins consortium plans to fine-tune our 7 State Approved POS in high-skill, high-wage or high demand occupations, and further develop the frameworks for our Rigorous Programs of Study in Health Science Technology, Therapeutic Services and Manufacturing, Maintenance, Installation and Repair. SC Perkins Consortium will also begin work on Rigorous Program of Study in the Information Technology, Web & Digital Communications pathway during the 2015-16 school year. Planning involves all aspects of industry in each POS area, with secondary & post-secondary faculty & counselors and regional advisory committees. Professional development options in a variety of opportunities, cohort groups & technical support are planned/provided. Technical skill attainment & improvement of academic & technical skills are integral parts of targeted outcomes for all learners.

## Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R2 Programs of Study
Strategies	
1. Update State and consortium-approved and/or new POS: • Provide facilitation/support services • Facilitate professional development <ul style="list-style-type: none"> <li>Update/publish scope and sequence for program/course catalog and available in print or on-line</li> </ul>	
Outcomes	
Guided Pathway "filters" for all students <ul style="list-style-type: none"> <li>Update and publish consortium-approved and local district POS to state website <a href="http://mnprogramsofstudy.org">http://mnprogramsofstudy.org</a>, and link from district website</li> <li>Update and publish Course to Career Guides</li> </ul>	
Measures	
• State ISEEK web site updated from South Central Perkins Consortium POS (PS-R) • Course to Career Guides printed for 20/23 secondary districts (s-R) • Scope and sequence for Program/Course Catalog (PS-R) updated and available in print or online • Technical skill assessments for State-approved POS implemented (table attached)	
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	\$2,700.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$11,038.06
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$13,738.06
Total	\$13,738.06
Goal 1 Objectives 2	
Use of Funds*	R2 Programs of Study
Strategies	
2. Develop Rigorous POS • Provide facilitation/support services, data collection & archiving of consortium supporting materials • Facilitate professional development as needed	
Outcomes	
Further develop Rigorous Programs of Study (R-POS) <ul style="list-style-type: none"> <li>Health Science Technology/Therapeutic Services</li> <li>Manufacturing, Maintenance, Installation &amp; Repair</li> <li>Information Technology, Web &amp; Digital Communications</li> </ul>	
Measures	
Plan incorporates items of critical components/action steps for each component	
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	\$27,500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

<b>Secondary Total</b>	\$27,500.00
<b>Total</b>	\$27,500.00

**Goal 1 Objectives 3**

**Use of Funds\*** R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry

Strategies

3. Career Exploration

Outcomes

- High School-in-the-College "R-CESS" (Regional Career Exploration for Student Success) Program-Pilot sessions for 9th-graders on-site at South Central College and/or local industry to participate in hands-on explorations of technical programs from each career field:
  - Agriculture, Food & Natural Resources
  - Art, Communications, & Information Systems
  - Engineering, Manufacturing, & Technology
  - Health Science Technology
  - Human Services
  - Business, Management, & Administration

Measures

1200 9th-grade students, and representative teachers/support persons and parent/guardians from 8 member districts participate on South Central College Faribault and North Mankato campuses, and industry partner sites.

Reallocation Explanation

<b>Post-Secondary Required Activities</b>	\$3,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$3,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$18,825.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$18,825.00
<b>Total</b>	\$21,825.00

**Goal 1 Objectives 4**

**Use of Funds\*** P2 Counseling

Strategies

4. Integrated Career Guidance for Students and Families

Outcomes

- Advisement program integrated with R-CESS program, with saturation in grades 9 and 11, in partnership with workforce and school district counselors, and MN Association for College Admissions Counseling (MnACAC).
- Education and training goals developed: Interest and Skills Assessment, Education Plan, Work Skills, and Opportunities after High School.

Measures

1200 9th-grade students and their families, and 11th-grade students from pilot member districts participate.

Reallocation Explanation

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$15,000.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$15,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$4,000.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$4,000.00
<b>Total</b>	\$19,000.00

**Goal 1 Objectives 5**

**Use of Funds\*** R2 Programs of Study, R3 All Aspects of an Industry

Strategies

5. Student Enrichments

Outcomes

Support provided for experiences that expose students to high-demand, high-pay careers:

- 10th-Grade Career Expo (\$6,500.00)
- SCC/Regional Career Fairs, Job Fairs, (Building Trades and Health Careers LPN/PCA/NA-R), Tour of Manufacturing (\$2,500.00)
- SCC//MnSCU Center of Excellence Career Exploration Camps (\$3,000.00)

Measures

1350 10th-grade students attend regional Career Expo. and students from all member districts partipate in regional events throughout the academic year.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$7,000.00
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	\$7,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$12,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,000.00
Total	\$19,000.00

Goal 1 Objectives 6

Use of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P3 Work-Based Experiences, P7 Equipment Leasing/Purchasing/Upgrading
---------------	--

Strategies

6. Local Supports for Programs of Study

Outcomes

- A competitive program for local Perkins projects that have impact on the consortium are supported, with priority given for student career planning systems and supports.

Measures

Applications are approved for 15 member districts to improve CTE programs through local projects.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$8,000.00
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	\$8,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$40,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$40,000.00
Total	\$48,000.00

Goal 1 Objectives 7

Use of Funds*	R6 Assessment
---------------	---------------

Strategies

7. Technical Skill Attainment

Outcomes

- Support Technical Skill Attainment Exam Fees

Measures

1-2 member districts for each state-approved Program of Study provide Technical Skill Assessment for enrolled students.

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	\$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
<b>Total</b>	<b>\$4,500.00</b>

<b>Goal 1 Objectives 8</b>	
Use of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology
Strategies	
8. Host student learning platform	
Outcomes	
<ul style="list-style-type: none"> <li>Host and support are provided for Academy courses and professional development content and instruction (RPOS)</li> </ul>	
Measures	
Blended and online instruction is supported through hosted learning platform and support for all academy courses.	
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	\$3,500.00
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	\$3,500.00
<b>Total</b>	<b>\$3,500.00</b>

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

**Goal 2 Narrative:**

**Effectively utilize employer, community, and education partnerships**

Program Advisory committees are part of each POS, regional & local advisory boards are in place. Regional advisory committees involve both secondary & post-secondary faculty as well as business reps. Advisory committees assist in identifying high-skill, high wage or high-demand occupations, employment trends, aspects of industry, and areas of continuous improvement for CTE programming. Partnerships with WorkForce Centers, ABE, ALC's, Chambers, school districts & businesses in the region are identified & supported through participation and collaborative initiatives; ie., Academy Initiatives, Career Exploration Days, STEM & Career Expo, summer or day camp opportunities.

**Goal 2 Objectives**

<b>Goal 2 Objectives 1</b>	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences
Strategies	
1-SEC Develop and implement Regional Career Academies for all R-POS	
<ul style="list-style-type: none"> <li>Teacher of Record</li> <li>Student Learning Coaches</li> <li>Online instructional content</li> <li>Industry-partner clinical experience</li> <li>Work-based learning experience</li> </ul>	
Outcomes	
2.1A Health Science Technology	
High-STEP Academy Program	
<ul style="list-style-type: none"> <li>Develop courses on adaptive platform</li> <li>Expand Participation</li> </ul>	

2.1B Manufacturing

- Develop Blended Academy Program
- MnAMP 4-core essential courses
- YEAP Internship Program
- PLTW Community of Practice

2.1C Information Technology (IT)

Expand Secondary Cohort with Work-Based Learning Experiences, i.e., Provide marketing and communications/VIDEOS for Regional College and Career Ready Initiative

- -Computer Careers
- -Graphic Communications
- -Multimedia Technology
- -Visual Arts

Measures

• 12 district members will share academy models; 90 students in 10 districts will participate in health careers academy and HST will be available on simulation/adaptive platform; 25 students from 5 districts will participate in manufacturing courses/apprenticeship activities; and 20 students from 4 districts will participate in IT courses, including work-based learning experiences.

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	\$26,252.56
Secondary Admin Cost	\$1,381.71
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$27,634.27
Total	\$27,634.27

Goal 2 Objectives 2

**Use of Funds\*** R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P4 Additional Special Populations, P7 Equipment Leasing/Purchasing/Upgrading

Strategies

2. Collaboration with ABE and the WorkForce Council/Center to transition eligible youth and adults to the workforce.

Collaboration with MAPS for Work-Based Learning Supports

Outcomes

Facilitation/Support Services

Tutoring Assistance

Measures

• 75 persons will be served through College Prep, and some will be co-enrolled in ABE and ELL, and FastTrack • 25% participants will successfully transition to post-secondary programs and 25% will enter the workforce. Academy work-based learning, enrichment and professional development supported by Work-Based Learning Facilitator.

Reallocation Explanation

Post-Secondary Required Activities	\$20,500.00
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	\$20,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$20,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$20,000.00
Total	\$40,500.00

Goal 2 Objectives 3

**Use of Funds\*** R2 Programs of Study, P1 Advisory Committees

Strategies

3. Establish regional advisory committees for all R-POS.

Continued support for postsecondary advisory committee for all state-approved POS; secondary participation encouraged.



Outcomes	
Advisory Committees meet twice each academic year. Regional R-POS committees steer development of academies.	
Measures	
Secondary participation in regional CTE advisory committees is increased by 5%.  Ag, Child development, CIM, Mechatronics, Computer Careers, Graphic Communications, and OTEC serve as secondary and postsecondary representative committee.  Academies develop with advisement from regional R-POS committees.	
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

<b>Goal 2 Objectives 4</b>	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, P8 Teacher Preparation, R1 Academic Integration
Strategies	
4. Professional Development: Teacher in the Workplace	
Outcomes	
Summer Institute Program conducted in collaboration with MAPS.	
Measures	
25 teachers participate in 3-day Institute and complete site visits and reflection at 6 industry sites.	
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	\$1,200.00
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	\$1,200.00
Total	\$1,200.00

<b>Goal 2 Objectives 5</b>	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , P8 Teacher Preparation, R1 Academic Integration
Strategies	
5. Professional Development: Industry in the Classroom	
Outcomes	
Interactive cloud-based program is licensed for classroom teachers <ul style="list-style-type: none"> <li>• NEPRIS</li> <li>• Center for Interactive Learning and Collaboration (CILC)</li> </ul>	
Measures	
100 teachers are licensed for interactive learning and collaboration events with STEM business and industry, and cultural organizations, helping students to shape career plans and understand career pathway and requisite skills for college and career success.	
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	\$12,500.00
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	\$12,500.00
Total	\$12,500.00

<b>Goal 2 Objectives 6</b>	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment
Strategies	
6. Professional Development	
Leading Edge National Certification Online and Blended Teachers	
Outcomes	
Teachers facilitate content for blended academy courses	
Measures	
Approved CTE courses are blended, content is facilitated online, and students connect learning to on-site industry clinical training and work-based learning experiences.	
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	\$4,500.00
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	\$4,500.00
Total	\$4,500.00

### Goal 3: Improve Service to Special Populations

#### Goal 3 Narrative:

Access for and inclusion of all learners in CTE programs is provided. Multiple strategies address this objective, through accommodations, adaptive materials & equipment, tutoring. Materials are prepared in multiple formats including online to increase access and usability for all students. The Nursing program at SCC is one of the institutions largest CTE programs & has a high need for tutoring in Math & Science, the second CTE program that also has a high need for tutoring in Science and Math is Mechatronics. Tutors assist students to be successful in their coursework. The STEM Equity Project participation has assisted the SC Perkins consortium in developing strategies for addressing biases & stereotypes in CTE career areas by working with the Greater Mankato Area Diversity council to develop and deliver curriculum for 7-12<sup>th</sup> grade students as well as secondary faculty & staff over the last 5 years and continuing into this year. Expectations are consistent for all secondary & post-secondary learners to have access to CTE programs and to succeed in CTE programs.

### Goal 3 Objectives

<b>Goal 3 Objectives 1</b>	
Use of Funds*	R2 Programs of Study, R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P9 Alternative Formats, P10 Student Transition
Strategies	
1. Support for implementation of regional PAES (Practical ASessment Exploration System) labs.	
Outcomes	
Training and support are provided for implementation of work-dvelopment transition systems.	
Measures	
PAES labs are implemented by River Bend Education District and Southern Plains Education Cooperative, and serve eligible students from each organization's member districts.	
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	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$500.00
<b>Total</b>	<b>\$500.00</b>

<b>Goal 3 Objectives 2</b>	
Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, P3 Work-Based Experiences, P4 Additional Special Populations
Strategies	
2. Work-Skills Competition	
Outcomes	
Senior high school special education students participate in a regional competition for basic skills, completion of job applications, speech, and interviews by local business and industry.	
Measures	
125 students from member districts participate.	
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	\$500.00
Secondary Reserve	\$0.00
Secondary Total	\$500.00
<b>Total</b>	<b>\$500.00</b>

<b>Goal 3 Objectives 3</b>	
Use of Funds*	R9 Special Populations, P4 Additional Special Populations, P9 Alternative Formats, R6 Assessment , R9 Special Populations, P4 Additional Special Populations
Strategies	
3. Increase access to post-secondary education for underserved populations through a variety of strategies (PS-R) • Provide facilitation/support services • Tutoring assistance • Accessible resource materials and accommodations	
Outcomes	
• All CTE students requiring assistance receive resource and accommodations (PS-R) • All CTE students requiring academic assistance are offered tutoring services (PS-R)	
Measures	
• 70% of students who participate in tutoring services meet/maintain acceptable academic progress each semester through graduation or transfer per POS plan of study • 74% of students receiving tutoring assistance receiving a grade of "C" or higher compared to non-participants	
Reallocation Explanation	
Post-Secondary Required Activities	\$51,804.59
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$38,161.61
Post-Secondary Total	\$89,966.20
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
<b>Total</b>	<b>\$89,966.20</b>

<b>Goal 3 Objectives 4</b>	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R9 Special Populations, P1 Advisory Committees, P6 Mentoring/Support Services, P9 Alternative Formats
Strategies	
4. Members of special populations, specifically gender equity, participate in career and technical STEM-related programs • Professional Development • Curriculum Development	
Outcomes	
• Students in grades 7-12 are presented a STEM-Equity non-traditional career education program • Shift in attitudes and perceptions about STEM careers and personal choices • Increased participation by young girls in STEM courses	
Measures	
• Increase participation by 10% the number of districts, students, and teachers in non-traditional career training • Increase by 10% the number of young girls enrolled in CTE STEM courses • Increase the percentage of participation and completion in to meet consortium targets.	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,250.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$4,250.00

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$4,250.00

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

##### Goal 4 Narrative:

SC Perkins Consortium objectives include strategies for increasing awareness of secondary students & their parents in CTE programs & Programs of Study, as well as prospective post-secondary students, adult learners, non-traditional, older than average, displaced workers and veterans. Specific attention & efforts are placed on information guides & presentations for secondary students and parents. Learning Experiences in a "camp" format introduces students to specific CTE career areas. Assisting prospective post-secondary students to identify skill deficits through early ACCUPLACER assessments, and the offering of Math Skills building during students Junior or Senior year in high school begins skill enhancements prior to college enrollment as one of our specific strategies. Articulation between secondary and post-secondary is also part of the process of POS development and implementation. Post-secondary to post-secondary – 2year to 4 year articulation agreements are also pursued and garnered w/a number of 4 year institutions within the MnSCU and U of M systems. Concurrent enrollment opportunities are implemented whenever possible between SCC and partner districts. A multitude of career guidance resources are employed and supported so that learners of all ages and backgrounds have access and appropriate tools to assist in their post-secondary career training decision making.

#### Goal 4 Objectives

<b>Goal 4 Objectives 1</b>	
Use of Funds*	R11 Articulation, P9 Alternative Formats, P10 Student Transition
Strategies	
1. Promote transition between secondary and postsecondary institutions. • Professional Development • Provide facilitation/support services • Support regional clearinghouse and provision of MN College Credit Certificates • Contracts for duo-credit opportunities	
Outcomes	
<ul style="list-style-type: none"> <li>Articulated College Credit (ACC)</li> <li>Review and modify ACC agreements</li> <li>Facilitation (\$500 Secondary and \$500 Postsecondary)</li> <li>Website <a href="http://CTECreditMN.org">http://CTECreditMN.org</a> (\$1500)</li> <li>Provide support for collective facilitation</li> </ul>	
Measures	
Review cycle for MNCC held in Fall. Agreements reviewed and updated, signatures collected, regional on-line database is updated. (Currently 44 regional certificates are available through this objective.)	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$2,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$4,000.00

<b>Goal 4 Objectives 2</b>	
Use of Funds*	R5 Professional Development , P2 Counseling, P6 Mentoring/Support Services, P8 Teacher Preparation
Strategies	
2. Assist secondary students and non-traditional students to academically prepare for college-level CTE programs • Professional Development • Provide facilitation/support services • Provide ACCUPLACER and ACCUPLACER diagnostic units	
Outcomes	
<ul style="list-style-type: none"> <li>Support Accuplacer Assessment and Diagnostics</li> </ul>	
Measures	
HS personnel trained/updated on Accuplacer proctoring; data collected and shared/distributed via SCC Student Services and the South Central SWL Center; following counselor visit, students enroll in a variety of skill building courses/prep options as needed/identified to assist in college readiness preparation, including online tutoring, ABE, and College Prep appropriate to the student learner.	
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	\$3,750.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,750.00
Total	\$3,750.00

<b>Goal 4 Objectives 3</b>	
Use of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R8 Size/Scope/Quality, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
3. Assist in self-assessment of program quality and provide resources to address needed enhancements and modifications to local programs and courses. • Provide facilitation/support services • Local project grant	
Outcomes	
<ul style="list-style-type: none"> <li>• Contracts for Duo-Credit</li> <li>• Concurrent Enrollment Agreements</li> <li>• PSEO by Contract</li> </ul>	
Measures	
Perkins Administrators facilitate member district/college inventory and develops local plans for improvement	
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	\$8,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$8,000.00

### Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

#### Goal 5 Narrative:

SC Perkins Consortium conducts bi-monthly meetings and includes self-assessment of the consortium operations both fiscally and administratively as part of the on-going consortium collaborative. All partners share responsibility for participation, accountability and success. Data collected through MDE and MnSCU EPM11 systems are reviewed and evaluated as part of the consortium's continuous improvement model of operation. All partners are part of promoting the CTE vision locally and regionally. The annual plan is discussed at each meeting and as new strategies are suggested, the participating districts along with the SCC the post-secondary partner determine the desired outcome and best methodology for implementing the initiative – not all strategies are able to have top priority for the current year – but we often work with a “pilot” model – which allows those partners that are ready to implement a strategy to move ahead and those that need additional prep time to join in the project in subsequent years. Fairmont Public Schools has asked to join the consortium, and South Central will work with MN-West to analyze the impact on data, budget, and accountability.

### Goal 5 Objectives

<b>Goal 5 Objectives 1</b>	
Use of Funds*	R1 Academic Integration
Strategies	
1. Develop/update governance to serve alignment of regional initiatives, including Perkins, WIOA, and WBWF.	
Outcomes	
Establish Governance Structure and implement.	
Sustain and grow Counselors Community of Practice.	
Measures	
Structure drives outcomes and assessment of all regional grant plans.	
Community of practice for school and workforce counselors serves as a leadership cohort to facilitate connections that foster collaborative problem solving and professional growth.	
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	\$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

<b>Goal 5 Objectives 2</b>	
Use of Funds*	R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
2. Facilitate Perkins plan and regional strategic plan development; provide facilitation/support; attend local, regional, state, and national training events.	
Outcomes	
<ul style="list-style-type: none"> <li>Regional strategic plan is developed</li> <li>Perkins goals and objectives are implemented through defined strategies and assessed.</li> <li>Grant accountability is realized.</li> </ul>	
Measures	
Ongoing communication and bi-monthly meetings provide information and updates about Perkins and CTE programming to/with consortium. Plans are written and funded. Strategies and outcomes are met. Self-assessment and plan align, budgets are in compliance and spent according to plan.	
Description	Continue to build collaborative programming to create opportunities and options for student and program success within the South Central Perkins Consortium

Reallocation Explanation	
Post-Secondary Required Activities	\$82,097.80
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$9,917.44
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$92,015.24
Secondary Required Activities	\$38,748.20
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	\$38,748.20
Total	\$130,763.44

<b>Goal 5 Objectives 3</b>	
Use of Funds*	R2 Programs of Study
Strategies	
3. Communications and artifacts impact culture of school and community and to address student retention by post-secondary programs.	
Outcomes	
<ul style="list-style-type: none"> <li>Communications and artifacts are developed for local districts to impact student and families, teachers and support, and community partners.</li> </ul>	
Measures	
2017 Perkins Plan serves as catalyst to:	
<ul style="list-style-type: none"> <li>Provide a structure and governance for shaping a plan that aligns regional education and workforce plans (World's Best Workforce, Workforce Innovation and Opportunity Act)</li> <li>Align strategies to cultivate awareness for need for academic and technical skills for college and career success</li> <li>Pilot strategies for career awareness and career advisement for all students</li> <li>Provide professional development that help teachers connect learning to college and careers</li> <li>Further develop regional Programs of Study</li> </ul>	
Description	

Reallocation Explanation	
Post-Secondary Required Activities	\$3,016.48
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	\$3,016.48
Secondary Required Activities	\$5,000.00
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	\$5,000.00
Total	\$8,016.48

<b>Goal 5 Objectives 4</b>	
Use of Funds*	R5 Professional Development , R8 Size/Scope/Quality, P8 Teacher Preparation
Strategies	
Substitute teacher supports	
Outcomes	
Participation is supported with resources for substitute teachers	
Measures	
200 day equivalent support is provided to assure participation in all grant plan activities.	
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	\$2,500.00
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	\$2,500.00
Total	\$2,500.00

**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)	\$0.00

**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	\$5,500.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$35,500.00	\$35,700.00	\$74,825.00	\$0.00	\$0.00	\$0.00	\$121,563.06	\$157,063.06

**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	\$20,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,500.00	\$18,200.00	\$20,000.00	\$26,252.56	\$0.00	\$0.00	\$65,834.27	\$86,334.27

**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	\$56,054.59	\$0.00	\$38,161.61	\$0.00	\$0.00	\$94,216.20	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$95,216.20

**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	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$3,750.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$13,750.00	\$15,750.00

**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	\$85,114.28	\$0.00	\$0.00	\$0.00	\$0.00	\$95,031.72	\$46,248.20	\$0.00	\$0.00	\$0.00	\$0.00	\$46,248.20	\$141,279.92

**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	\$167,168.87	\$32,000.00	\$38,161.61	\$0.00	\$0.00	\$247,247.92	\$104,398.20	\$105,325.00	\$26,252.56	\$0.00	\$0.00	\$248,395.53	\$495,643.45

**Secondary Budget Details**

Description	File Name	File Size
Secondary UFARS Budget - South Central Perkins Consortium FY17 Plan	South Central Secondary Budget FY17.xlsx	67 KB



**Perkins Grant Collaboration with WorkForce Centers**

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$11,500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$4,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,500.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$3,500.00
Totals	\$20,500.00

**Improvement Plan Action Steps**

Improvement Plan Action Steps 1	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	1P1 – Technical Skill attainment
Action Steps to improve the performance	
We will continue to test and to review all testing results at SCC including those that are not tracked by the EPM 11 and ISRS systems.	
<b>Resources Needed*</b>	Perkins funds for Coordination time and testing expenses.
<b>Timeline*</b>	8/2016 -6/2017
<b>Person(s) Responsible*</b>	Research and Development Office Perkins staff Program faculty
<b>How will progress be documented?*</b>	Exam score reports
<b>Sub-populations or groups where gap exists:*</b>	As mentioned in our report for indicator 1P1, according to reports from the state MnSCU office Technical Skill Attainment does NOT include data from TSA's from all CTE programs, therefore the data included in the calculation of performance by the post-secondary institutions for Technical Skill Attainment is incomplete at best and in our opinion inaccurately reported as well.
<b>Describe any contextual factors that might contribute to this gap:*</b>	We will continue to track testing completed in South Central College CTE programs by name, the State-approved Post-Secondary assessment tool utilized/administered by the college - testing semester - and pass rates for SCC compared to State and National scores using the same assessment tool and report out.
Further Information	
Chart of SCC TSA Performance for 2013-14 uploaded in Improvement Plan upload area.	
<b>Improvement Plan Supporting Documents (optional, not required)</b>	
Improvement Plan Action Steps 2	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P2 – Nontraditional completion
Action Steps to improve the performance	
In collaboration with ABE and the WorkForce Council/Center to transition eligible youth and adults to the workforce. Individual education planning and supports are provided through College Prep and Fast Track programs.	
We will be evaluating the approach taken in providing facilitation/support services, tutoring assistance and providing accessible resource materials and accommodations to our students through the Academic Support Center at the college. We believe that if we follow the direction of the FastTrack programs with strategic tutoring services we will see an increase in completion as the FastTrack program has.	
We also plan to work with our advising staffing in the Student Affairs Center utilizing strategic advising opportunities to connect with students at appropriate times in their education path to impact student completion and placement.	
<b>Resources Needed*</b>	Perkins funds for Coordination time, and tutoring/advising materials.
<b>Timeline*</b>	8/2016 -6/2017
<b>Person(s) Responsible*</b>	Fast Track tutor staff Academic tutor staff Academic Advisors Perkins Staff Program faculty
<b>How will progress be documented?*</b>	Data analysis of student retention from semester to semester through graduation and job placement.
<b>Sub-populations or groups where gap exists:*</b>	A focus will be on the students in nontraditional fields while also making an impact on all students at the college.
<b>Describe any contextual factors that might contribute to this gap:*</b>	As mentioned in our 5P2 report, non-traditional by gender only is an outdated facet of a non-traditional student in general. SCC's institutional focus at this time is non-traditional by ethnicity, first generation, under-served or represented.
Further Information	
See upload of SCC Student Engagement and Success Plan 2015-16 Progress Report. The Student Engagement and Success Plan includes specific strategies and performance measures. See upload of Future Mavericks brochure and Future Mavericks Talking Points pdf file which gives more rationale for the program. See upload of SCC Lifesaver brochures which shares more details provided to students in promoting the opportunity for support.	
<b>Improvement Plan Supporting Documents (optional, not required)</b>	

**Related Improvement Plan documents**

Upload any additional supporting documents here.	Student Engagement and Success Plan 2015-2016 Progress Report.docx
Upload any additional supporting documents here.	EQUITY PROJECT CURRICULUM.doc
Upload any additional supporting documents here.	10th grade science curriculum-1.doc
Upload any additional supporting documents here.	Accountability_Indicator_1P1_TSA_SCC_SupportData.xlsx
Upload any additional supporting documents here.	Future Maverick Talking points.pdf

## Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	78.40%
Actual Performance:	70.11%
General strategies planned to improve performance:	
<p>SCC identifies and administers Technical Skill Assessment instruments for CTE programs on an annual basis. SCC Faculty participate in the State Sponsored Technical Skill Assessment workshops and Core Competency Reviews. SCC CTE programs are reviewed and updated to include MN State determined post-secondary Core Competencies. Assessments are reviewed for "best fit" for SCC programs by Academic &amp; program review teams. Instrument is identified and implemented. Programs participating to date include: Agribusiness/Plant Systems - Commercial Pesticide Applicator test; Accounting - NOCTI Advanced Accounting; Marketing Management-NOCTI Retail Merchandising; Automotive Services-NOCTI Automotive Technician Advanced; Auto Body - ASE Automotive Collision Repair; Child Development - NOCTI Early Childhood Education &amp; Care Advanced.</p>	
Comments or context for actual performance (optional):	
<p>SCC administers and collects data on almost all CTE programs at the College. According to reports from the state MnSCU office Technical Skill Attainment does NOT include data from TSA's from all CTE programs, therefore the data included in the calculation of performance by the post-secondary institutions for Technical Skill Attainment is incomplete at best and in our opinion inaccurately reported as well. Attached to this Perkins application is a small chart that cites South Central College CTE programs by name, the State-approved Post-Secondary assessment tool utilized/administered by the college - testing semester - and pass rates for SCC compared to State and National scores using the same assessment tool. Instead of being below the negotiated performance Target, it appears that SCC is above the target. See SCC Technical Skill Attainment Performance Chart attached for 2013-14.</p>	
Chart of SCC TSA Performance for 2013-14 uploaded in Improvement Plan upload area.	
Improvement Report 2	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	34.00%
Actual Performance:	31.92%
General strategies planned to improve performance:	
<p>SCC strategies include: 1)Provide Math &amp; Science Tutoring for CTE learners 2)"Ask Us" campaign to address student questions and concerns 3)New Advising structure of walk-in option provides more advisors &amp; more access to advisors 4)Best Practices in student engagement trainings has been practiced throughout student services 5)The "Future Mavericks" project - partnering with Minnesota State University, Mankato and having a transfer specialist from MSU,M housed on the SCC campus to assist students with transfer questions and actual transfer applications to MSU,M from SCC, 6) Outside funding/Lifesaver grant has provided additional funding for emergency expenses that arise for students that would normally cause them to stop out. We exhausted \$6,700 over the course of four weeks during the spring 2016 semester and plan to use \$20,000 next school year to support students. 7)Early Alert system implemented with multiple check-in points for advisors with students. 8) "Mini" community resource fairs for students, faculty, and staff to address barriers to retention/persistence/success</p>	
Comments or context for actual performance (optional):	
<p>See upload of SCC Student Engagement and Success Plan 2015-16 Progress Report. The Student Engagement and Success Plan includes specific strategies and performance measures. See upload of Future Mavericks brochure and Future Mavericks Talking Points pdf file which gives more rationale for the program. See upload of SCC Lifesaver brochures which shares more details provided to students in promoting the opportunity for support.</p>	
Uploads are in Improvement Plan Strategies upload area.	
Improvement Report 3	
Indicator Not Met:	5P1 – Nontraditional participation
Negotiated Performance:	18.62%
Actual Performance:	17.04%
General strategies planned to improve performance:	
<p>To address equity issues &amp; under representation in technical career areas, particularly in the STEM areas, our primary strategy is to increase understanding and awareness of Careers in the STEM areas along with increasing the number of girls/young women that enroll &amp; complete programs of study at both the secondary &amp; post-secondary levels in STEM careers and underrepresented CTE careers. 1) STEM Curriculum delivery; 2) STEM Girls camps; 3) Building awareness in area counselors and STEM careers teachers to specifically address the need for STEM related careers to be selected by young women as well as young men. 4)Implementing R-CESS career exploration event at SCC allowing 9<sup>th</sup> graders to explore all career fields. This includes females learning about traditional male careers and males learning about traditional female careers.</p>	
Comments or context for actual performance (optional):	
<p>Curriculum has been designed &amp; developed locally for grades 7-12 to provide material at pilot high schools to address issues of bias and stereotyping in STEM career areas, encourage exploration &amp; options for classes &amp; careers in these areas by introducing role models &amp; examples of inventions and discoveries by women &amp; provide additional information about STEM career areas not widely understood or identified through surveys as options being considered by today's high school students. MnSCU data collection does not include Science &amp; Math enrollment participation &amp; completion. Programing is being developed for the new R-CESS program to address issues of bias and stereotyping in traditional gender heavy careers.</p>	
Improvement Report 4	
Indicator Not Met:	5P2 – Nontraditional completion
Negotiated Performance:	14.60%

Actual Performance:	12.92%
General strategies planned to improve performance:	
South Central Perkins Consortium will emphasize for all non-traditional programs, viable pathways to post-secondary programs and to employment opportunities in south central Minnesota. Minnesota is the top most education intensive job markets in the nation, with a majority of job openings requiring some post-secondary education. However, labor force growth is not on track to meet growing demand for job-ready skills. This skills gap will be emphasized with prospective students through SCC advising, FASTTRAC partners, College Prep, TRIO advisors and community and secondary partners. In addition, completion of programs of study that result in at least an entry level industry-based credential will be discussed and stressed with students as avenues that lead to employment and additional training as required.	
Comments or context for actual performance (optional):	
Non-traditional by gender only is an outdated facet of a non-traditional student in general. SCC's institutional focus at this time is non-traditional by ethnicity, first generation, under-served or represented. SCC invests much time and resources through recruiting, advising, tutoring and bridge programming into serving these populations to improve their success in college and career pathways. We need a better way to "count" non-traditional students for both participation and completion.	

### Rigorous Program of Study

<b>Rigorous Program of Study 1</b>	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	SouthCentral_ClevelandHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf
<b>Rigorous Program of Study 2</b>	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	SouthCentral_LeSueurHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf
<b>Rigorous Program of Study 3</b>	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	SouthCentral_MankatoEastHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf
<b>Rigorous Program of Study 4</b>	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	SouthCentral_MankatoWestHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf
<b>Rigorous Program of Study 5</b>	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	SouthCentral_StClairHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf
<b>Rigorous Program of Study 6</b>	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	SouthCentral_StPeterHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf
<b>Rigorous Program of Study 7</b>	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	SouthCentral_Tri-City_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf
<b>Rigorous Program of Study 8</b>	
State-Approved Rigorous Program of Study*	Manufacturing Production Process Development
RPOS submitted with 10 components	MankatoEast_MnPOS_Production_CIM.pdf
<b>Rigorous Program of Study 9</b>	
State-Approved Rigorous Program of Study*	Manufacturing Production Process Development
RPOS submitted with 10 components	WEM_MnPOS_Production_CIM.pdf
<b>Rigorous Program of Study 10</b>	
State-Approved Rigorous Program of Study*	Manufacturing Production Process Development
RPOS submitted with 10 components	MankatoWest_MnPOS_MPPD_Mechatronics.pdf
<b>Rigorous Program of Study 11</b>	
State-Approved Rigorous Program of Study*	Manufacturing Production Process Development
RPOS submitted with 10 components	USC_MnPOS_MPPD_Mechatronics.pdf
<b>Rigorous Program of Study 12</b>	
State-Approved Rigorous Program of Study*	Web and Digital Communications
RPOS submitted with 10 components	

### Programs of Study

Programs of Study 1	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business Education
At which High School? College?	Waseca
State-Approved Secondary Assessments	NOCTI Accounting Basic Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	1501-1503

Programs of Study 2	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	High Step Health Academy
At which High School? College?	St. Peter, LeSueur-Henderson, St. Clair, Cleveland, Tri-City United
State-Approved Secondary Assessments	NOCTI Therapeutic Services Pathway Assessment
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?	HC 1914-17 End of Program

Programs of Study 3	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	CNA Basic Nursing
At which High School? College?	Mankato East and Mankato West
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Course

Programs of Study 4	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Professional Sales
In which CTE Program?	Business Education
At which High School? College?	Waseca High School, South Central College
State-Approved Secondary Assessments	NOCTI Retail Trades Job Ready Assessment
State-Approved Postsecondary Assessments	NOCTI Retail Trades Job Ready Assessment
In which course (use course code) or at what time in the program?	1580-1582 (secondary) End of Program -post-seconda

Programs of Study 5	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Human Services
At which High School? College?	Mankato East & Mankato West, South Central College
State-Approved Secondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
State-Approved Postsecondary Assessments	NOCTI Early Childhood Care and Education-Advanced, Job Ready Assessment
In which course (use course code) or at what time in the program?	22101.01 (sec) End of Program(post-secondary)

Programs of Study 6	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Business Information Management
In which CTE Program?	Accounting
At which High School? College?	South Central College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Accounting Advanced Assessment
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 7	
Career Fields	Health Science Technology

Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Basic Nursing
At which High School? College?	South Central College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NAR - Nursing Assistant Registry
In which course (use course code) or at what time in the program?	1886

<b>Programs of Study 8</b>	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	
Career Pathways	Plant Systems
In which CTE Program?	Agri-Science
At which High School? College?	St.Peter High School, South Central College
State-Approved Secondary Assessments	CASE - Principles of Agriculture Science - Plant
State-Approved Postsecondary Assessments	Minnesota Department of Agriculture (MDA) - Licensed Commercial Pesticide Applicator
In which course (use course code) or at what time in the program?	End of Program

<b>Programs of Study 9</b>	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Merchandising
In which CTE Program?	Marketing Management
At which High School? College?	South Central College
State-Approved Secondary Assessments	NOCTI Retail Trades Job Ready Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Program

<b>Programs of Study 10</b>	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Child Development Careers
At which High School? College?	South Central College
State-Approved Secondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
State-Approved Postsecondary Assessments	NOCTI Early Childhood Care and Education – Advanced, Job Ready Assessment
In which course (use course code) or at what time in the program?	End of Program

<b>Programs of Study 11</b>	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	PLTW, Mechatronics Engineering Technology
At which High School? College?	United South Central High School, Mankato East & West, South Central College
State-Approved Secondary Assessments	Project Lead The Way (PLTW) - Principles of Engineering (POE) End of Course Assessment
State-Approved Postsecondary Assessments	SkillsUSA Work Force Ready System - Mechatronics
In which course (use course code) or at what time in the program?	21004(USC) End of Program (post-secondary)

<b>Programs of Study 12</b>	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Automotive Service
At which High School? College?	Faribault High School, South Central College
State-Approved Secondary Assessments	National Automotive Student Skills Standards Assessment (NA3SA) Automotive Service Technology Assessment (developed by Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA)
State-Approved Postsecondary Assessments	NOCTI Automotive Technician Core Ready Assessment
In which course (use course code) or at what time in the program?	7437/8437 (FHS) End of Program (post-secondary)

### **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:\*** 0.25%

**Coordinator Budget:\*** \$37,148.75

**Post-Secondary**

**Total percentage of time for Coordinators of Perkins:\*** 61.0%

**Coordinator Budget:\*** \$58,003.11

**Perkins Dollars****Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Connie Oleson	Math Tutor		\$35,437.92	Connie's PD 2014-15.doc
Xavion Turey	Math and Science Tutor		\$28,924.52	Xavion's pd 2016doc.doc
Elaine Hardwick	Science Tutor		\$25,603.76	Elaine's PD, 2014-15.doc
Mary Berg	Internship/Apprenticeship Facilitator	Lic. 427464	\$20,000.00	
Erin Toninato	Secondary Administrator	380233	\$38,748.20	Perkins Coordinator Position.docx
Jeannie Meidlinger	Secondary Relations Coordinator		\$58,003.11	Jeannie Meidlinger Position Description.pdf
Roxy Mortvedt	Administrative Assistant for Secondary Relations		\$21,094.69	Position Description OASI Administrative Assitant Roxy.docx
			\$227,812.20	