



Grant Details

01590 - FY17 Perkins IV Application

01999 - FY17 South Metro Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 South Metro Consortium Perkins Application
Grant Number: 01679
Grant Status: Underway
Comments:
Applicant Organization: South Metro Perkins Consortium
Grantee Contact: Nandi Rieck
Award Year: 2016
Program Area: Perkins IV Consortium
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Project Dates: Proposal Date 07/01/2016 Project Start 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
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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Inver Hills Community College		
Burnsville-Eagan-Savage Public School	01 public school district	191
Lakeville Public Schools	01 public school district	194
Rosemount-Apple Valley- Eagan Public Schools	01 public school district	196

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)

Each of the partners in the South Metro Consortium have unique needs; therefore, the 2016-2017 Perkins plan supports CTE programs identified by goals and initiative priorities that reach across the secondary and post-secondary partnerships as well as at the district/college level. We utilized the RPOS and POS frameworks to determine our needs and where our energy should be focused based on strengths within each of our agencies, feedback from the Workforce Investment Board/DEED regarding high wage/high demand jobs in our local area and state, and interest that is shown by our students. Through a collaborative planning process we determined that dollars would be used to support teacher professional development, student organizations, articulation agreements, field trips throughout the approved secondary programs, faculty professional development, and career advising between the secondary and post-secondary programs. Additionally, each district targeted a new or existing program to focus on during the 2016-2017 school year (196: Vehicle Services, LNHS: Biomedical, LSHS: STEM, BHS: STEM).

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)

The consortium leadership reviewed the performance indicator data at both the consortium and district/college level. Through a collaborative planning process, we aligned the areas in which we did not meet our performance targets with goal areas of the grant. Activities and allocated funds were targeted to specific activities to support improvement in these areas. At this time, we have met all of our secondary targets. At the

post-secondary level, we have Performance Reports in the areas of 2P1 (Creditial, Certificate, or Degree) and 3P1 (Student Retention or Transer). As a consortium, we celebrate the areas in which we had a Performance Report last year and met the target this year (4S1: Graduation Rates, 6S2: Non-Trad Completion, 4P1: Student Placement, and 5P2: Non-Trad Completion).

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)

We have been working as a consortium to create a more streamlined advisory committee process. Each district has taken on the leadership of organizing one or two advisories in a curriculum area to include participation of all of the member districts and post-secondary faculty. In cases where the post-secondary has an existing advisory committee, secondary staff will be included as appropriate. This has allowed us to have richer, more comprehensive advisory groups with engaged membership than was previously possible at a building level. Components of advisory meetings include a discussion of industry needs/community opportunities, job skills, current trends, as well as tours of industry sites.

We are also working on curriculum and pathway development in all CTE programs to align courses with a Program of Study, to articulate standards, measures and learning targets for each course, and to develop curriculum maps for each course which align units of study within a course with the standards, measures and learning targets. This work will help to guide overall instructional practices.

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)

Guided by the mission to develop the World's Best Workforce, students in CTE courses are exposed to all aspects of industry through the expertise of the instructor, the curriculum, as well as opportunities such as work experience, job shadows, student organization events, Capstone Projects, school stores, e-mentoring, and speakers from the workforce. We use feedback from advisory team members and others within the workforce to help guide the experience within each course. In 2016-2017, we will support teacher/faculty staff development, field trips, and externships/internships to ensure that both teachers, faculty and students continue to be connected to the current world of work within their program of study. The ultimate goal is to develop college, career and future readiness skills.

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)

The consortium is committed to continuous improvement through research-based, best practice professional development opportunities including encouraging teachers/faculty to be members of a professional organization aligned with their program of study and to attend workshops sponsored by this organization. We are encouraging teachers/faculty to participate in state sponsored professional development such as CTEWorks! and professional development organizations such as ACTE/MACTA. We are also encouraging teachers/faculty to take time to learn more about local industry partners by visiting their sites and meeting with their employees. We have allocated dollars to support teacher/faculty attendance and participation in advisory committees to enhance the collaboration within the consortium as well as with our industry partners. At the post-secondary level, IHCC will be focusing on professional development to support faculty at a liberal arts college to understand and connect with CTE programs at the secondary level.

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)

The diminishing number of licensed CTE teachers in Minnesota is a huge concern within our consortium. A number of our programs are currently staffed with teachers who are within a few years of retirement and there are limited licensure programs within the state producing teachers to replace them. We will continue to have the conversation within our team regarding concurrent enrollment opportunities and work to develop capacity within secondary programs where appropriate. Additionally, we will continue to encourage district staff, faculty, and industry partners to pursue CTE licensure, utilize the portfolio process or use the variance process to meet our needs.

As a consortium, we are excited to see our CTE programs growing both in enrollment and in opportunities (ie. the addition of Biomedical, STEM, Business Academy, CNA, etc....). Our concern is whether there will be adequate funding to support these initiatives.

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)

The consortium may utilize grades, course completion results, Accuplacer, Perkins Core Indicator data and MCA data to evaluate student performance. This data can be disaggregated a number of ways including by gender, race, disability, and EL. We will continue to explore

opportunities to offer students TSA's or other industry certifications. Finally, we will be looking more closely in the areas where we are administering TSA's only in secondary or post-secondary to determine where we can enhance the alignment between the two programs. It is important to note that in some of our programs of study, TSA's are only administered every other year or every third year based on enrollment in advanced level courses.

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)

We have identified two RPOS: Early Childhood Pathway and Allied Health. Allied Health was new for us this past school year and will include courses such as Health Careers, EMS, CNA and Biomedical. We will continue to review the 10 components and assess ourselves in this new RPOS in 2016-2017.

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

Goal 1 Narrative:

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

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

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

- District 196 entered into a PSEO by Contract agreement with Academy College during the 2015-2016 school year. Academy College provided an instructor for the Aviation Course located at Eagan High School. This partnership provided increased access to presenters in the classroom, job shadow and field trip opportunities, training and flight time hours which can be logged by the students, and enhanced curriculum that aligns with the FFA Private Pilot exam. Additionally, because Academy College is a certified testing site, we were able to provide students with access the FFA Private Pilot exam as opposed to only having access to practice exams for TSA's. As a result, 4 of our students hold a Private Pilot license.
- District 196 and One91 are focusing on the automotive programs offered to CTE students. Both districts have been upgrading their facilities, equipment and curriculum to reflect industry standards. Guidance has been provided by both NATEF/AYES and the MN Transportation Center. District 196 will be moving towards AYES and ASE certifications for students.
- Lakeville North HS entered into a partnership with the MN School of Beauty. This partnership allowed students to access programming during the school day through a PSEO type agreement.
- During the 2015-2016 school year, District One91 redesigned how registration and courses are presented to students. The Pathways model at Burnsville High School represents a sweeping change in how we encourage student to think about and plan for the Burnsville High School experience. A Pathway is basically a series of classes that students can take to help them follow their interests and prepare for the future. By looking at the Pathway that includes a career interest of theirs, students will find classes that make sense for them. Implementation of this model will begin in 2016-2017.
http://www.isd191.org/sites/default/files/sites/isd191.org/files/careerfields_pathways_pages.pdf
- Lakeville South STEM Academy: Lakeville South High School's STEM (Science, Technology, Engineering, and Mathematics) Academy puts students in the driver's seat when it comes to their education by allowing them to tailor their educational experience to pursue the area of STEM where they have the most interest. The style of learning that takes place in the STEM Academy mimics that of the real world. Students collaborate to solve problems in the same way adults work together in business environments. STEM encourages students to work together and to develop critical thinking skills that will serve them well in the workplace. To conclude the Academy experience, students must complete a capstone project during which they work with a community expert to identify a problem they wish to solve, conduct research, and create a product or solution to the problem.

The consortia will continue to build high school to post-secondary partnerships with institutions that can seamlessly matriculate the high school POS to the post-secondary level to earn stackable credentials. These partnerships will continue to occur both within the South Metro Consortium as well through brokering agreements with high school and post-secondary partners outside of the Consortium as needed to accommodate program and geographical needs.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , P3 Work-Based Experiences, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation
Strategies	
<p>1. We will continue to evaluate and improve the existing POS and RPOS in career fields that lead to high demand, high wage employment. During the 2016-2017 school year, each secondary school will also have a targeted program of focus including STEM, Vehicle Services, and Biomedical. Additional RPOS/POS will be added when appropriate. Inver Hills will continue to partner with external funders and local employers to build emergent pathways through course sequence pathway design, program refinement and brokering outside the consortium in schools that currently have aligned CTE courses.</p> <p>2. Secondary and post-secondary staff will participate in professional development that will align, enhance and improve the quality of instruction, curriculum and assessment of all CTE programs and RPOS/POS alignment.</p> <p>3. Increase the use of TSA's and utilize data received for continuous program improvement.</p>	
Outcomes	
<p>Continue to develop the existing POS/RPOS identified within the consortium at the building level that align with our post-secondary institutions.</p> <p>Increased alignment with industry standards, stackable credentials and pathways to employment and additional education.</p> <p>Faculty and staff will participate in, implement and share best practices and data obtained via professional development.</p> <p>Improvement of instructional practice and local indicator data.</p>	
Measures	
<p>Data will be collected on the number of RPOS/POS's within the consortium and the number of staff who participate in professional development. We will use performance indicator data, student grades and TSA data, and enrollment and retention data to provide feedback on our programs.</p>	
Reallocation Explanation	
Post-Secondary Required Activities	\$20,300.00
Post-Secondary Permissible Activities	\$5,956.36
Post-Secondary Reserve	\$20,483.84
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$46,740.20
Secondary Required Activities	\$81,740.53
Secondary Permissible Activities	\$35,031.65
Secondary Reserve	\$14,833.12
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$131,605.30
Total	\$178,345.50

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

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

Within our consortium we will look to:

*Have consortium-wide participation in the Business Mini-conference.

*We will support student organizations such as BPA, DECA, HOSA, FCCLA and FFA within our districts/college by providing busing, registration costs for advisors, substitutes while the advisor is attending events and monitoring the number of students participating in those programs.

*We will host two consortium-wide advisory meetings for FACS, IT/Tech Ed and Business with a goal of increasing our community participation by inviting two more representative within the industry.

*Lakeville South will work to increase and diversify partnerships with STEM companies for mentors for our students working on their STEM capstone projects.

*Lakeville North will begin the coordination of a STEM bio-medical program and will begin developing and establishing partnerships within our medical community.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations , P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship
Strategies	
<p>1. Provide students with career exploration opportunities such as e-mentoring, job shadowing, presentations from industry partners, capstone projects and/or internships that meet the needs of employers by preparing students for high wage, high skill and/or high demand careers. Additionally we will continue to build post-secondary internships to support career program progressions including work-based experiences and sequential internships. Students will also experience training and career exploration through student organizations such as BPA, DECA, FCCLA, HOSA, and FFA.</p> <p>2. Continue to implement improved advisory and partnership process model within the consortium. Support advisory boards to engage in continuous improvement. IHCC advisories will continue to use an updated advisory evaluation tool. Advisories will include demographic and job related data as a discussion point. We will continue to use consortium wide advisory boards to support collaborative planning, sharing of knowledge and initiative planning. Partnerships with other initiatives or providers that support transitions for high school and adult students: continue relationship with ABE, business, labor, WorkForce Centers, and alternative high school programs. Design career pathway models that can be used in these settings.</p>	
Outcomes	
Students will have the opportunity to participate throughout their educational career in multiple and varied career exploration activities.	
There will be an increased number of participants in advisory teams. Advisory teams will utilize a systematic approach to sharing information.	
Measures	
Documentation of participation in these opportunities including meeting agendas, minutes and rosters.	
Reallocation Explanation	
Post-Secondary Required Activities	\$42,470.00
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	\$42,470.00
Secondary Required Activities	\$18,541.67
Secondary Permissible Activities	\$25,958.33
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$44,500.00
Total	\$86,970.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

The consortium will continue to ensure that special populations of students have access to and are successful within CTE. Focus areas will be on increasing the number of and the success of young women, students of color, EL students and students with disabilities in CTE courses. Curriculum and professional development will enhance the programming for these special populations. The consortium will utilize enrollment data, course grades, AVID enrollment, Technical Skills Assessments and performance indicator data to assess the goals in this area.

District 196 participated in the WomenTech training in 2014-15. As a result of that training, the Grit to Great initiative was development. Grit to Great provided an opportunity for high school females to connect with a woman working in a non-traditional career pathway. We will continue this initiative into 2016-17.

Inver Hills Community College STEM Grant Cyber Security: Through supplementary National Science Foundation funds, IHCC will deliver Cyber Security camps in July of 2016. The camp combines professional development for high school teachers AND a day camps for students. IHCC will recruit through consortium high schools.

Additionally, we will continue to collaborate with the Workforce Centers/Workforce Investment Board to ensure that we are supporting all students, especially our non-traditional and students from special populations. Currently we partner with the vocational rehabilitation counselors to support our students with disabilities when they are transition age, WIB staff are members of the District 196 Department of Labor/AVHS

grant, Work Experience, and Business/Education Partnership Advisory Committees and DEED data has been shared and reviewed between the groups.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations
Strategies	
1. Provide resources to staff and students of special populations to improve access to equitable career guidance, exploration, and work based learning experiences that meets their unique learning needs.	
2. Re-visit 2016 non-traditional participation data in CTE courses.	
Outcomes	
Increase the number of non-traditional participants and completers in CTE courses.	
Improved Performance Indicator data for the consortium.	
Measures	
Improvement will be shown on the indicator data.	
Reallocation Explanation	
Post-Secondary Required Activities	\$31,312.00
Post-Secondary Permissible Activities	\$2,219.03
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$33,531.03
Secondary Required Activities	\$5,600.00
Secondary Permissible Activities	\$2,400.00
Secondary Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$41,531.03

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

Goal 4 Narrative:

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

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

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

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

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P10 Student Transition
Strategies	

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

Outcomes

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

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

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

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

Measures

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

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

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

Reallocation Explanation

Post-Secondary Required Activities	\$82,525.00
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	\$82,525.00
Secondary Required Activities	\$23,866.67
Secondary Permissible Activities	\$11,933.33
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$35,800.00
Total	\$118,325.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

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

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R5 Professional Development , R10 Collaboration
Strategies	
1. Consortium leadership will engage in professional development opportunities including participation in ACTE/MACTA and CTEWorks!	
2. Consortium leadership will participate in the governance structure designed for the South Metro consortium including decision making processes, budget development processes and participation guidelines.	
3. APR data and process will be utilized when evaluating consortium goals and objectives.	

4. Consortium leadership will meet monthly to collaborate on activities, update processes, and monitor achievement of grant plan. The consortium will build legacy tools to streamline consortium operations to include monthly agenda with professional development activities and required paperwork.

5. The consortium has identified the following collaborative planning activities for the fiscal year;

- Consortium wide advisory committees
- Consortium wide participation in the Business Mini-Conference hosted by District 196
- The consortium identified several opportunities to further consortium collaborations; at CTE Works and fall CTE professional learning within our consortium.

6. The consortium will join Minnesota Association of Career and Technical Education and attend the spring 2017 conference.

7. The consortium will undertake collective exploration of an additional RPOS that cuts across all high school programs. The fiscal year 17 would be a planning year for the additional RPOS launch in 18.

Outcomes

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

Measures

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

Description

Reallocation Explanation

Post-Secondary Required Activities	\$7,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$10,358.13
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$17,358.13
Secondary Required Activities	\$18,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$3,500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$21,500.00
Total	\$38,858.13

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$9,000.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$3,500.00

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	\$20,300.00	\$5,956.36	\$20,483.84	\$0.00	\$0.00	\$46,740.20	\$81,740.53	\$35,031.65	\$14,833.12	\$0.00	\$0.00	\$131,605.30	\$178,345.50

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	\$42,470.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,470.00	\$18,541.67	\$25,958.33	\$0.00	\$0.00	\$0.00	\$44,500.00	\$86,970.00

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	\$31,312.00	\$2,219.03	\$0.00	\$0.00	\$0.00	\$33,531.03	\$5,600.00	\$2,400.00	\$0.00	\$0.00	\$0.00	\$8,000.00	\$41,531.03

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	\$82,525.00	\$0.00	\$0.00	\$0.00	\$0.00	\$82,525.00	\$23,866.67	\$11,933.33	\$0.00	\$0.00	\$0.00	\$35,800.00	\$118,325.00

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	\$7,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,358.13	\$18,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,500.00	\$38,858.13

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	\$183,607.00	\$8,175.39	\$20,483.84	\$0.00	\$0.00	\$222,624.36	\$147,748.87	\$75,323.31	\$14,833.12	\$0.00	\$0.00	\$241,405.30	\$464,029.66

Secondary Budget Details

Description	File Name	File Size
2016-2017 Secondary Budget - South Metro	2016-2017 SecondaryBudget - South Metro 5.12.16.xlsx	67 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	\$0.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$5,000.00

Improvement Plan Action Steps**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:	2P1 – Credential, certificate, or degree
Negotiated Performance:	42.00%
Actual Performance:	39.22%
General strategies planned to improve performance:	
This year at IHCC we spent resources to focus on curriculum mapping in our career programs and expanding the focus on completion advising. We have a decrease of students on campus and an increase of part time students making the earning of a degree and or credential challenging. Resources in key initiatives: law enforcement mentoring program and ENGR advising and tutoring models will address student support and completion agendas and support the earning of a credential, certificate and degree.	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	40.30%
Actual Performance:	39.37%
General strategies planned to improve performance:	
Student retention and transfer improvements have been a challenge at IHCC. In next years budget, we've identified that engineering students have challenges in maintaining program momentum in the area of engineering and physics. We are using Perkins funds to add extended hours to the lab/tutor position and focus this intervention to strengthen academic skills.	
Comments or context for actual performance (optional):	

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Early Childhood Development and Services
RPOS submitted with 10 components	SouthMetro_BurnsvilleHS_Early Childhood Development and Services _ MN Programs of Study _ ISEEK.pdf

Programs of Study

Programs of Study 1	
Career Fields	Arts, Communication & Information Systems

Career Clusters	Information Technology
Career Pathways	Network Systems
In which CTE Program?	Computer Network Technology
At which High School? College?	All District 196 High Schools & IHCC
State-Approved Secondary Assessments	NOCTI - Computer Repair Technology
State-Approved Postsecondary Assessments	Cisco - Interconnecting Cisco Networking Devices 1 (ICND1) (CCNA)
In which course (use course code) or at what time in the program?	10102

Programs of Study 2	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Management
In which CTE Program?	Contemporary Business Management
At which High School? College?	IHCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI/ A*S*K Business Institute – Fundamental Marketing Concepts
In which course (use course code) or at what time in the program?	Varies

Programs of Study 3	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	IHCC
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?	Varies

Programs of Study 4	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Business Finance
In which CTE Program?	Accounting
At which High School? College?	IHCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Financial and Managerial Accounting
In which course (use course code) or at what time in the program?	ACCT 2102 (end of program)

Programs of Study 5	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Network Systems
In which CTE Program?	Computer Networking Technology
At which High School? College?	All District 196 High Schools & IHCC
State-Approved Secondary Assessments	NOCTI - Computer Networking Fundamentals
State-Approved Postsecondary Assessments	Certiport - Microsoft Technology Associate (MTA) NET Fundamentals
In which course (use course code) or at what time in the program?	CNT 2453/10102

Programs of Study 6	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing
At which High School? College?	All District 196 High Schools & IHCC
State-Approved Secondary Assessments	National Consortium for Health Science Education (NCHSE) - National Health Science Assessment
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - National Certification Exam
In which course (use course code) or at what time in the program?	Varies / 14001

Programs of Study 7	
Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Law Enforcement Services

In which CTE Program?	Law Enforcement AS
At which High School? College?	IHCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Peace Officer Standards & Training (POST) - Minnesota Peace Officer License Examination
In which course (use course code) or at what time in the program?	Varies/CJS 1150 / 14055

Programs of Study 8

Career Fields	Foundation Knowledge and Skills
Career Clusters	Foundation Knowledge and Skills
Career Pathways	Foundation Knowledge & Skills
In which CTE Program?	Work Experience
At which High School? College?	All District 196 High Schools
State-Approved Secondary Assessments	NOCTI - Career Skills (Workplace Readiness for Middle School)
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	23991

Programs of Study 9

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Vehicle Services
At which High School? College?	All District 196 High Schools & DCTC
State-Approved Secondary Assessments	NOCTI - Automotive Technician - Core
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA Work Force Ready System – ASE Certification in Automobile - Maintenance and Light Repair
In which course (use course code) or at what time in the program?	20106

Programs of Study 10

Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Animal Systems
In which CTE Program?	Animal Sciences
At which High School? College?	All District 196 High Schools & U of M (CIS)
State-Approved Secondary Assessments	NOCTI - Small Animal Science & Technology
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	18101

Programs of Study 11

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Emergency Medical Services: Trad. Track- Paramedic
At which High School? College?	All District 196 High Schools & IHCC
State-Approved Secondary Assessments	National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Services Regulatory Board (EMSRB), Minnesota - EMT Basic Certification Exam
State-Approved Postsecondary Assessments	Emergency Medical Technician (EMT) Basic Certification Exam (National Registry of Emergency Medical Technicians (NREMT) & FISDAP
In which course (use course code) or at what time in the program?	End of program

Programs of Study 12

Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Early Childhood Education
At which High School? College?	All District 196 High Schools & DCTC
State-Approved Secondary Assessments	NOCTI - Early Childhood Education & Care – Basic
State-Approved Postsecondary Assessments	NOCTI - Early Childhood Care & Training - Advanced
In which course (use course code) or at what time in the program?	End of program

Programs of Study 13

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business

At which High School? College?	All District 196 High Schools & IHCC
State-Approved Secondary Assessments	Certiport - Microsoft Office Specialist - Word 2007 & 2010
State-Approved Postsecondary Assessments	Certiport - Microsoft Office Specialist - Word 2007 & 2010
In which course (use course code) or at what time in the program?	140710

Programs of Study 14	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	All District 196 High Schools & IHCC
State-Approved Secondary Assessments	Certiport - Microsoft Office Specialist - Excel 2007 & 2010
State-Approved Postsecondary Assessments	Certiport - Microsoft Office Specialist - Excel 2007 & 2010
In which course (use course code) or at what time in the program?	140710

Programs of Study 15	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	All District 196 High Schools & IHCC
State-Approved Secondary Assessments	Certiport - Microsoft Office Specialist - Power Point 2007 & 2010
State-Approved Postsecondary Assessments	Certiport - Microsoft Office Specialist - Power Point 2007 & 2010
In which course (use course code) or at what time in the program?	End of Course

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:* 9.4%

Coordinator Budget:* \$15,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 0%

Coordinator Budget:* \$0.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Mary Jo Gardner	K12 Specialist		\$50,000.00	Position Description_k12academiccoordinator.doc
Nandi Rieck	Federal and State Program Specialist	352589	\$15,000.00	Federal and State Program Specialist Job Description.docx
vacant	Dean, Career Programs		\$16,000.00	Dean of Career Programs 051316.docx
vacant	Part time Engineering and Physics Lab/Tutor		\$16,062.00	LabAss.Phys.Engineering.docx
Sue Dion	Interim Associate Dean		\$15,700.00	Dion Sue.doc
Dionna Jones	Director for the Center of Experiential Learning		\$16,417.00	Jones Dionna.doc
			\$129,179.00	