



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02390 - FY18 South Metro Perkins Application

Perkins IV Consortium

Grant Title: FY18 South Metro Perkins Application
Grant Number: 02080
Grant Status: Underway
Comments:
Applicant Organization: South Metro Perkins Consortium
Grantee Contact: Nandi Rieck
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Contract Dates: Contract Sent 12/13/2017 Proposal Date 07/01/2017 Contract Received 06/30/2018 Contract Executed
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Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2017

06/30/2018

Project Start Project End

Comments

Agency List

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

Summary Narrative Part Two

Comprehensive Professional Development

Q5) 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)]

The South Metro consortium is committed to continuous improvement through research-based, best practice professional development opportunities. Teachers/faculty are encouraged 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, MNACTE, or 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 continue to focus 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)]

The South Metro Consortium is extremely concerned about the diminishing number of licensed CTE teachers in Minnesota. 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 thus allowing CTE classes to continue to be offered.

This year, we have had to expand our options to include PSEO by contract agreements in order to continue to offer high school courses where we were not able to find licensed high school teachers. We have also been utilizing a recruiting process to "grow our own" future health careers teacher by offering them a sub day to come in and visit the program. Additionally, we are developing a "Teacher Education" course in partnership with MN State Mankato in an attempt to recruit future teachers from non-traditional backgrounds and into high need teaching areas such as CTE.

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.

The consortium has utilized grades, course completion results, Accuplacer score reports, Perkins Core Indicator data and MCA data to evaluate student performance. The data is disaggregated a number of ways including by gender, race, disability, and English language. 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.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]

Information Technology (IT) is our new RPOS in the 2016-2017 academic year with plans to continue our efforts in this area during the 2017-2018 year. In our review of the 10 components in this RPOS, we identified that each district includes class offerings that provide the high school students with initial IT pathway classes and Inver Hills Community College offering multiple credential offerings.

During the RPOS review process, the leadership team utilized data from the Workforce Investment Board and DEED to better understand the labor market in Dakota County and across the state. Additionally feedback was included from the business advisory committees from the secondary and IHCC. Data fully supports this area as a high-wage, high-demand career field. RPOS components that we will focus on during the 17-18 school year are TSA and credit transfer agreements.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135, (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

The South Metro Consortium will continue our work with Programs of Study (POS) and Rigorous Program of Study (RPOS). We will provide professional development for our staff and faculty, align our programs with industry standards and update our curriculums. Teacher surveys reflect appreciation for professional development opportunities that have been provided. Their feedback each year has guided presentations in the areas of advisory committees and business partnerships, curriculum and instruction, and workforce trends. We are collecting data on teacher membership in professional organizations, attendance at workshops, participation in advisory, and connections to college credits.

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 based on the data provided by DEED and Workforce Investment. 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) or where they are immediately applicable to employment in the industry (ie. ServSafe, CNA). In some of our participating secondary schools, there are not enough courses offered within a pathway or an industry recognized certificate to warrant a TSA. We have replaced a number of assessments with industry recognized certification exams. 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.

In 2016-2017, we decided to shift the RPOS from Early Childhood to Information Technology (the study or use of systems, especially computers and telecommunications, for storing, retrieving, and sending information). After selecting this RPOS and making it the focus for a year we are continuing to grow and monitor the program. As a part of our planning/growing phase, we invited the Dakota/Scott County Workforce Director in to present data on IT workforce needs. This presentation provided critical data regarding high wage/high demand jobs in our local area and will continue to drive our RPOS decision making. Moving forward, we will be monitoring enrollment data and analyzing other critical data based on the following questions: Do our course offerings align with the data from WIB/DEED regarding high wage/high demand jobs in IT? Was there an increase or decrease in student registrations? Were additional sections added? Were there opportunities to partner with our post-secondary partner?

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

- In addition to the PSEO by Contract with Academy College, District 196 expanded it's partnerships in 2016-2017 to include a PSEO by Contract with DCTC for Hardware, Software, and Game Design as well as CISCO networking. These partnerships allow students to earn college credit and to take industry recognized certification exams. Looking ahead, 196 is expanding it's CTE offerings to include a Construction Trades course in partnership with multiple resources from industry and post-secondary. We will also be exploring expanding our options in Welding.

- Lakeville North entered into a contract agreement with Project Lead the Way in the area of biomedical. North will be partnering with Fairview Ridges Hospital in Burnsville as well as, Northfield Hospital. They will also be looking to add a Certified Nursing Assistant certification.
- Lakeville North will be adding a new course called Geometry of Design and Engineering. This will be a team taught class with math and Tech Ed instructors. Students will complete their geometry math standards through project-based learning, integrating geometry concepts with tech-ed projects.
- 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. In order to encapsulate 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. After completing all of the STEM Academy requirements, students receive a STEM endorsement on his or her diploma and transcript.
- District One91 will be adding two new courses titled: Events and Hospitality (partnership between FACS department/culinary classes and DECA framework which involves local businesses) and Emergency Medical Services (partnering with the Burnsville Fire Department).
- District One91 redesigned how registration and courses are presented to students. The Career and College Pathways model at Burnsville High School represents a sweeping change in how we encourage student to think about and plan for their 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 be modified and continued in 2017-18. http://www.isd191.org/sites/default/files/sites/isd191.org/files/careerfields_pathways_pages.pdf

The consortia will continue to build partnerships with institutions that can seamlessly matriculate the high school POS to the post-secondary level in order to earn stackable credentials. These partnerships will continue to occur both within the South Metro Consortium as well as through brokering agreements with high school and post-secondary partners outside of the Consortium as needed to accommodate program and geographical needs. Through partnership with the North and South region, we can participate in articulation agreements with post-secondary colleges across the state.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses 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 , R6 Assessment , R7 Initiate/Improve/Modernize Technology , P3 Work-Based Experiences, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, R1 Academic Integration
Strategies	
1. We will continue to evaluate, grow and improve the existing POS and RPOS in career fields that lead to high demand, high wage employment. During the 2017-2018 school year, each secondary school will also have a targeted program of focus including STEM, Construction, Marketing and Hospitality and Biomedical. Additional RPOS/POS will be added when appropriate. Inver Hills will continue to partner with external funders and local employers to build emergent pathways through course sequence pathway design, program refinement and brokering outside the consortium in schools that currently have aligned CTE courses.	
2. Secondary and post-secondary faculty will participate in professional development that will align, enhance and improve the quality of instruction, curriculum and assessment of all CTE programs and RPOS/POS alignment.	
3. Increase the use of TSA's and utilize data received for continuous program improvement.	
Outcomes	
<ul style="list-style-type: none"> • Continue to develop the existing POS/RPOS identified within the consortium at the building level that align with our post-secondary institutions. • Increased alignment with industry standards, stackable credentials and pathways to employment and additional education. • Faculty and staff will participate in, implement and share best practices and data obtained via professional development. • Improvement of instructional practice and local indicator data. 	
Measures	
<ul style="list-style-type: none"> • 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, TSA, and enrollment and retention data to provide feedback on our programs. 	
Reallocation Explanation	Reallocation dollars will be used to fund equipment, materials and curriculum needed to grow and improve our existing and new Programs of Study.
Post-Secondary Required Activities	\$32,000.00
Post-Secondary Permissible Activities	\$30,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$3,516.38
Post-Secondary Reallocation Reserve	\$3,239.34
Post-Secondary Total	\$68,755.72
Secondary Required Activities	\$88,375.00
Secondary Permissible Activities	\$23,568.73
Secondary Admin Cost	\$0.00
Secondary Reserve	\$14,306.27
Secondary Reallocation Basic	\$10,806.87
Secondary Reallocation Reserve	\$590.17
Secondary Total	\$137,647.04
Total	\$206,402.76

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

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, Work Experience and Business with a goal of increasing our community participation by inviting two more representative within the industry.

*We will work to expand our partnerships within industries based on our programs (ie. medical, STEM, automotive, aviation, construction).

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses 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 and improve advisory and business partnership model within the consortium. Support advisory boards to engage in continuous improvement. IHCC advisories will use an updated advisory process and 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	
<ul style="list-style-type: none"> • Students will have the opportunity to participate throughout their educational career in multiple and varied career exploration activities. • Increase the number of participants in consortium advisory teams. Advisory teams will utilize digital communication to share information and recruit industry partners. 	
Measures	
<ul style="list-style-type: none"> • Documentation of participation in these opportunities including meeting agendas, minutes and attendance rosters collected by the lead CTE advisory which is assigned by the consortium. 	
Reallocation Explanation*	
Post-Secondary Required Activities	\$16,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,500.00
Secondary Required Activities	\$19,925.00
Secondary Permissible Activities	\$27,895.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$47,820.00
Total	\$64,320.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]

4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
 5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
 6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

The South Metro Consortium prioritizes access to CTE programming for our special populations of students and ensures success within CTE. Each year, the consortium focuses on increasing the enrollment and success of young women, students of color, English language students and students with disabilities in CTE courses. During curriculum review, we ensure the content of the courses includes diversity and inclusiveness.

We believe professional development will enhance programming for special populations.

For example, District 196 used the learnings at the WomenTech training and created the Grit to Great initiative. The Grit to Great program provides an opportunity for high school females to connect with women working in a non-traditional career pathway. The success of this program has positively impacted many young high school girls and will be continued in the 2017-2018 school year. We also have consortium members participating in the SciGirls program. Additionally, all of the consortium high schools have AVID programs which support students in the academic middle.

District 194 supports increasing the number of special population students by requiring all students to participate in Opportunities Day activities which includes all juniors visiting a business or industry (mostly CTE related fields) and visiting post-secondary institutions that include Dakota County Technical College and Inver Hills Community College. All students, regardless of their post-secondary plans, will participate in a career-related or college-related experience during high school.

District One91 implemented an IT Exploration course in which students have the opportunity to learn side-by-side with a Geek Squad Agent who works at Burnsville High School three times per week. This course is heavily marketed to females.

In July 2017, Inver Hills Community College is offering 2 summer academy opportunities for high school students. In the Summer Academy for Environmental, Food and Agricultural Sciences students will engage in hands-on wildlife and forestry management activities and create plantings for pollinator health. The GenCyber Camp will provide a series of hands-on labs as well as field trips to a data center at a local company or firm where participants can talk to cybersecurity engineers in the field. IHCC will recruit through consortium high schools, emphasizing the desire for special population students.

In order to ensure that we are supporting all students, especially our non-traditional and students from special populations, we will continue to collaborate with the Workforce Centers/Workforce Investment Board. We continue to 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: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses 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. Revisit 2017 non-traditional participation data in CTE courses.	
Outcomes	
<ul style="list-style-type: none"> Increase the number of non-traditional participants and completers in CTE courses. Improved Performance Indicator data for the consortium 	
Measures	
<ul style="list-style-type: none"> The consortium will utilize enrollment data, course grades, AVID enrollment, Technical Skills Assessments and performance indicator data to assess the goals in this area. 	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$22,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$26,000.00
Secondary Required Activities	\$10,010.00
Secondary Permissible Activities	\$4,290.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$14,300.00
Total	\$40,300.00

Goal 4 Narrative

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

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]/li-
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

The South Metro Consortium continues to work on increasing the supports available to students transitioning from secondary to post-secondary CTE programs.

We will continue to expand credit agreements and credit bearing opportunities (ie. PSEO by contract, articulation, concurrent enrollment). The South Metro Consortium is a member of CTCCreditMN and regional partnerships which has improved the articulation process and enhanced our data collection and data analysis capabilities.

Another focus is on strategic partnerships between secondary, postsecondary and business/industry to discuss industry trends, curriculum and programming for students. We are fortunate to have the support of 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 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 submitting their application for National Association of Concurrent Enrollment Partnership accreditation in June 2017. Accrediting the concurrent enrollment program will ensure program quality and support the design of seamless, credit based pathways for students.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses 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 CTCCreditMN 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 postsecondary including career based field trips and selected summer camps to support student learning, career relevance and workforce 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 postsecondary.	
Outcomes	
<ul style="list-style-type: none"> • CTE students will earn postsecondary credit that aligns with a program of study. • CTE students will have resources available to them through programs such as MCIS or Naviance to educate and assist them in making informed choice regarding career and college decisions. • CTE students will participate in career exploration activities (ie. job shadow, field trips, guest speakers, 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	
<ul style="list-style-type: none"> • Data will be pulled from CTCCreditMN 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, public safety and computer sciences by leveraging external funds, strong employer-based partnerships and summer partnerships to offer camps in computer science and agriculture. 	
Reallocation Explanation	
Post-Secondary Required Activities	\$43,025.48
Post-Secondary Permissible Activities	\$35,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$19,756.28
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$97,781.76
Secondary Required Activities	\$22,333.33
Secondary Permissible Activities	\$11,166.67
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$33,500.00
Total	\$131,281.76

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

The South Metro Consortium Leadership Team 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. We will use the development of the APR in the Fall, 2017 to reflect on past practices and procedures to determine if we are meeting our goals and working together in a way that ensures high quality CTE programming and the administration of the Perkins Grant.

The South Metro Consortium has been implementing collaborative and shared leadership for the past 2 years. In addition to having meetings hosted throughout our consortium to allow the Leadership Team to learn more about the targeted CTE programs at each site, we have utilized a systematic process for developing our annual application, reviewing our negotiated targets, and summarizing our Annual Performance. This process has increased our Leadership Team's knowledge base about the Perkins funding and the year-long cycle of Perkins related activities (ie. APR, negotiated targets, reallocation of funds, application). We would all agree that as a Leadership Team we have a much richer understanding of how funds are being used and how to we can work together to support CTE.

An example of our shared leadership is evident in the collaborative budgeting process we use. We have established a framework of the goals and targeted objectives to ensure that priorities are given to Required Perkins activities. From there, we discuss each goal area and share information about our district's or post-secondary programs. We list all activities that we would like to see funded with Perkins dollars and then, as a final step, circle back looking at all goal areas to make any necessary adjustments to stay within our allocation.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R5 Professional Development , R10 Collaboration
Strategies	
1. Consortium leadership will consider membership in a CTE organization that supports the Administration of CTE programs and 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. Data 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 will continue to identify opportunities to collaborate on professional development and/or student based activities.	
Outcomes	
<ul style="list-style-type: none"> • Updated, aligned CTE curriculum and pathways across consortium. • Improved strategies for continuous quality improvement. • Increased secondary and postsecondary teacher involvement. 	
Measures	
<ul style="list-style-type: none"> • Completed program approval plans for CTE courses. • Continuous Improvement report. 	
Reallocation Explanation	
Post-Secondary Required Activities	\$18,800.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$18,800.00
Secondary Required Activities	\$18,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$3,551.92
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

Secondary Total	\$21,551.92
Total	\$40,351.92

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

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$32,000.00	\$30,000.00	\$0.00	\$0.00	\$3,516.38	\$3,239.34	\$68,755.72	\$88,375.00	\$23,568.73	\$0.00	\$14,306.27	\$10,806.87	\$590.17	\$137,647.04	\$206,402.76

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$16,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,500.00	\$19,925.00	\$27,895.00	\$0.00	\$0.00	\$0.00	\$0.00	\$47,820.00	\$64,320.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$4,000.00	\$22,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,000.00	\$10,010.00	\$4,290.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,300.00	\$40,300.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$43,025.48	\$35,000.00	\$0.00	\$19,756.28	\$0.00	\$0.00	\$97,781.76	\$22,333.33	\$11,166.67	\$0.00	\$0.00	\$0.00	\$0.00	\$33,500.00	\$131,281.76

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$18,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,800.00	\$18,000.00	\$0.00	\$3,551.92	\$0.00	\$0.00	\$0.00	\$21,551.92	\$40,351.92

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$114,325.48	\$87,000.00	\$0.00	\$19,756.28	\$3,516.38	\$3,239.34	\$227,837.48	\$158,643.33	\$66,920.40	\$3,551.92	\$14,306.27	\$10,806.87	\$590.17	\$254,818.96	\$482,656.44

Secondary Supplemental Budget Sheet

Description	File Name	File Size
South Metro Consortium 2017-2018 Secondary Budget 5.15.17	perkins-budget-summary-spreadsheet-fy18-for-secondary.xlsx	49 KB

Secondary Budget Reallocation

Description	File Name	File Size
Secondary Budget Reallocation for South Metro Consortium	FY18 South Metro Perkins Budget Summary - Reallocation Award - 1.19.18.xlsx	52 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$100.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,500.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$100.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,500.00
Totals	\$3,200.00

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:* 6.2%

Coordinator Budget:* \$15,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 18.1%

Coordinator Budget:* \$40,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Nandi Rieck	Federal & State Program Specialist	352589	\$15,000.00	wg_Federal and State Program Specialist Job Description.docx
Mary Jo Garnder	K12 Specialist		\$40,000.00	wg_Pos Des k12.pdf
Dionna Jones	Director for Center of Experiential Learning		\$10,000.00	wg_PDDionnaNew 2016-2017.doc
Sabrina Buivid	Dean of Career Programs		\$17,000.00	wg_wg_DeanoofCareerPrograms051316.docx
VACANT	PT Engineering and Physics Lab/Tutor		\$4,000.00	wg_wg_LabAss.Phys.Engineering.docx
VACANT	Admissions/Enrollment Program Rep		\$15,000.00	
VACANT	Computer Science Faculty		\$17,000.00	
			\$118,000.00	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
Our goal was set at 61.72 and we achieved 51.67. We continue to have questions about the submission of our pFile data and are working to ensure that clean data is being submitted. Kari-Ann has been extremely helpful in the process, but it takes time. 196 will be changing over to Synergy this next year, so we expect that things will continue to be a work in progress. This year, we will be collecting the data both electronically in our student information system and hard copy to compare results. Additionally, we are concerned about the inability to report all of our TSA data. As we have programs that we can't find licensed teachers for and shift to alternatives such as PSEO by contract, we reduce the ability to report all of our data to accurately reflect CTE in our districts.	
Resources Needed	technical support from MDE to continue to improve our pFile process.
Timeline	17-18 school year
Person(s) Responsible	consortium leaders
How will progress be documented?	through the pFile
Sub-populations or groups where gap exists:	There have not been any groups identified at this time.
Describe any contextual factors that might contribute to this gap:	No information at this time.
Further Information	
Although all of our secondary schools to not implement TSA's, we all engage in the conversation and continue to explore ways to improve in this area.	

Related Improvement Plan documents

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:*	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	68.13
Actual Performance: *	66.4
General strategies planned to improve performance:	
Secondary partners will use performance indicator data to determine where efforts can be placed to impact future student success. Strategies will include providing professional development to CTE teachers in literacy and how it connects to their area of instruction. Additionally, we will look for ways to identify struggling readers within CTE courses to provide intervention as appropriate.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	2P1 – Credential, certificate, or degree
Negotiated Performance: *	42.0
Actual Performance: *	39.51
General strategies planned to improve performance:	
During the 2016-2017 academic year, IHCC spent resources focused on tutoring services in engineering and on developing a plan to assist liberal arts faculty to participate in externships in the career program fields. In FY18, we plan to spend additional money in these areas as well as tutoring for other career programs including a review and test prep for EMS. We also will be using funds to review the computer science program to increase student retention and completion.	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:*	6S2 – Nontraditional completion
Negotiated Performance: *	54.38
Actual Performance: *	50.31
General strategies planned to improve performance:	
This is a difficult area to address. Students are challenged by having time in their schedule to take ANY exploratory courses in CTE so we are often looking for ways to create courses that expose students to the CTE area without requiring them to take the course all year. We will explore the courses and pathways within our consortium and investigate how other consortiums are addressing this issue.	
Comments or context for actual performance (optional):	

Statement of Assurances & Certifications

Description	File Name	File Size
Rosemount-Apple Valley-Eagan SOA	South Metro SOA FY18 Rosemount Apple Valley Eagan.pdf	871 KB
Rosemount-Apple Valley-Eagan SOA	South Metro SOA FY18 Rosemount Apple Valley Eagan.pdf	871 KB
Statement of Assurance - 191	Statement of Assurances - 191.pdf	702 KB
Statement of Assurance - 191	Statement of Assurances - 191.pdf	702 KB
Statement of Assurance - 194	Statement of Assurances - 194.pdf	60 KB
Statement of Assurance - 194	Statement of Assurances - 194.pdf	60 KB
Statement of Assurance - IHCC	Statement of Assurances - IHCC.pdf	669 KB
Statement of Assurance - IHCC	Statement of Assurances - IHCC.pdf	669 KB

Attachments

Description	File Name	File Size
FY18 POS.TSA Document from Ginny	FY18 POS.TSA planning SouthMetro updated 6.21.17.docx	27 KB

