



# MINNESOTA STATE

## Career and Technical Education

### Grant Details

#### 02416 - FY19 PERKINS APPLICATION

#### 02626 - FY19 Dakota County Perkins Consortium Grant Perkins IV Consortium

**Grant Title:** FY19 Dakota County Perkins Consortium Grant  
**Grant Number:** 02434  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Dakota County Consortium  
**Grantee Contact:** Eric Van Brocklin  
**Award Year:** 2018  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:**

	Contract Sent	Contract Received	Contract Executed
<b>Project Dates:</b>	08/08/2018 <small>Proposal Date</small>	07/01/2018 <small>Project Start</small>	06/30/2019 <small>Project End</small>

**Grant Administrator:** Jeralyn Jargo  
**Contract Number:** 02434  
**Award Year:** 2018  
**Contract Dates**

Contract Sent    Contract Received    Contract Executed    Contract Legal

**Project Dates**    07/01/2018  
                           06/30/2019

Project Start    Project End

**Comments**

### Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
South St. Paul	01 public school district	
Farmington Public Schools	01 public school district	
Randolph Public School	01 public school district	
West St. Paul Public Schools	01 public school district	
Inver Grove Heights Public Schools	01 public school district	
Intermediate School District 917	06 intermediate district	
Hastings Public Schools	01 public school district	
Northfield Public Schools	01 public school district	
BlueSky Online Charter School	07 charter school	
Dakota County Technical College		

### Summary Narrative Part One

#### Career and Technical Education Programs:

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**Q1) How does your plan support the career and 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)]**

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

-In the FY19 plan the consortium will continue to encourage participation of senior administrators at the secondary and post-secondary levels in planning, visioning, and training. Updates will be provided to school boards as needed.

-The consortium will continue to explore and strengthen collaboration with the Southwest Metro Consortium to provide services, professional development opportunities, post-secondary options and greater articulation opportunities for secondary students. The consortium will explore professional development opportunities with Inver Hills CC when appropriate to serve the needs of staff and schools that access their academic options for post-secondary needs.

-DCPC will continue to use [www.CTEcreditMN.com](http://www.CTEcreditMN.com) for warehousing and accessing articulation agreements, and will provide training on its use to our members. This website and its information will be made available on member district websites.

-Approved CTE courses that are taught by CTE licensed faculty will continue to receive funding support for equipment and resources that help them maintain Programs of Study, articulation agreements and model industry ready standards.

-We will work to increase awareness of the local labor market by continuing to incorporate industry tours, site visits, presentations, and career opportunities for all members of our consortium to include staff, students, and counselors.

-We will continue to partner with Dakota County Workforce Centers and county agencies to provide awareness to students, parents, and school personnel regarding data and opportunities within Dakota County related to current workforce trends and areas of industry needs.

-The DCPC will continue to host the 5th annual Career and College Fair, with emphasis on non-traditional careers, high-skill, high-wage, and high-demand jobs in our area. Students from all consortium member districts will be encouraged to participate, along with school personnel that work with CTE programs and career advisement.

-The DCPC will begin to implement the process of providing Industry 4.0 skills within our Computer Network program offered through ISD 917 and other consortium member districts CTE programs. The process will help lead to the future implementation of a Robotics and Mechatronics program that can lead to Industry 4.0 certification.

## **Meeting State and Local adjusted levels of Performance**

**Q2) 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)]**

-Perkins funding will enable the consortium high school staff to pursue professional development that will continue to improve the instruction of students in Math and non-traditional targets. The consortium will work with MDE staff and local school district personnel to identify best practices that will improve student performance in these areas as they relate to CTE programs of study and career readiness skills.

-Perkins funding will provide for secondary and post-secondary activities, equipment, and materials that will assist in student achievement within CTE programs. This will include students of all populations and increased accessibility to students in special populations.

-Perkins funding provides career awareness for secondary and post-secondary students with career-exploration opportunities through community tours, events, and pathways options. These events are made possible for all students and help to increase awareness of special populations to participate in CTE programs within the consortium.

## **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)]**

-Program development within our consortium secondary and post-secondary schools is developed and evaluated within the advisory board input that is attained each year. We also use the resources and information provided by local industry tours and visits. We involve the local Workforce Development Boards and the Dakota County Workforce Centers by providing all members any new industry trends made available by these groups. Representatives from industry, workforce centers, or state employment agencies will be offered the opportunity to partake in monthly DCPC leadership meetings to provide current industry trends/needs.

-The consortium has members who participate in local workforce groups, the Dakota/Scott County Youth Council, and engage in industry tours/visits. With this information the Consortium Advisory Committee provides feedback to local school administration and staff on best practices and needs within the local workforce.

-During the FY19 plan year, a representative of MN State Academic and Student Affairs, will present to the consortium advisory group on Minnesota Programs of Study and how to best update and maintain accurate programs within the member schools. With this information member schools can review and adjust best practices to provide the most current rigorous and relevant CTE programs within the schools.

-Articulation agreements between secondary and post-secondary programs are reviewed annually to make sure they are meeting the needs of students and college programs. Those areas that are no longer relevant or effective are adjusted or eliminated.

## 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)]***

-Through the consortium model, secondary and post-secondary instructors work cooperatively to meet with industry professionals through the advisory committees. They also develop opportunities to bring industry professionals into the classroom and host career events, such as the 5th annual DCPC Career and College Fair, for students, parents, and staff. Student field trips to industry sites are supported by the consortium advisory committee.

-The consortium will continue to pilot youth engagement through working with the MN Transportation Center of Excellence to develop a mobile classroom and development of curriculum for use with middle and high school students in transportation careers. This will start in the summer of 2018 and continue throughout the next school year.

-Perkins funds are used to provide our members with career materials and software (Naviance, MCIS, VirtualJobShadow,etc). These resources are available to all consortium high schools and DCTC students in the career or counseling offices.

-The consortium will continue to partner with local business and industry to provide tours, site visits, and school visits by employers. We will work to incorporate more involvement by our school counselors and advising staff at the secondary and post-secondary sites.

-Through CTSO activities at both the secondary and post-secondary levels, students are provided experiences to develop technical skills and participate in events that develop leadership, career awareness, and an understanding of industry standards.

## Summary Narrative Part Two

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### Comprehensive Professional Development

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### ***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)]***

As part of the consortium's continued efforts to provide members the most up-to-date information and best practices we will engage in professional development in a variety of areas. We will continue to support activities such as CTE Works Conference, National ACTE Conference, Region 3 CTE Conference, State and Local CTE sponsored workshops, and secondary and post-secondary professional development activities that relate to our CTE programs. We will continue to provide financial support to our members for participation and membership to professional organizations that promote CTE advancement in all area of study. There will be money budgeted for secondary and post-secondary coordinators to participate and represent the consortium at state(MACTA and MnACTE) meetings, as well as Region 3 and National Policy seminars/conferences.

The consortium will address areas of need in Mathematics, and non-traditional participation by promoting and funding professional development opportunities to its members. We will also work with MDE and MnState to promote and actively participate in activities that will help promote our

programs success at our member schools. This will include the development of a DCPC website that will contain a wide variety of information related to our consortium that will be easily accessible by students, parents, and staff.

We will maintain and work on enhancing our articulation agreements between secondary and post-secondary programs. We will make the CTEcreditmn.com website information available to all students, parents, and staff through placement on school websites. We will provide our members with chances to learn more about appropriate Early/Middle College development through state sponsored professional development activities. We will also continue to engage our members through the use of career software, advisory committees, webinars, and any other workshops/seminars that meet the needs of specific CTE programs.

## 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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]**

The secondary programs currently recruit staff through traditional methods of providing awareness of openings on statewide recruitment sites and local district websites. Some members of the consortium have participated in statewide recruiting fairs to expose potential candidates to the career options available within our consortium. The post-secondary program will continue to use the statewide system of posting job openings on their site. They will also participate in any state or local career fairs that will provide opportunities for the recruitment of staff.

The consortium will continue to provide mentors and professional development opportunities to CTE staff to help in the retainment of staff. The secondary coordinator will continue to participate in regional teacher shortage discussions and planning with members of ACTE Region 3. As part of MACTA the secondary and post-secondary coordinators will participate in any licensure discussion or meetings offered to address the shortage of qualified CTE teaching staff within the region and state. As a consortium we will continue to engage in local industry tours and visits to help promote the potential for future recruitment of individuals into the teaching profession.

The consortium will stay current on teacher licensure programs available to potential CTE teaching staff through interaction with MNState and MDE offerings. This information will be shared with our consortium members at the teacher and administrative level. Any potential openings for staff or opportunities to learn about or participate in activities that will promote future CTE educators will be supported by the DCPC leadership team.

## 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 will use a variety of other sources to evaluate student performance that will contribute to the information collected through the Technical Skills Assessments. We will use student participation and passing rates for students within the consortium who attend CTE programs. We will evaluate the number of students who have access to articulated credits used for college enrollment. We will collect data on the number of students who attend our annual Career and College Fair to determine what areas of interest they most likely will pursue for a career. We will continue to collect data from CTEcreditmn to review areas of articulation agreements being used and in what areas we could provide more options. We will also complete improvement plans and reports as needed based on student performance. The consortium will collect data on the number of students who are actively participating in member districts WBL programs and how we can improve or increase participation.

By gathering and reviewing all this information we will design programs of study and courses that address the needs and interests of our students and local industry needs. We will continue to find ways to make as many of our students career ready in areas of high demand and high wage jobs within our local area. Our plan will address areas that need development from a secondary and post-secondary perspective upon gathering as much feedback as we can from all areas addressed.

The DCPC leadership team will invite representatives from the local workforce centers, state employment agencies, and local industry partners to participate in our monthly leadership team meetings. Emphasis will be placed on gathering information and placement needs of the local workforce partners to make well informed decisions on best practices within our CTE programs at the secondary and post-secondary level.

## 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)]***

**Action Steps:**

During FY17 and FY18 DCPC was approached by the Minnesota Transportation Center of Excellence about a plan to help in the development of a transportation pathway pilot program. During the past 2 years members of the Transportation Center have collaborated with secondary and post-secondary staff about best methods of creating a mobile transportation unit that would promote transportation careers. Information about this program has been shared with members of the consortium leadership team. During FY18 secondary and post-secondary Perkins coordinators have met with this group to continue to plan. As part of this process both groups will work during the FY19 plan year to provide this curriculum to our member schools from grades 5-12 to promote and incorporate transportation career skills into classrooms. This will include the opportunity for our member schools to access the transportation trailer on site for career awareness.

The Stakeholders involved will be the Perkins secondary and post-secondary coordinators, the Transportation Center of Excellence staff, DCTC transportation faculty, DCTC deans, consortium school districts, and local industry advisors.

Timeline will continue during the FY19 plan to include the introduction of the NitroX youth camp with local middle school students. The introduction of curriculum developed by all partners that can be shared with consortium middle and high school tech ed staff. The creation and development of the mobile transportation unit will begin with input from the DCPC and local industry partners. In June 2018 the initial pilot project will be offered to youth from Dakota County.

Within the FY19 plan year members from S. St. Paul, W. St. Paul, and Simley High Schools will be able to partake in the Transportation and Business Industry Pathways program offered as part of the Tri-District. These schools are all part of the DCPC. Input and best practices will be reviewed and shared with all members of the consortium as this pathway model begins.

**Strengths:**

- DCTC has 6 well established transportation programs that are well attended and have high enrollment numbers.
- DCTC has state-of-the art equipment and shops that provide the most relevant training for students.
- The Minnesota Transportation of Excellence is housed at DCTC.
- The consortium continues to offer transportation POS's within 3 districts.
- 18 articulation agreements exist between DCTC and the DCPC high schools.
- Tri-District development of new career Pathway in Transportation related careers.
- DCTC and ISD 917 instructors participate on advisory boards with one another that helps with transition from HS to college.

**Areas for Improvement:**

- ISD 917 Heavy Duty Truck program needs to continue to update materials and equipment to offer the most updated training.
- DCPC programs need to continue to review and update POS within each building.
- DCPC and DCTC programs need to continue to build and grow more community and industry partnerships that will lead to students being even better prepared.
- DCPC will continue to expose more students to transportation careers in a larger variety of areas.
- Many DCPC high schools have diminished or eliminated transportation and mechanical career programs so we need to develop ways to inform more students about these options.

The RPOS in Facility and Mobile Maintenance was easy to identify given the strong partnerships that exist. DCTC and its faculty have built effective advisory committees that bring industry, faculty, administration and high school instructors to the table to discuss curriculum design, equipment needs and industry trends. The addition and visibility of the Minnesota Transportation Center of Excellence at DCTC and within the consortium will help to leverage resources and development of greater youth interaction amongst consortium members. Career and college readiness is a topic of conversation among the partners in the transportation programs. Faculty are experiencing more and more students unprepared and unaware of current industry trends in this field. This concern is creating more dialogue and program development in how to best help students prepare for careers. There is an increase in and approval of articulation agreements between high school transportation classes and DCTC's curriculum helping to diminish the costs for students. DCTC uses TSA's in all their transportation programs to measure student success and certification attainment. ISD 917 uses TSA's in their Total Auto Care and Heavy Duty Truck programs.

## **Goal 1 Narrative**

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### **Narrative for Goal 1: Designing and Implementing Programs of Study**

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**Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)**

- 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.)]**
- 9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].**
- 10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].**

1. In FY19, the Dakota County Consortium is committed to reviewing, assessing, and updating all Programs of Study including state-approved POS, Rigorous Programs of Study and consortium approved POS via active participation and input from consortium members, high school instructors and college faculty. The consortium plans to hold two POS review meetings (one in the Fall and one in the Spring) to thoroughly examine existing POS and determine which ones to update (e.g. reviewing course sequences to accuracy), strengthen (e.g. adding a TSA in Culinary) or delete and to determine what, if any, POS can be added. Further, the consortium will engage in discussion about how we use TSAs to strengthen articulation agreements and career pathways and to set in place an annual POS review process. DCTC Academic Affairs will be restructuring into Pathways based on the Career Wheel to align DCTC programs, strengthen pathways with area high schools, improve and revise Advisory Committees and increase the use of TSAs.

2. Dakota County Technical College (DCTC) faculty will continue to create local articulation agreements including those with Dakota County Consortium high schools to develop strong incentives for students considering those career pathways and to earn early college credit. Further, regional articulation agreements will be explored and evaluated to determine such agreements' impact on a broader number of students earning college credit. Students within the consortium will be encouraged to consider PSEO opportunities in appropriate and available careers (at DCTC or other colleges) and/or to explore programs at ISD917 (the consortium's technical high school). DCTC and ISD917 will market the newly approved Early Middle College Program and have its first students enrolled in the program during the FY18 year. Existing Early Middle College Programs with Lakeville ALC and Burnsville Alternative High School will be reviewed, promoted and evaluated in the hopes to increase student participation in the program. With the approved Title III grant now up and running at DCTC, initiatives will begin to address how adult learners will be serviced, advised and, more importantly, how to grant them credit for prior learning.

3. The Dakota County Consortium is committed to having all stakeholders at the table whenever possible to be involved in the support and creation of POS. In FY19 this will include opportunities at the consortium's monthly meetings and advisory board meetings. The consortium will explore the possibility of holding a local Advisory Board day (as was done in FY15) sometime in the academic year.

4. DCTC will continue to offer various services and resources to insure that students have the necessary academic and technical skills to be successful at the college level and explore additional supplemental learning options. This will include academic tutoring, ACCUPLACER Prep (using ACCUPLACER diagnostics), TEAS Prep (for those pursuing nursing), co-requisite English courses for students in transportation careers, team teaching (college faculty and ABE instructor) in developmental classes, and imbedded technical peer tutors. At the secondary level our districts will continue to participate in approved CTE programs of study that provide technical career skills in a variety of areas and have the opportunity to request and purchase equipment and technology to strengthen their CTE offerings. Students will have the opportunity to partake in CTE programs offered through ISD 917. Member districts will continue to offer academic support through career centers and peer tutoring through their counseling offices. Secondary students will be offered the opportunity to take the ACCUPLACER, ASVAB, MCA's, and ACT test to determine academic skill attainment.

5. Consortium leadership will continue to survey its members including high school instructors and college faculty in early fall as to what CTE/Perkins related topics they may not understand or need specific training on. Information gathered will be used to create a professional development calendar for the FY19 year. The postsecondary consortium leader is already committed to provide training for college administrators, academic deans, and department chairs on the overarching purpose of Perkins and, more specifically, the importance of articulation and the use of CTEcreditMN.com. As always, the consortium will encourage and support (e.g. financially) its members to know about, participate and/or be involved in monthly CTE webinars, conferences and workshops (e.g. CTE Works), Technical Skills Assessment meetings, or CTE-related organizations (e.g. MACTA, MnACTE, ACTE, etc.).

6. There is and will be a concerted effort across the consortium to increase the use of Technical Skills Assessments (TSAs) as a measure of student learning and skills. The assessments being used within the consortium meet the validity and reliability standards set by industry and by the companies producing the exams such as SkillsUSA, Precision Exams, ASE certification, and NOCTI. How to adequately measure student outcomes is and will be a high priority for both secondary and postsecondary. The consortium will be looking to add a TSA in Culinary and DCTC hopes to leverage the Center for Teaching and Learning as a resource for faculty to transform their curriculum.

7. The Dakota County Consortium and specifically, DCTC, will continue to address the needs of its adult learners with increased collaboration between the college credit-based and the continuing education/customized non-credit courses and programs. Efforts to assess adult learning needs and pathways will be strengthened by the addition of an adult learner advisor and a credit for prior learning coordinator at the college. The college will continue to work with the Adult Career Pathway (and its ABE and community organization partners) to explore potential new and emerging pathways for the adult learner.

8. The Dakota County Consortium understands the importance of the big picture view of industry/career pathways and, as such, will evaluate its involvement with career awareness opportunities, career planning, early technical training, work-based learning experiences, course articulation,

technical skill attainment, college credentials, business and industry input, and placement/employment. The consortium will continue to maintain and development partnerships with workforce centers, Chambers of Commerce, industry partners and legislators.

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

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**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 , R3, R4, R5 , R7 , R8 , R9 , P5
Strategies	
<p>A. Secondary faculty will have the opportunity through a competitive format to submit requests for industry ready equipment for program needs that meet the needs of all learners. Secondary faculty within the consortium will have the opportunity, through a competitive format, to submit requests for industry related equipment and technology needed for their CTE programs and that meet the needs of all learners.</p> <p>B. For both the secondary and post-secondary portions of the grant plan, staff members, instructors and faculty will be able to apply for professional development opportunities offered through the CTE Works conference, MACTA, MNACTE, and ACTE workshops and conferences including membership in those organizations. They will also be considered for other state, regional, or national level memberships or conferences that pertain directly to their area of instruction. Every effort will be made to send some consortium members to the ACTE National Policy Seminar in Spring 2019 if the budget allows.</p> <p>C. Consortium members will be able to request the opportunity to take part in local or regional workforce events or career awareness events that may have a direct impact on program improvement or development that leads to high-wage, high-demand, and high-interest areas of career-readiness.</p>	
Outcomes	
<p>A. Any equipment or activity requests will meet the guidelines of the consortium Perkins grant including those that strengthen or create POS and RPOS within the consortium. Equipment and activity requests will fit Perkins guidelines for permissible expenditures. All equipment purchased with Perkins money will be labeled accordingly.</p> <p>B. Participation in events, conferences, or meetings will be followed by reports to DCPC members and the leadership committee. Membership in professional organizations are paid for and consortium members show active participation in those organizations.</p> <p>C. Participation in any events related to consortium members or state CTE programs will help to enhance programs within the membership and provide relevant professional development to staff members.</p>	
Measures	
<p>A. End of year documentation and equipment inventory reports will reflect purchases and all equipment purchased with Perkins money will display the appropriate label.</p> <p>B. Consortium minutes, reports and budget reflect member participation in professional development opportunities and/the membership dues paid on behalf of consortium members.</p> <p>C. Expenses will be documented on annual expenditure reports that are shared with fiscal agent and local member districts. Consortium minutes and reports will document CTE-related activities members participated in.</p>	
<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$2,000.00
<b>Secondary Required Activities</b>	\$69,546.22
<b>Secondary Permissible Activities</b>	\$2,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$71,546.22
<b>Total</b>	\$73,546.22

<b>Goal 1 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R5 , R7 , R8 , R9 , P1 , P8
Strategies	
<p>A. Consortium members will be presented with a FY19 planning calendar at September 2018 consortium meeting which will include professional development opportunities scheduled throughout the academic year.</p> <p>B. Consortium members and leadership will have the opportunity to take part in monthly CTE webinars, attend conferences (e.g. CTE Works), or maintain membership in CTE related organizations (i.e. MACTA, MnACTE, ACTE, etc.).</p> <p>C. Postsecondary consortium coordinator will continue to be on the academic deans meeting agenda each month to share consortium activity and to provide ongoing Perkins awareness training. The coordinator will address the department chairs</p>	



meeting at least 2 times during the academic year to raise faculty awareness about Perkins and, when possible, present Perkins-related topics/announcements at faculty inservices.

#### Outcomes

A. The FY19 calendar will assist consortium leadership and members in planning for and promoting professional development events throughout the academic year.

B. Consortium members increase their knowledge, skills and abilities in all things related to CTE and will present their "take aways" with each other. POS are strengthened and changed by members participation in learning and professional opportunities.

C. Academic deans and faculty fully understand Perkins purpose and are aware of Perkins activities. Programs at the college will demonstrate Perkin elements (e.g. TSAs) and language within their curriculum.

#### Measures

A. Professional development trainings and workshops are scheduled and conducted. Attendance and participation will be documented.

B. Budget supports the professional development being done within the consortium. Consortium meeting agendas and minutes document discussions and action items as a direct result of the learning opportunities.

C. Academic dean and department chair meeting agendas and minutes document postsecondary consortium coordinator's presence and information presented. An increase in inquiries, interest and participation related to Perkins is shown throughout the year.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$1,500.00
<b>Secondary Permissible Activities</b>	\$1,500.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,000.00
<b>Total</b>	\$3,000.00

#### Goal 1 Objectives 3

<b>Required/Permissive Uses of Funds*</b>	P2, P6, P10
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#### Strategies

A. DCTC will begin implementing the Starfish tool during FY19 to improve advising and academic planning with adult learners (and for all students) at all stages of the student life cycle and provide in-depth training for all advisors, academic support staff and faculty.

B. DCTC will continue to strengthen intentional Credit for Prior Learning evaluation and advising for adult learners and build such advising into a formal adult learner orientation and graduation planning.

#### Outcomes

A. Adult learners will be serviced and advised using the Starfish tool along with knowledgeable and trained advisors and will experience a clearing and more efficient way to completing an award.

B. Credit for Prior Learning will be embedded in orientation sessions and in graduation planning as well as within the culture and language of the college community.

#### Measures

A. Starfish is fully implemented by the end of FY19 and all appropriate users have been trained in using the tool. Student satisfaction surveys will be utilized to determine the effectiveness of the tool with a majority indication satisfaction with its use. A 2% increase in the retention and persistence of adult learners is demonstrated by the end of FY19.

B. A 2% increase in the number adult students being evaluated for and given credit for their prior learning and work experiences demonstrated by the end of FY19.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00

<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

**Goal 1 Objectives 4**

<b>Required/Permissible Uses of Funds*</b>	R1 , R2 , R3, R5 , R8 , R10 , R11 , P1
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## Strategies

A. Encourage all interested parties to review or add new articulation agreements on an on-going basis outside of the every-other-year formal Articulation Meeting.

B. Schedule CTECreditMN.com training sessions for consortium members, college administrators and college faculty to increase their usage and understanding of the site.

## Outcomes

A. The review of existing and development of new articulation agreements process is clearly specified and easy for stakeholders to use and that the consortium sees updated and new agreements coming in throughout the year.

B. Trainings are conducted for consortium members, college administrators and college faculty during Fall 2018. Shareholders will understand and use the CTECreditMn.com site with their students and partners.

## Measures

A. Articulation Form/Contract is easily understood by all parties and made readily available. Updated and new agreements are processed quickly and documented within CTECreditMn.com site.

B. Training is documented in consortium meeting minutes. CTECreditMN.com site shows an increase of login activity, creation of more student accounts, and more active report generation.

<b>Post-Secondary Required Activities</b>	\$1,500.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$1,500.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$1,500.00

**Goal 1 Objectives 5**

<b>Required/Permissible Uses of Funds*</b>	R4, R5 , P1 , P14
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## Strategies

A. Secondary students within the consortium will be given the opportunity to take assessments such as ACCUPLACER, ASVAB, MCAs and ACT tests to determine academic skill level and college readiness.

B. DCTC will continue to offer ACCUPLACER Prep resources to students and will create additional resources and information to students regarding the transition to the NextGen ACCUPLACER platform.

## Outcomes

A. Students are more aware of their academic skills and college readiness in order to prepare for their career pathway and the training such a pathway may involve.

B. ACCUPLACER Prep resources are promoted and easily accessible. NextGen ACCUPLACER information is posted and preparation resources are identified.

## Measures

A. Tests/assessments are scheduled and student scores are documented, explained to the students and shared with appropriate parties.

B. ACCUPLACER Prep resources are available on the website and in hard-copy format. NextGen ACCUPLACER information and resources are made available by October 1, 2018.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00

<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

**Goal 1 Objectives 6**

<b>Required/Permissive Uses of Funds*</b>	R3, R8 , R10 , R11 , P1 , P3, P10
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## Strategies

- A. The secondary consortium coordinator will continue to represent the consortium on the Dakota/Scott Youth Council.
- B. The consortium will invite Amber Higgins (Dakota/Scott Youth Council), Mark Jacobs (Dakota/Scott Workforce Development Board), and/or Tim O'Neill (DEED Labor statistician) to become a regular member of our consortium leadership team.

## Outcomes

- A. Consortium activity is shared with workforce center personnel and business and industry representative and the work of the council is brought back to the consortium members.
- B. Workforce development personnel have a regular presence at monthly consortium meetings and will be able to provide relevant information to consortium members on issues, initiatives, trends etc. that effect CTE. Likewise, members will be able to share their challenges, stories and needs with these key partners.

## Measures

- A. Consortium meeting agendas and minutes include updates from the Dakota/Scott Youth Council and any action items to bring back to the council's attention.
- B. Consortium meeting agendas and minutes document the attendance of workforce members and the information they provided, and the feedback given to them by consortium members.

<b>Post-Secondary Required Activities</b>	\$0.00
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<b>Post-Secondary Permissible Activities</b>	\$0.00
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<b>Post-Secondary Admin Cost</b>	\$0.00
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<b>Post-Secondary Reserve</b>	\$0.00
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<b>Post-Secondary Total</b>	\$0.00
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<b>Secondary Required Activities</b>	\$0.00
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<b>Secondary Permissible Activities</b>	\$0.00
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<b>Secondary Admin Cost</b>	\$0.00
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<b>Secondary Reserve</b>	\$0.00
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<b>Secondary Total</b>	\$0.00
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<b>Total</b>	\$0.00
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**Goal 1 Objectives 7**

<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R5 , R8 , R10 , R11 , P1 , P10
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## Strategies

- A. Continue to review consortium Programs of Study (POS) and Rigorous Programs of Study (RPOS) including use of and results of TSAs with active input from consortium members, high school instructors, and college faculty.
- B. Hold at least two POS/RPOS Review meetings during the academic year to update existing POS, delete those that are no longer active and add new POS when appropriate.
- C. Leverage the restructured DCTC's Academic Affairs/Programs and Majors Pathways design model to improve career awareness assessments (connecting the assessments directly with DCTC's pathways), to strengthen existing consortium POS and RPOS and provide easier POS/RPOS development, for continuous improvement in the development, structure and efficiencies of program Advisory Committees and to support the continued and increased use of Technical Skills Assessments (TSAs).

## Outcomes

- A. POS/RPOS discussion is consistently on monthly consortium meeting agendas, postsecondary academic deans and their faculty understand the purpose and effectiveness of POS/RPOS, all POS/RPOS are updated, revised and documented by the end of FY19, and an annual POS/RPOS review process has been established.
- B. POS/RPOS review meetings will be scheduled in October, 2017 and February, 2018, that all shareholders will have opportunity and time to review POS/RPOS and that the review results in the most accurate/up-to-date POS/RPOS list for the consortium.

C. Alignment of the Minnesota Career Wheel and DCTC's Programs and Majors is visible within written and web information, career assessment results have a stronger connection to the various pathways offered at the college, additional POS and RPOS are considered by the consortium in regards to DCTC's pathways, Advisory Committees are using the Pathway model in the course of their work and additional TSAs are added to programs.

#### Measures

A. The POS/RPOS review, evaluation and updates are documented via consortium minute meetings, academic dean/department meeting agendas, time dated entries within MnProgramofStudy.org and a written POS/RPOS review process available by the end of FY18 and included in the FY18 APR.

B. POS/RPOS review meetings are documented and attendance taken, updates are finalized within MnProgramsofStudy.org by the end of FY18 and a annual POS/RPOS review process determined for future fiscal year plans.

C. The Career Pathways mode and structure is visible in both printed documents and in the web resourses, the new updated career assessment is being utilized by DCTC's Career Services to connect students with appropriate DCTC career pathways, Advisory Committee minutes demonstrate awareness of and focus on the pathway model, and TSAs are added to at least 2 more programs at DCTC.

<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$2,000.00
<b>Secondary Required Activities</b>	\$1,000.00
<b>Secondary Permissible Activities</b>	\$1,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$9,000.00
<b>Secondary Total</b>	\$11,000.00
<b>Total</b>	\$13,000.00

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

## Goal 2 Objectives

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R9 , R10 , P10
Strategies	
<p>A. The consortium will continue to participate in and strengthen the state approved Early Middle College programs with Lakeville ALC, Burnsville ALC and ISD 917 DCALS by increasing awareness of the early-credit opportunity with ALC staff, their students and the parents.</p> <p>B. The consortium will continue to collaborate with the Dakota/Scott County Youth Council to explore opportunities for youth to participate and engage in opportunities that assist them in completing high school requirements, provides for work and career experiences, and other possible early-college credit options.</p>	
Outcomes	
<p>A. DCTC will see an increase in the number of students participating and enrolled in the Early Middle College program and a DCTC representative will participate in ALC open houses or information nights to share information on the program.</p> <p>B. Members of the DCPC schools will be made aware of the work, career and educational opportunities available to their students and will be able to identify interested students and assist with the application process to such opportunities.</p>	
Measures	
<p>A. DCTC will enroll at least 8 students in the Early Middle College program during the 2018-2019 academic year (an increase of 3 students over 2017-2018) and a DCTC representative will be in front of ALC staff, students and/or parents at each of the 3 ALCs at least once during the year.</p> <p>B. The consortium and DCTC will gather participation data in work, career or education opportunities that their students participate in and report such participation in the Annual Plan Review.</p>	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00
<b>Goal 2 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R5 , R10 , P3
Strategies	
<p>A. The consortium will continue to work to increase the amount of industry and training center visits/tours that will be available to all members of the consortium. This will help to inform and generate greater opportunities for students and staff to collaborate on career awareness/readiness.</p> <p>B. The consortium will continue to conduct professional development opportunities that include business and industry partners so that work based learning options will become more available to member students.</p> <p>C. Consortium staff members will gain a better understanding of how to integrate modern and industry-ready skills through interactions with local industry partners who will visit our schools or host tours on site within their business. Invite industry partners to attend the monthly consortium meetings to provide current industry needs and skills.</p> <p>D. Consortium members will review and collaborate with industry on best practices for POS within all programs so that transition to post-secondary institutes or immediate employment is a smoother transition. Member district programs will be offered the opportunity to conduct industry ready audit's of equipment and curriculum needs to meet current industry standards.</p> <p>E. Students in the consortium will have access to career information exploration through software and online resources (Naviance, VirtualJobShadow, MCIS, etc.)</p>	
Outcomes	

- A. Industry tours will increase the awareness and understanding of potential career pathways and legitimate job opportunities.
- B. The consortium will invest in professional development to help generate a better understanding of how student engagement in secondary programs will lead to industry ready skills upon graduation.
- C. Students will have access to industry partners and school curriculum that better align with career readiness skills that prepare them for post-secondary institutions or employability. Industry partners and consortium members have an opportunity to dialogue about the real-life needs in the area.
- D. Students will be able to access materials and explore career pathways through the use of the career software and online resources with support of teaching and counseling staff within their high school.

## Measures

- A. The consortium will be able to generate a list of industry partners and what schools had access to visit/tour these sites.
- B. The POS within the consortium will have strong ties to industry recommended standards for best practice.
- C. The consortium will be able to add members of local industry to our monthly meetings as representatives to provide information on best practices and future employee needs.
- D. The consortium members will be able to generate results of the number of students who access and work with career software and online resources to determine best use of these items.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$15,000.00
<b>Secondary Permissible Activities</b>	\$2,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$17,000.00
<b>Total</b>	\$17,000.00

## Goal 2 Objectives 3

<b>Required/Permissive Uses of Funds*</b>	R2 , R3, R9 , R10 , P10
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## Strategies

A. The consortium will continue to collaborate with the Minnesota Transportation Center of Excellence to introduce transportation careers to students within the consortium middle and high schools. As part of this process we will collaborate on adapting general curriculum that can be used within our member schools as part of the Electro Slash project. This will involve pulling together transportation instructors from the consortium and DCTC/Minnesota State system transportation instructors to help present these materials. The consortium will contribute a small number of mini vehicles that will be used in the courses. These will also be used by consortium schools as part of any transportation program that would benefit. These vehicles may also be used in the transportation mobile trailer that will be available to consortium schools during the school year.

## Outcomes

- A. Consortium middle and high school students will have another exposure to transportation related curriculum and careers. The collaboration and curriculum will be made available to any transportation related instructor within the consortium to use within their classes. The consortium will be able to participate and access the transportation mobile trailer that will house multiple activities related to transportation careers.
- B. Consortium teaching staff that will be using the Electro Slash project curriculum will be afforded the opportunity to participate in professional development offered through the MN Transportation Center of Excellence staff. We will also use a train the trainer model to provide PD from members of consortium who will be present when the curriculum and activities take place within our consortium schools.

## Measures

- A. Curriculum is developed for using the Electro Slash cars. Visits by the mobile trailer and use of the Electro Slash will be documented in consortium reports.
- B. Consortium member staff that provide the instruction to students in grades 5-12 will be able to provide feedback on what processes or activities were most successful. They will be able to describe how non-traditional students interacted with the cars and curriculum to spark potential interest in transportation careers.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible</b>	\$0.00

<b>Activities</b>	
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
<b>Goal 2 Objectives 4</b>	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R5 , P17
Strategies	
A. Leverage the restructured DCTC's Academic Affairs/Programs and Majors Pathways design model to improve career awareness assessments (connecting the assessments directly with DCTC's pathways), to strengthen existing consortium POS and RPOS and provide easier POS/RPOS development, for continuous improvement in the development, structure and efficiencies of program Advisory Committees and to support the continued and increased use of Technical Skills Assessments (TSAs).	
Outcomes	
A. Alignment of the Minnesota Career Wheel and DCTC's Programs and Majors is visible within written and web information, career assessment results have a stronger connection to the various pathways offered at the college, additional POS and RPOS are considered by the consortium in regards to DCTC's pathways, Advisory Committees are using the Pathway model in the course of their work and additional TSAs are added to programs.	
Measures	
A. The Career Pathways mode and structure is visible in both printed documents and in the web resources, the new updated career assessment is being utilized by DCTC's Career Services to connect students with appropriate DCTC career pathways, Advisory Committee minutes demonstrate awareness of and focus on the pathway model, and TSAs are added to at least 2 more programs at DCTC.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

### Goal 3 Narrative

#### Narrative for Goal 3: Improve Service to Special Populations

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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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8) (B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1. DCTC continues to establish and implement goals regarding non-traditional students within the college's Strategic Enrollment Plan and Diversity and Equity Plan. Initiatives coming out of these plans include deliberate recruitment of non-traditional students and providing supported advising for these students when enrolled. Professional development and guidance will be provided to instructors with non-traditional by gender students within their classes. The college will explore a mentoring program during FY19 to be utilized not only with nontraditional students by gender but first generation students as well. As part of the secondary programs of study within our member schools students in non-traditional areas are given the opportunity to participate within CTE courses offered at their home high school or as part of ISD 917. Our districts offer multiple career awareness activities, such as career fairs, industry tours, and professional speakers to help encourage all students to explore technical career fields.

2. In FY19, the Dakota County Consortium will continue to be involved in initiatives that support special populations including federal grants such as E3 STEM and Title III (adult learners), Beyond the Yellow Ribbon Campaign (veterans), DCTC Diversity and Equity Council goals (underrepresented students), the Minnesota State Strategic Plan for Developmental Education Redesign and abiding by legislation to accommodate students with disabilities, establish programs for adult transition students and determine multiple measures in course placement.

3. As part of DCTC's three-year Strategic Enrollment Management Plan, the college will continue to implement a continuous improvement model to evaluate and improve services, resources, programming and instructor/staff development to special population students. Strategies will include using ideas generated from the value stream map, developing a cross-cultural mentoring program, implementing ABE integrated instruction and academic support, using technology to improve student advising and providing intentional Credit for Prior Learning advising. At the secondary level our members offer professional development in the areas of Literacy, Mental Health, Cultural Awareness, and motivating students. We also offer an annual Career and College Fair that includes multiple industry, post-secondary, military, and government agencies that provide support to students of special populations. We include all students in this process and make available community services that would benefit students of special populations with the resources they need to attain manageable employment.

4. DCTC efforts in FY19 to improve the level of performance with special population students will center on the advice and academic support offered to them. The college will fully implement creating developmental education plans within post-Accuplacer advising sessions and utilize the plans at registration sessions. The new collaboration with the South Washington ABE program that will provide integrated instruction and tutoring labs will directly impact the success of CTE students with low English skills. At the secondary level a concerted effort will be made to set realistic expectations of special population students and when TSAs are appropriate measures of performance. Member districts will continue to offer career exploration classes and career experiences that meet their needs and skill level.

5. The Dakota County Consortium will abide by and actively demonstrate the non-discrimination policies set at the district or at the higher education system as well as compliance with the Office of Civil Rights requirements. Our special population students will not be discriminated against and will have open access to and participation in, programs, services, and activities regardless of their race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. Every effort will be made to insure that special population students receive the proper advice, guidance and accommodations warranted by their abilities and their career choice. Within the consortium's secondary schools, special populations will have access to one-on-one support/paraprofessional when appropriate. For special population students attending CTE programs at ISD917, they may be assigned tech tutors who will provide support to the students and be in communication with their home schools.

6. The consortium will continue to sponsor, support and offer programs that expose middle school and high school students to potential high wage, high demand and high skilled careers through such activities as the consortium's 5th Annual Career and College Fair, Scrubs Camp (health care), Construct Tomorrow (construction trade careers), Nitro X camps/Electro Slash curriculum (transportation industry) and early college credit opportunities such as Early Middle College program. Through existing technical career training opportunities at both ISD917 Secondary Technical Center and DCTC, students in the Dakota County Consortium have ample opportunity and access to careers that will lead to self-sufficiency.

7. Within the Dakota County Consortium, all stakeholders are and will be aware of the academic, technical and soft skills needed to be successful in various career pathways and will expect their students (including special population students) to understand what they need to do to be successful in their chosen fields. Although teachers and faculty within the consortium know that students all learn differently and may need various accommodations and academic support, they are obligated, by the end of the course, to have students at the knowledge, skills and abilities expected of the CTE course and pathway. Grades, TSAs, articulation certificates, and competency assessments will be used to verify and document that standards have been reached.

The consortium will continue to leverage the guidance and wisdom of advisory boards, CTE professional development, use and results of TSAs, and career awareness tools (e.g. MCIS, VirtualJobShadow) to make sure all learners know what is expected of them in their career choice.

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### ***Goal 3 Budget: Improve Service to Special Populations***

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**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R3, R5 , R8 , R9 , R10 , P1 , P3, P8, P10
<b>Strategies</b>	
<p>A. Consortium will make a concerted effort to plan for and carry out business/industry tours for both teachers and students throughout the academic year to heighten awareness of high skill, high wage or high demand careers in the local area.</p> <p>B. VirtualJobShadow (VJS) and MCIS will again be made available to secondary teachers to use with students as a career awareness tool with a goal to increase its usage across the consortium.</p> <p>C. Consortium will participate in, support and send students to such career awareness events as Scrubs Camp (health care careers), Construct Tomorrow (construction trades and careers), and NitroX Camps (transportation fields).</p> <p>D. Plan for and host the consortium's 5th Annual Career and College Fair for consortium members and their students and to continue to have specific plans on how students should prepare for the fair, what engagement activities they will need to complete during the fair, and follow-up activities done back in their classrooms. The consortium will reach out to students' parents and give them the opportunity to attend the fair as well.</p>	
<b>Outcomes</b>	
<p>A. Teachers and students will be able to see first hand what good paying jobs and careers are available in the area and will understand what education/training is needed and what both soft and technical skills are required.</p> <p>B. VJS is incorporated into more CTE curriculum and, by doing so, students will hear from those currently in the field with timely and relevant information about various career pathways.</p> <p>C. Consortium students have an opportunity to experience possible careers in a focused, comprehensive way that provides hands-on, interactive activities.</p> <p>D. Students from the 9 consortium high schools will be exposed and have access to a number of different careers and career pathways as well as a chance to visit with colleges that offer career training. Students are well prepared upon arrival at the fair and are engaged with employers and college representatives. Teachers incorporate follow-up assignments, discussions or activities to support the awareness gained from the event. Parents are invited to attend the event and receive similar career and job information as their students.</p>	
<b>Measures</b>	
<p>A. Report outs on the business/industry tours are documented with consortium minutes. Students will be asked to share their perspective and things learned with their CTE instructors. A list of businesses and companies taking part in the tours will be created and maintained.</p> <p>B. Reports from VirtualJobShadow will indicate number of logins by students and CTE instructors. Consortium members report out on which of their CTE instructors are using the tool and how it might be embedded into their course outlines.</p> <p>C. Event attendance reports, event surveys and self-reporting from those who participate or who were involved will be used to evaluate the effectiveness of these career awareness camps.</p> <p>D. Each consortium high school reports on how many of their students attended the event. Preparation resources and event engagement activities are designed and in place well before the date of the event. Consortium members report out at a consortium meeting what follow up was done by teachers. Evaluations from students, teachers, parents and exhibitors will assist in improving the event for the following year.</p>	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$3,000.00
<b>Secondary Permissible Activities</b>	\$1,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$4,000.00
<b>Total</b>	\$4,000.00
<b>Goal 3 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R8 , R9 , P2, P6, P10

## Strategies

- A. Continue to provide learning services to students with documented disabilities and the general student population to support their academic and CTE training. These services will include tutoring, test accommodations, classroom resources, notetaking, advising, counseling and software (i.e. captioning for videos, screen readers, etc.).
- B. Utilize the expertise and knowledge of DCTC's Disability Services Advisor to insure that staff and faculty are aware of and following American Disability Act regulations. The Disability Services Advisor will continue to be a resource to students with disabilities and be an advocate for them.
- C. Revise the process and procedure for testing accommodations to be more customer friendly and efficient for both students and their instructors. Explore the possibility of moving the current Private Testing rooms at DCTC to a location nearer to the Center for Student Success.
- D. Enter into deliberate discussions with college administrators regarding the salary-heavy Perkins expenditures and begin to make plans to decrease the Perkins salary budget and increasing the Perkins non-salary budget and move closer to a 50/50 split.

## Outcomes

- A. Students are aware of and use the services available to them and what are the appropriate POS/pathways to follow. Tutoring services are delivered in both academic and technical areas.
- B. Students with disabilities have access to their education and career and use the accommodations offered to them.
- C. A clearer process by which students have access to and use testing accommodations is implemented and faculty are more informed on how to make the accommodations happen in a more efficient manner. Testing Rooms and their location is much improved and provides a more reliable proctoring environment.
- D. Perkins post-secondary dollars are used for additional non-salary expenditures such as TSAs, professional development, technical program equipment and materials. Long Perkins funded positions are being considered within the college's general fund budget. FY20 Plan will indicate an increase in non-salary related activities and expenditures.

## Measures

- A. Disability records are created, filed and stored. Data will be collected from the tutoring check-in system to generate reports on tutor usage.
- B. Electronic check-in system, private testing room usage, and student satisfaction surveys will measure the success and effectiveness of the disability services offered.
- C. Revised testing accommodation policies and procedures are ready for implementation in Fall 2018 and are made available to students and faculty. If Testing Rooms are relocated and constructed that they be ready for use by students in Fall 2018.
- D. Provide college administration with a copy of this FY19 Plan and Budget by July 1, 2018. Provide college administration with the history of Perkins funded positions over the last 5 years showing the actual amounts paid and the percentage of the overall Perkins budget by July 1, 2018. Provide a list of items that Perkins money could be used for instead of salaries by July 1, 2018. Ongoing discussions and planning will occur with appropriate stakeholders between July, 2018 and March, 2019. FY20 Plan is submitted in May, 2019 showing a decrease in salary expenditures and an increase in non-salary spending that moves it closer to a 50/50 split.

<b>Post-Secondary Required Activities</b>	\$185,248.20
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$15,751.80
<b>Post-Secondary Total</b>	\$201,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$201,000.00

## Goal 3 Objectives 3

<b>Required/Permissive Uses of Funds*</b>	R4, R5 , R6 , R8 , R9 , R10 , P2, P6, P10
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## Strategies

- A. Implement the College Student Inventory (CSI) with a pilot focus on first generation students and students on Academic Warning and/or Suspension.
- B. Continue to utilize Hobson's RETAIN tool and the new academic planning tool, Starfish, to for tracking and communicating with students that have been identified at risk academically through RETAIN's Early Alert System. Student intervention strategies and processes will be defined, implemented and communicated.
- C. Continue to support non-traditional and special population learners in secondary and post-secondary CTE programs by providing materials, aids, resources and the purchase of equipment. Support CTE student organizations, activities and advisors when needed and when appropriate.

<b>Outcomes</b>	
A. The CSI will assist advisors in determining the appropriate strategies and plans for students with significant risk factors and barriers to their success.	
B. Advisors and tutors are trained in using the Starfish tool and begin using it daily.	
C. Purchases are requested by CTE instructors and faculty to support the inclusion of nontraditional and special population learners all within Perkins guidelines.	
<b>Measures</b>	
A. Appropriate staff are trained in using the CSI and will begin using the tool with the pilot-identified students by Fall Semester 2018. Data pulls on students completing the Inventory and participating in active advising showing success rates.	
B. Reporting capability from RETAIN and Starfish will indicate use, document notes on students and intervention results.	
C. Annual Performance Review will explain the justification and provide specifics of purchases and submitted budget will support the expenditure.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

<b>Goal 3 Objectives 4</b>	
<b>Required/Permissible Uses of Funds*</b>	R4, R5 , R6 , R8 , R9 , P15

<b>Strategies</b>	
A. DCTC will plan for and implement the transition to the NextGen version of the ACCUPLACER course placement assessment and by doing so, will identify appropriate NextGen prep resources and cut scores for placement into college-level courses as well as developmental education classes.	
B. DCTC will implement a multiple measures course placement program (aligned with Minnesota State policies and procedures on multiple measures) using measures such as: other tests besides ACCUPLACER (e.g. MCAs, SAT, ACT, DANTE, etc.), HS GPA, prior learning evaluation, and other appropriate cognitive and non-cognitive measures to determine college readiness. <i>(Note: This strategy is part of Minnesota State's Plan for Developmental Education Redesign Initiative).</i>	

<b>Outcomes</b>	
A. All interested parties at both secondary and post-secondary levels (including staff, counselors, teacher, students, parents, and community partners) are made aware of the NextGen ACCUPLACER, the new course placement rules and new preparation resources. The transition to NextGen is made with minimal issues and concerns.	
B. Students are aware of and benefit from multiple ways to get placed into college level coursework without needing to take the ACCUPLACER and/or developmental courses.	

<b>Measures</b>	
A. The NextGen ACCUPLACER assessment is successfully launched by the end of January, 2019 and all related information on the test is made available in verbal, printed and web materials by October 1, 2017.	
B. The Multiple Measures Program is defined and established by May 2019. ACCUPLACER reports indicate decrease in number of test units used annually (will not see the affect of the program until FY20). Admissions reports increase in number of test exemptions granted for Fall 2019 applicants.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00

<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

**Goal 3 Objectives 5**

<b>Required/Permissive Uses of Funds*</b>	R5 , R8 , R9 , P2, P6, P8, P10
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## Strategies

- A. Advisors and faculty will continue to be aware of the nontraditional by gender students on their advisee list or in their classrooms and will be provided guidelines on how to support, advise and communicate with these students via tools such as checklists, tip sheet and/or professional development opportunities.
- B. Success coaches, counselors and tech tutors will continue to reach out to nontraditional by gender enrolled students to offer support and encourage such support when needed.
- C. A end of year survey will be conducted with the nontraditional by gender students to identify how the learning experience was for them and why the experience was either a success or a hardship.
- D. Postsecondary consortium coordinator will continue to sit on the DCTC Diversity and Equity Council to champion for nontraditional by gender students in regards to their access, support and success.

## Outcomes

- A. Process by which nontrad by gender are identified and how advisors and faculty are communicated with regarding these students is established and implemented. Awareness of and sensitivity to the learning experience of nontrad by gender is heightened and advising and teaching styles are adapted.
- B. Nontrad by gender students are aware of the support available and will be comfortable reaching out for guidance and understanding when needed.
- C. Those that work with or teach nontrad by gender students will receive feedback generated from the survey on what they did well or what can be improved upon when working with these students.
- D. The Diversity and Equity Council will act upon goals and objectives set within their annual departmental plan specific to nontraditional by gender students.

## Measures

- A. Reports are generated, communication documented and tools used. Professional development opportunities were shared and used.
- B. Correspondence with nontrad by gender students is documented and notes taken on the result of such communication.
- C. Survey is developed by and implemented in Spring 2019. Survey feedback is documented and shared. Data is collected on pass and completion rates of nontrad by gender students.
- D. Mid and annual reports on the Diversity and Equity Council plan demonstrate what was achieved and accomplished with nontrad by gender initiatives.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$1,000.00
<b>Secondary Total</b>	\$1,000.00
<b>Total</b>	\$1,000.00

**Goal 3 Objectives 6**

<b>Required/Permissive Uses of Funds*</b>	R1 , R3, R4, R5 , R6 , R8 , R10 , R11 , P1 , P12
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## Strategies

**NOTE:** [The following strategies are part of Minnesota State's Strategic Plan for Developmental Education Redesign and are part of this Perkins Plan because of its impact on special population students at the technical college:](#)

- A. DCTC will develop developmental instruction in reading, writing and math that allows students a pathway to complete developmental coursework within one academic year. In addition the college will establish processes and resources that inform students of the developmental education pathway options available to them.

B. DCTC will enter into a pilot partnership with South Washington ABE (ACCESS Program) to provide developmental reading and writing education support within (intergrated instruction) and outside (skills labs) to students placed in lower level English courses. In addition, the college will continue to leverage its TRIO Student Support Services (first generation students, students with disabilities or low income students) program to support students in developmental education.

C. DCTC in collaboration with its consortium high school partners will begin to make plans to convene high school and college faculty to review shared learner outcomes and identify ways to transition students successfully from secondary to postsecondary. Such a meeting could be held in conjunction with articulation agreement reviews.

D. The consortium will explore professional development opportunities for staff, teachers, faculty and administrators to expand awareness and skills in such areas as cultural competence, curriculum redesign frameworks, evidence-based practices and content based practices.

#### Outcomes

A. Students will be able to reach their required college-level coursework no later than one year after they started their Career and Technical program. Students meet with an advisor to discuss their developmental education options and develop a developmental education plan.

B. Provides students with high-touch cross-functional support in helping them achieve success in their developmental coursework and advance on to college-level classes. Having the ACCESS and TRIO programs intimately involved will only strengthen the existing tutoring, disability support and advising services already offered at the college.

C. Will help address the college-readiness gap between high schools and colleges and assist in a stronger alignment of secondary and postsecondary curricula.

D. Will help CTE professionals recognize that students have diverse backgrounds and needs and how we can provide support based on those needs. More importantly, the strategy will help to address the opportunity and outcome gaps of our students.

#### Measures

A. Course offerings, course schedules, curriculum and college catalog describe developmental education courses and the sequencing of such courses. Developmental Education Plans are part of the student record and are being used in new and current registration advising sessions.

B. Pass rates in both developmental education and college-level courses increase. Data collected by ABE's ACCESS Program will indicate progression in grade level skills.

C. The date and agenda is set for Fall, 2020.

D. The consortium and especially DCTC will have a professional development plan established by December 2018 with implementation to follow.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

## Goal 4 Narrative

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

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**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]
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)]

1. DCTC offers its students choices between morning, afternoon, evening, in-classroom, hybrid and online courses. Further, the college has a variety of accelerated and late start semester classes. That said, many of the CTE programs at DCTC are cohort-based, full-time and during the day. Admissions representatives and enrollment counselors provide accurate information to students on the scheduling and format of the courses and programs they are interested in taking so adequate planning and preparation can be done. At the secondary level within our schools we offer the option of attending CTE courses as part of ISD 917 at three separate times throughout the day. Our members offer the opportunity to take part in PSEO, Early Middle College, Hybrid Learning, and independent study courses throughout the year that allow for flexible schedules. Most of the consortium secondary schools provide bussing to CTE programs at ISD 917, which allows for access to any students who would want to partake. The Tri District (Henry Sibley, Simley, South St Paul) will begin implementation of CTE programs and classes held at industry sites rather than in a traditional classroom.
2. A natural continuum of service exists between the Dakota County Consortium and the South Metro Consortium because of shared feeder high schools with the two state colleges. Each college has its own support services, curricular sequence and programs of study but both are influenced by local/regional labor and market trends and needs. Two South Metro high schools plus ISD917 have approved Early Middle College Programs with both DCTC and Inver Hills Community Colleges and students from both consortia participate in the PSEO program at both institutions. The two colleges will continue to have joint discussions on how to increase the number of concurrent classes offered at members schools including CTE classes.
3. At the postsecondary level, DCTC will continue to provide professional and peer tutoring to students needing support in improving certain academic and technical skills. College advisors will continue the new practico to meet with students immediately upon completion of the ACCUPLACER to explain course placement, design a developmental education plan if needed, review admissions records, schedule new student orientation/registration sessions, explain the financial aid process, and, more importantly, improve the overall transition process for the students. College advisors will continue to implement the Appreciative Advising model with all students. DCTC will continue to intervene with students (through direct surveys and the early alert system) that are at risk of failing or stopping out and will document interventions conducted. Success planning with students failing to meet academic expectations will be strengthened and deepened through the use of the College Student Inventory. At the secondary level our schools will continue to offer access to school counselors, local workforce centers, online career awareness programs(MCIS, Virtual Job Shadow, Naviance). Students will have access to post-secondary schools through on campus visits at the high school and through career day events. DCTC and ISD917 will schedule consistent face-to-face sessions with a DCTC advisor and secondary students to make them aware of options after high school. The schools will continue to visit area business and industry partners that may provide post-secondary career options and advice on best practices for transition to the workforce or career training.
4. The Dakota County Consortium will continue to have representation on our region's Adult Transitions Partners group (meets 4 times a year) to determine how the partners (consortium, college, library system, ABE centers, workforce development) can collaborate in providing transition pathways for adults. The Title III Adult Learners grant at DCTC will utilize its personnel to specifically work with adults in transition and provide personal advising (supported by the implementation of the Starfish academic planning tool) and deliberate evaluation of prior learning experiences. DCTC Career Services will continue to be a resource for adult learners assisting them in such things resume writing and interview skills to improve their chances of being hired.
5. In FY19, the Dakota County Consortium will again explore formal collaborations with South Metro, Southeast Minnesota, Rochester/ZED and Southwest Metro consortia to determine how to strengthen each others' Programs of Study, provide additional career pathways for our students, and decide how to move forward with regional articulations.
6. DCTC, within its Strategic Enrollment Management Plan, will continue to improve the services, resources, programming and campus employee training on supporting veterans that has listed the college as the 7th best school in the country in the service of veterans. Established data reports will be used to track student veterans' success, retention and completion. DCTC will continue to support the campus Veteran's Resource Center and Veterans' Club in the services they provide and the activities they coordinate.

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

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**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R5 , R6 , R8 , R9 , P2, P6, P10
<b>Strategies</b>	
<p>A. College advisors will continue to conduct post-ACCUPLACER advising sessions to fully explain scores and placement results, review admission record, schedule student for orientation/registration, assist with the financial aid application, create a developmental education plan if needed and assist in the overall transition process for students.</p> <p>B. College advisors will utilize the Appreciative Advising model to intentionally ask positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. In addition, DCTC and ISD917 will explore the possibility of having an advisor from the college meet with ISD917 students on a regular basis to discuss CTE pathways available to them at DCTC or other colleges.</p> <p>C. Consortium postsecondary coordinator will continue to serve as Team Lead for the college's Persistence and Completion Team (part of HLC's Quality Initiative) and support the Team's efforts in improving student transitions, retention and completion with initiatives such as the 100% Attendance Challenge, the "How Are You Doing" survey and the Early Alert Intervention program.</p>	
<b>Outcomes</b>	
<p>A. Students will better understand not only their placement scores but where they are in the process of becoming an enrolled student and understand which developmental education courses are needed, when they should enroll in such courses and what sequence they need to be done in.</p> <p>B. Advisors will learn, understand and utilize the 6 phases of Appreciative Advising. ISD917 students would develop an advisor/advisee relationship with a college advisor and will gain awareness and information about options after high school.</p> <p>C. Persistence and Completion Team members will understand how their initiative are an integral part of the Perkins Plan.</p>	
<b>Measures</b>	
<p>A. ACCUPLACER reports, check-in system and numbers signed up for orientation/registration sessions will track the number of students receiving this service. Student Developmental Education plans are utilized by advisors during new student orientation and registration sessions.</p> <p>B. Appreciative Advising is used within advising sessions and results reported out at staff meetings and during performance evaluations. The DCTC/ISD917 advising sessions will be scheduled on calendars and reported out at consortium meetings and college staff meetings.</p> <p>C. Efforts are documented by the required reporting the Persistence and Completion team must provide HLC and those reports include specific data on the participation and effectiveness of the initiatives.</p>	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$1,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,000.00
<b>Total</b>	\$1,000.00

<b>Goal 4 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R4, R5 , R7 , R9 , P6
<b>Strategies</b>	
<p>A. DCTC will develop a common student experience in the D2L/Brightspace portal for online and hybrid students and begin to use the mobile-friendly D2L version.</p> <p>B. DCTC will create, implement and track a required D2L/Brightspace orientation for any student taking an online course for the first time.</p> <p>C. Develop a formal training program for faculty teaching online or hybrid classes.</p>	
<b>Outcomes</b>	



- A. Online and hybrid students experience similar experiences with such classes no matter which instructor and experience less anxiety when starting a new online course. Students will have increased access to their online/hybrid classes through use of the mobile friendly version.
- B. A pilot orientation program is rolled out during FY18 and will be fully utilized in FY19.
- C. Faculty are provided the information, resources and support to improve and/or create online courses that students understand and succeed in.

**Measures**

- A. Common experience and mobile friendly version available by Fall Semester 2017.
- B. Orientation for online students are scheduled, posted and communicated to the campus community. Attendance is documented and evaluations encouraged.
- C. Pass rates in online classes show a 3% improvement during the 2017-2018 year.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

**Goal 4 Objectives 3**

<b>Required/Permissible Uses of Funds*</b>	R1 , R2 , R3, R8 , R9 , R10 , P10
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**Strategies**

- A. The consortium postsecondary coordinator will continue to represent the consortium and the college on the regional Adult Transitions Partners group and contribute to the group's focus on the implementation of the Developmental Education Roadmap and strengthening partnerships between the colleges, workforce centers, ABE centers, libraries and community organizations.
- B. DCTC will implement an initiative to improve advising with adult learners (and for all students) by implementing the Starfish academic planning tool and the College Student Inventory (CSI) within the advising process and by providing professional development opportunities for all advisors.
- C. DCTC will continue to provide intentional Credit for Prior Learning evaluation and advising for adult learners and build such advising into a formal adult learner orientation and graduation planning.

**Outcomes**

- A. Coordinator shares DCTC efforts in implementing developmental education redesign initiatives and passes on to consortium members information on existing or new collaborations that assist adults returning to formal education/training and a new career pathways.
- B. Adult learners will benefit from the use of Starfish and CSI be serviced within the Appreciative Advising model. Learners will have access to a specialized adult learner advisor and a coordinator who can thoroughly evaluate and grant credit for prior learning experiences.
- C. Credit for Prior Learning will be embedded in orientation sessions and in graduation planning as well as within the culture and language of the college community.

**Measures**

- A. Coordinator attends the Adult Transitions Partners meeting four times during the year and discussions and activities are documented in meeting minutes. Information shared with consortium members is documented within consortium meeting minutes.
- B. Plans and notes for students are documented within the Starfish and CSI tools. Student satisfaction surveys will be utilized to determine the effectiveness of additional advisors and show a .05 in increase in satisfaction. A 2% increase in the retention and persistence of adult learners is demonstrated by the end of FY19.
- C. A 2% increase in the number adult students being evaluated for and given credit for their prior learning and work experiences demonstrated by the end of FY19.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00

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

**Goal 4 Objectives 4**

Required/Permissive Uses of Funds*	R2 , R3, R4, R8 , R10
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## Strategies

- A. The consortium will continue to make available access to career software and online activities (Naviance, VirtualJobShadow, MCIS, etc) that will provide students information as they explore transitions to work or post-secondary education.
- B. The consortium will offer industry site tours and visits that will help to generate career-readiness interest in our RPOS and other CTE programs through collaboration with these industry partners.
- C. The consortium will continue to explore and support those POS that include the use of technology equipment to create industry and post-secondary readiness skills by implementing relevant activities that may positively impact a students ability to attain career ready skills.

## Outcomes

- A. Students will be able to explore and learn more about a variety of careers related to the consortium pathways that are offered within our secondary and post-secondary schools.
- B. Students will have the opportunity to see and hear from actual industry partners about what a worksite looks like, smells like, and feels like as they prepare for the transition from student to professional.
- C. Staff will be able to request through a consortium process, technology or other equipment that will contribute to best practices in POS or RPOS so that students are best prepared for the transition to relevant work careers or post-secondary training.

## Measures

- A. The use of software and career readiness online materials will be monitored for the number and frequency of use by our member students and staff.
- B. Consortium will measure the number of students who participate in POS or RPOS and evaluate how many students attain industry ready standards through certifications, jobs, or post-secondary training.
- C. Requests for equipment, materials and technology will be documented with consortium meeting minutes and budget expenditures.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$5,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$15,000.00
Total	\$15,000.00

**Goal 4 Objectives 5**

Required/Permissive Uses of Funds*	R1 , R2 , R8 , R9 , R10 , R11 , P10
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## Strategies

- A. The consortium will schedule meetings with leaders from South Metro, Southwest Metro, Southeast Minnesota and Rochester/ZED consortia to discuss collaborative opportunities that may exist and begin including such opportunities in future plans.
- B. Explore the possibility of having a joint professional development day with South Metro consortium including faculty from both DCTC and IHCC and instructors from the 16 high schools in both consortium.

## Outcomes

- A. Consortia leaders will identify how leveraging the various strengths from each consortium will strengthen, improve and increase

the Program of Study opportunities for our students.

B. The leadership team from South Metro and Dakota County have open and productive conversations about possible professional development topics of concern in both consortia. Members from both consortia will have the opportunity to spend time with each other to strengthen their networks, share best practices, and learn about transition options for their students.

#### Measures

A. Meetings are scheduled and held and minutes taken. Specific collaborative plans are created and reflected in each consortia's FY20 plans.

B. At least one combined professional development event is held for members of both consortia during the FY19 academic year. Attendance will be taken and agenda/takeaways/action items documented.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$1,000.00
<b>Secondary Permissible Activities</b>	\$1,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$2,159.62
<b>Secondary Total</b>	\$4,159.62
<b>Total</b>	\$4,159.62

#### Goal 4 Objectives 6

<b>Required/Permissible Uses of Funds*</b>	R1 , R2 , R9 , P6, P10
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#### Strategies

A. Design, develop and produce a brochure on the approved Early Middle College Program between DCTC, ISD917, Lakeville ALC and Burnsville Alternative High School.

B. Work with consortium high schools to include early college credit opportunities (articulation, PSEO, Early Middle College) within their student registration guides.

#### Outcomes

A. A brochure is printed and available to ALC students and their families by December 2018 promoting the Early Middle College (EMC) program with DCTC and the available career pathways within the EMC program.

B. Appropriate registration guides contact owners are identified at consortium high schools including EMC schools and are contacted to include the early credit opportunities relevant to CTE and our consortium's POS

#### Measures

A. The brochure is printed and available for use with ALC students and families. Brochure is shared with staff and instructors at ISD917, Lakeville ALC and Burnsville Alternative High School.

B. High school registration guides reflect consortium's preference in how and where articulated courses, PSEO opportunities and EMC programs are visible to students and their parents.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$500.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$500.00
<b>Total</b>	\$500.00

#### Goal 5 Narrative

## Narrative for Goal 5: Sustain the Consortium

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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]

1. The consortium will continue to operate as a partnership amongst its member school districts and DCTC to provide best practices in CTE education. We will continue our model of holding monthly consortium leadership meetings that include a representative of each school district and a DCTC representative. We will also continue to operate under an open process of having member schools submit requests for equipment and software purchases that will be examined by the consortium members. The fiscal agent for secondary will remain with ISD 917 and its business office. Consortium members will be given financial statements of requests that involve any money use by the consortium. The consortium, and in particular the post-secondary side, will begin developing a succession plan in the event the Perkins coordinators should change within the next two year.

2. The consortium will continue to use TSAs and other certification results to evaluate the effectiveness of our programs. We will continue to monitor our Performance Level indicators to make any adjustments to professional development plans that will benefit student success. We will convene consortium-wide staff to explore our POS and make improvements to any programs that may not meet best industry standards for career readiness preparation.

3. The consortium will continue its model of monthly leadership group meetings that will include a representative from each secondary school and a representative from DCTC. This group will work with their individual school staff to determine best practices in the use of Perkins funds and programming. Each school will be responsible for submitting requests of Perkins Funds to maintain and enhance POS and CTE courses. This information will be shared with members of the leadership group. Should a member want to request other access to the Perkins Funds they will continue to present this request to the coordinator and the leadership team for approval. We will continue to generate meeting agendas and meeting minutes that will be made available prior to and during each consortium leadership meeting. The consortium secondary coordinator will meet at least annually with member district superintendents and report to ISD 917 board members in regards to the Perkins Plan and its functions.

4. The consortium will continue to use the process of open requests for use of Perkins Funds through planning forms that are submitted to local DCPC leadership members and the DCPC coordinator. During the annual writing of the Perkins Plan the leadership group will have an opportunity to provide input on the development of budget use for programs and schools. The plan is written in conjunction with the DCTC coordinator to provide input from both perspectives. In addition, during FY19 the college leadership will discuss the development of a budget that includes transitioning some current of Perkins-funded positions over to the college's general fund.

5. The consortium will provide multiple opportunities for members to partake in professional development for staff and career readiness activities for students. We will continue to offer PD with support from Minnesota State, MDE, and a variety of outside resources. We will continue to provide PD for consortium staff to address best practices in industry partnerships that include students and staff. We will continue to offer our 5th Annual Career and College Fair that is available to all members of the consortium. This fair provides resources for students and staff in the areas of industry, manufacturing, military, and post-secondary training. We will be offering the opportunity for members of the consortium to participate in industry tours and visits. These will include both students and staff.

6. We will continue to be represented at state, regional, and national events that promote CTE. This will be done with multiple members of our DCPC group including students, staff, administration, and board members. We will invite local industry partners and workforce groups into our programs for tours and visits. We will continue to interact with state legislators to provide information and site visits for our programs. We will provide any good news to our local media, regional media, and national organization offices to showcase the positive activities generated within the consortium.

-The consortium will continue to work as a collaborative group to govern, allocate resources, and communicate with its members so that the plan will met or goals exceeded. This will take place through a minimum of monthly consortium-wide meetings to address any items that would best benefit the group.

-Perkins data will be reviewed by consortium districts to identify where resources are needed for program improvements, program development, and student success.

-The secondary budget will be reviewed and shared with the Consortium leadership committee to show how the money is being spent and what others best practice needs should be addressed.

-Consortium leadership committee will continue to develop a governance manual that will help guide the work of the group for the present and future needs.

-Budgets and fiscal planning will be a shared responsibility of the consortium leadership committee through an open process of requests made by members of the consortium. These requests will be shared with leadership members and consideration of spending will be addressed during the monthly leadership committee meetings.

-Leadership committee will begin working on how to present the programs of study within the members High School Registration Guides to provide the most current opportunities for student and parent awareness. The consortium will work to develop a DCPC website that will contain all pertinent information regarding all our members CTE offerings.

-We will explore new ways to involve consortium member school counselors in the local business tours, site visits, and advisory committee meetings so they can be better equipped to discuss CTE opportunities during and after high school graduation.

-The consortium will work with local post-secondary institutions to gather data on the use of articulated credits being used by enrolled students who participated in high school CTE courses. This information will help guide our work on providing new and innovative ways of providing post-secondary credits options within our member high schools.

-The consortium will explore ways to gather data on the post-secondary plans of our high school students to help identify areas of need in CTE programming that best meets the needs of students.

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

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**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R10 , P1 , P6
<b>Strategies</b>	
<p>A. Consortium will continue to develop and incorporate a governance manual that can be used to establish best practices for roles and responsibilities within the leadership group, how budgets are developed, and how money is spent by members.</p> <p>B. Consortium will continue to develop best practices in creating and incorporating more consortium-wide advisory committees that include secondary, post-secondary, industry, county entities, and teaching staff that will lead to greater awareness in program development and implementation. Consortium will explore adding a college admissions staff, workforce professional and someone from industry to the consortium leadership team.</p>	
<b>Outcomes</b>	
<p>A. A governance manual will be generated that will help guide the best practices of the consortium in how we establish goals and perform our duties as a group.</p> <p>B. Consortium will have the opportunity to participate in a wider scope of advisory committees that will encompass a greater number of participants who can help evaluate program effectiveness. Consistent input from college admissions, workforce members and industry representatives within consortium meetings assists members in strengthening their CTE programs.</p>	
<b>Measures</b>	
<p>A. Governance manual that can be shared with consortium members by the end of 2018-2019 plan year.</p> <p>B. Advisory committee meetings that will include invitations and participation by a larger group of partners and staff. Consortium meeting minutes document the attendance of college admissions staff, workforce members and someone from industry and the information they share with members.</p>	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00
<b>Goal 5 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R4, R5 , R6 , R8 , R9 , R10
<b>Strategies</b>	
<p>A. Student data from the consortium schools will continue be used to help determine areas of concern and areas of growth related to negotiated performance targets to improve CTE programming and utilize career readiness online resources. The consortium will invite Kari-Ann Ediger from MDE to speak at a consortium meeting about data and what significance such data has to program development.</p> <p>B. Consortium members will continue to collaborate on how to best incorporate Personal Growth Plans, HS Registration Guides, and School Counselors to increase awareness and interaction amongst all members to increase consortium size/scope/quality of programs.</p> <p>C. The consortium will continue to use monthly meetings to collaborate and increase the involvement of all members districts in professional development opportunities for staff and continue to examine the best practices and resources for assessments related to CTE Programs of Study within the consortium.</p> <p>D. The consortium will continue to collaborate with its members and DCTC to gather data related to after high school plans for students involved in CTE programs. We will work with counselors and DCTC admissions to determine best practices in making students aware of current workforce trends and how post-secondary planning can impact career readiness for all students.</p> <p>E. The consortium will develop a consortium-wide website that promotes CTE programs, consortium activities, and important data related to CTE programming amongst member districts.</p>	

## Outcomes

- A. Students within the consortium will increase their overall performance on negotiated targets and staff will have a better opportunity to directly work on targeted goals with students. MDE data information is shared with consortium members and such data is used to strengthen programs at the members' high schools.
- B. Students, staff, and counselors will have a better understanding of the CTE program offerings within the consortium schools and within DCTC so that post-secondary planning can begin at an early grade. Use of the Personal Growth Plans will incorporate CTE options for those students with an interest in technical careers and training.
- C. The consortium will continue to hold monthly meetings along with offering other professional development opportunities for teachers and counselors within targeted areas of growth for the consortium programs of study.
- D. Data will be used in planning purposes for the consortium and will be shared with high school counselors and college admissions personnel with such information passed on to their students.
- E. The web site would serve as a central location where consortium members, staff, faculty, instructors, students and parents could use to get more information on CTE courses, pathways, articulation options, etc.

## Measures

- A. Data use and relevance discussion/information is documented in meeting minutes. Ultimately, performance data shows consortium reaching or going beyond the negotiated targets.
- B. Student PGP's will be examined by member district counselors and staff to see that CTE programming is being offered and information is accurately being projected to students.
- C. Professional development participation and agendas are documented. Continuing education clock hours are distributed and kept on record.
- D. Ongoing.
- E. Website is launched by March, 2019.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

## Goal 5 Objectives 3

<b>Required/Permissive Uses of Funds*</b>	R1 , R3, P15, P16
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## Strategies

- A. The consortium will engage in conversation and dialogue along with secondary and post-secondary administrators in regards to succession planning for consortium coordinators in anticipation of possible leadership changes in the next couple of years.
- B. At the post-secondary level, intentional discussions will be held with college administrators, appropriate staff and possibly Minnesota State staff regarding the Perkins post-secondary budget and the reliance on it to fund tutors and disability support and, more importantly, how that reliance can be changed/shifted.

## Outcomes

- A. Succession planning discussion results in a document providing guidelines on the transition and training of new consortium coordinators and clear, updated position descriptions.
- B. Awareness of the need to transition long-time Perkins funded positions into the college's general fund and a specific plan to accomplish such a transition.

## Measures

- A. A draft of a succession plan for both secondary and post-secondary coordinators is available for review and continued discussion by December 2018 with a final succession plan in place by May, 2019.
- B. A plan is in place by May, 2019 to transition Perkins funded positions to the college's general fund for FY20 so as to be reflected in the consortium's FY20 Perkins plan.

<b>Post-Secondary Required Activities</b>	\$5,376.06
<b>Post-Secondary Permissible Activities</b>	\$0.00

Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,376.06
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
<b>Total</b>	<b>\$5,376.06</b>

**Goal 5 Objectives 4**

Required/Permissive Uses of Funds*	R8 , R10
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## Strategies

A. The secondary and post-secondary Perkins coordinators will continue to work in collaboration to provide leadership and structure for the consortium by conducting monthly meetings with all members. The post-secondary coordinator is an in-kind position.

B. Development of budgets related to the Perkins grant will be shared amongst secondary and post-secondary coordinators along with members of the leadership committee.

C. All CTE programs will be promoted through interactions with local workforce centers, business partners, and community members through site visits, committee meetings, career fairs, and participation in councils.

## Outcomes

A. Consortium meetings are held regularly with clear agendas and appropriate action items. Members are well informed, supported and involved.

B. The Perkins budget will be reviewed on an ongoing basis with input from secondary and post-secondary partners to determine best use of funds to promote CTE and career readiness in areas of need within the community.

C. Solid relationships are developed and maintained between CTE educators and workforce centers and business/industry.

## Measures

A. Consortium meetings will be held on the 2nd Friday of each month from September 2018 through May 2019. Minutes will reflect agenda items, discussion points, action items and attendance.

B. Perkins budget will be spent in a responsible manner taking advantage of all available funds to help promote career readiness skills.

C. The consortium will increase site visits and interactions with local industry by at least 3 visits from each member during the FY19 year.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$25,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$25,000.00
<b>Total</b>	<b>\$25,000.00</b>

**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**

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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 Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00	\$72,046.22	\$4,500.00	\$0.00	\$9,000.00	\$85,546.22	\$91,046.22

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$2,000.00	\$0.00	\$0.00	\$17,000.00	\$17,000.00

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$185,248.20	\$0.00	\$0.00	\$15,751.80	\$201,000.00	\$3,000.00	\$1,000.00	\$0.00	\$1,000.00	\$5,000.00	\$206,000.00

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,000.00	\$7,500.00	\$0.00	\$2,159.62	\$20,659.62	\$20,659.62

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$5,376.06	\$0.00	\$0.00	\$0.00	\$5,376.06	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	\$30,376.06

**Goal Totals**

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$196,124.26	\$0.00	\$0.00	\$15,751.80	\$211,876.06	\$126,046.22	\$15,000.00	\$0.00	\$12,159.62	\$153,205.84	\$365,081.90

### ***Secondary Supplemental Budget Sheet***

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<b>Description</b>	<b>File Name</b>	<b>File Size</b>
Loaded by Michelle K.	Dakota County FY18-19 Allocation.xlsx	52 KB
Loaded by Michelle K.	Dakota County FY18-19 Allocation.xlsx	52 KB
FY19 Budget Sheet DCPC	DakotaCountyFY18-19Allocation.xlsx	55 KB
FY19 Supplemental Budget	DakotaCountyFY18-19Allocation.xlsx	55 KB

## Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$3,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$3,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$6,000.00
Totals	\$12,000.00

## 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:\* 20.0%

Coordinator Budget:\* \$30,000.00

### Post-Secondary

Total percentage of time for Coordinators of Perkins:\* 35.0%

Coordinator Budget:\* \$28,000.00

## Perkins Dollars

## Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Eric Van Brocklin	Dakota County Secondary Perkins Coordinator	352693	\$25,000.00	Dakota County Secondary Consortium Perkins Coordinator 18-19.docx
Stephanie M. Meinke	DCPC Secondary Technical Skills Assessment Coord.	215194	\$5,000.00	DCPCTSA Coord. Contract 18-19-Meinke.docx
Anne Swanberg	Disabilities and Access Advisor		\$72,000.00	Disability Services Advisors Position Description.docx
Rebecca Egg	Math Tutor		\$22,000.00	Math Tutor PD New.doc
Michelle Keske	Accounting Tutor		\$31,000.00	Accounting Tutor Position Description.doc
Kate McMenomy	Science Tutor		\$30,000.00	Science Tutor Position Description.docx
Scott Teskey	Articulation Coordinator between ISD917 and DCTC		\$1,500.00	Scott Teskey Professional-Technical Services Contract FY18.docx.pdf
Justin Jones	English/Reading/Writing Tutor		\$44,500.00	Writing Center Tutor Position Description.doc
Patrick Lair	Director of Student Success		\$0.00	Director of Student Success Position Description.doc
			\$231,000.00	

## Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information

<p>3P1 ? Student retention or transfer</p>	<p>1. Fully implement the Appreciative Advising Model across the entire college community (staff and faculty) with its focus on helping students focus on and achieve their goals and dreams.</p> <p>2. The college will continue its efforts to have students not maintaining satisfactory progress to meet with an advisor or success coach to develop a success plan to follow for the next semester.</p> <p>3. Implement the Starfish academic planning tool to begin providing more detailed and specific plans for students in regards to when to take certain courses and the sequence in which to take them. This will further be supported by the Developmental Education Plans being used with students so that they factor in the extra classes they may need to take and build them into their academic plan.</p> <p>4. Continue to support the retention efforts via the Persistence and Completion team to give students opportunities to tell us when things are not going well, to provide incentive for consistent class attendance and intervening with students identified at risk early in the semester.</p> <p>5 .Leverage the new Social Worker position to deliver mental health counseling and community resources for students at risk academically, emotionally and financially.</p> <p>6. Continue working with program deans and faculty in creating quicker developmental education experiences in math, English and reading and, where possible create cohort genreal education</p>	<p>- Starfish Academic Planning Tool - RETAIN including its Case Management platform - ISRS - Professional Development - Advisor/Social Worker time - Deans/Faculty program development time</p>	<p>- Starfish tool implemented beginning Fall 2018 and expanding its function into 2019. - Ongoing implementation of Appreciative Advising - Streamlined developmental education in math, English and Reading in place by March 1, 2019</p>	<p>- VP of Student Affairs - VP of Academic Affairs - Academic Deans - Director of Student Success - Advisors/Social Worker - General Education/Developmental Education Faculty - Transfer specialists</p>	<p>- Within the required documentation for Strategic Enrollment, Departmental and Diversity/Equity plans. - Data reports showing the use of Starfish. - Data reports showing participation and interventions regarding Persistence and Completion initiatives. - Program Efficiency Reports</p>	<p>- Nontraditional by gender - First generation - Students with disabilities - Low income students</p>	<p>As you can see, the college has, will continue, and provide new strategies to improve the retention of our students. It is not certain why this performance indicator has decreased during 2016 and 2017 given that new proejcts, focus and initiatives were begun during this time. It may be that we are doing a better job intervening with students that are struggling academically (for a variety of reasons) where often the best advice for them is to not be in school at this time. That said, the college is committed to improving the retention of our students to which we will be held to by the Higher Learning Commission and our participation in their Persistence and Completion Academy.</p>	<p>As</p>
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	<p>sections and co-requisite opportunities to support students' continuation with their program.</p> <p>7. Implement appropriate effective practices in support of transfer students as outlined by Minnesota State' Transfer Pathways &amp; Supporting Transfer Students initiative.</p>							
<p>5P1 ? Nontraditional participation</p>	<p>1. Continue to leverage resources (such as the Title III grant) to target recruitment of nontraditional by gender students into the college programs.. Such a strategy will be continue to be identified as a goal and tracked within the college's Strategic Enrollment Mangement plan and non-academic departmental plans.</p> <p>2. Continue to demonstrate in the college's print, web and social media communications nontraditional by gender students participating in the hands-on aspect of nontraditiona careers.</p> <p>3. Continue to encourage nontraditional by gender students to meet with college program faculty either individually or through the weekly Campus Visits to become aware of the career training and the job opportunities.</p> <p>4. Utilize DCTC's Alumni Association to engage nontrad by gender graduates in recruiting nontrad by gender students via guest classroom speaker opportunities, career and industry fairs, and mentoring.</p>	<p>- Print materials, website, social media campaigns - Program faculty - Alumni - Grant coordinators - Staff and faculty time</p>	<p>- Ongoing with most of these strategies - Media updates by April 2019</p>	<p>- Title III Coordinator - Director of Marketing and marketing staff - Program faculty - Admissions staff</p>	<p>- Grant reporting requirements - Visible changes to print, web and social media campaigns - Data from recruitment events such as Campus Visit, Open Houses, College Fairs, and classroom presentations</p>	<p>- Adult Learners - First generation - Students of Color</p>	<p>For whatever reason, the college's nontraditional by gender participation decreased significantly in 2017. The strategies listed in this report are still appropriate and relevant to supporting improvement within this indicator.</p>	

**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:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	45.52
Actual Performance: *	43.10
General strategies planned to improve performance:	
<p>The DCPC as a whole has performed below targeted expectations in the area of Math. Over the past year we have worked to focus on exploring other Technical Skills Assessments that may better align with the academic level of student we are serving in all our programs. We have also conducted meetings and training opportunities to ensure that we have proper accounting of students in CTE programs by our member district MARRS reporting. These actions have helped bring our level of attainment closer to the negotiated target, but it hasn't quite met that target.</p> <p>We will continue to monitor and support all our students in our CTE programs by infusing, when appropriate, math components within all courses. Many students within our consortium CTE programs come with Special Services needs. This can make it difficult to produce negotiated target level performance in all areas.</p> <p>We will continue to conduct our monthly consortium leadership team meetings. We will continue to review and explore best practices for overall math skill attainment in each CTE course.</p> <p>In many instances the regular attendance of our students throughout the consortium programs has been a challenge. We will continue to monitor and encourage accurate and consistent attendance that will help foster great skill growth in this area.</p> <p>Teaching and leadership staff will continue to monitor and explore best practices and options for relevant TSA exams that meet the needs of students. The use of pre and post test data will help guide instruction toward greater industry ready math skills.</p>	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	3P1 ? Student retention or transfer
Negotiated Performance: *	22.60
Actual Performance: *	20.05
General strategies planned to improve performance:	
<ol style="list-style-type: none"> <li>1. Fully implement the Appreciative Advising Model across the entire college community (staff and faculty) with its focus on helping students focus on and achieve their goals and dreams.</li> <li>2. The college will continue its efforts to have students not maintaining satisfactory progress to meet with an advisor or success coach to develop a success plan to follow for the next semester.</li> <li>3. Implement the Starfish academic planning tool to begin providing more detailed and specific plans for students in regards to when to take certain courses and the sequence in which to take them. This will further be supported by the Developmental Education Plans being used with students so that they factor in the extra classes they may need to take and build them into their academic plan.</li> <li>4. Continue to support the retention efforts via the Persistence and Completion team to give students opportunities to tell us when things are not going well, to provide incentive for consistent class attendance and intervening with students identified at risk early in the semester.</li> <li>5 .Leverage the new Social Worker position to deliver mental health counseling and community resources for students at risk academically, emotionally and financially.</li> <li>6. Continue working with program deans and faculty in creating quicker developmental education experiences in math, English and reading and, where possible create cohort general education sections and co-requisite opportunities to support students' continuation with their program.</li> <li>7. Implement appropriate effective practices in support of transfer students as outlined by Minnesota State' Transfer Pathways &amp; Supporting Transfer Students initiative.</li> </ol>	
Comments or context for actual performance (optional):	

As you can see, the college has, will continue, and provide new strategies to improve the retention of our students. It is not certain why this performance indicator has decreased during 2016 and 2017 given that new projects, focus and initiatives were begun during this time. It may be that we are doing a better job intervening with students that are struggling academically (for a variety of reasons) where often the best advice for them is to not be in school at this time. That said, the college is committed to improving the retention of our students to which we will be held to by the Higher Learning Commission and our participation in their Persistence and Completion Academy.

### Improvement Report 3

<b>Indicator Not Met:*</b>	5P1 ? Nontraditional participation
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<b>Negotiated Performance: *</b>	17.50
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<b>Actual Performance: *</b>	14.62
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General strategies planned to improve performance:

1. Continue to leverage resources (such as the Title III grant) to target recruitment of nontraditional by gender students into the college programs.. Such a strategy will be continue to be identified as a goal and tracked within the college's Strategic Enrollment Management plan and non-academic departmental plans.
2. Continue to demonstrate in the college's print, web and social media communications nontraditional by gender students participating in the hands-on aspect of nontraditiona careers.
3. Continue to encourage nontraditional by gender students to meet with college program faculty either individually or through the weekly Campus Visits to become aware of the career training and the job opportunities.
4. Utilize DCTC's Alumni Association to engage nontrad by gender graduates in recruiting nontrad by gender students via guest classroom speaker opportunities, career and industry fairs, and mentoring.

Comments or context for actual performance (optional):

For whatever reason, the college's nontraditional by gender participation decreased significantly in 2017. The strategies listed in this report are still appropriate and relevant to supporting improvement within this indicator.

### Improvement Report 4

<b>Indicator Not Met:*</b>	5P2 ? Nontraditional completion
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<b>Negotiated Performance: *</b>	12.17
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<b>Actual Performance: *</b>	11.87
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General strategies planned to improve performance:

1. Advisors and faculty will continue to be made aware of nontraditional gender students and will be provided written and oral tips on how to support, advise and communicate with these students. Data will be shared with faculty on how their CTE program has historically done with nontrad by gender students.
2. Success coaches, counselors and tech tutors will continue to make a deliberate effort to reach out to enrolled nontrad by gender students to offer their support, resources and encouragement. In addition, the college will use the skills and resources of the Social Work position to assist nontrad by gender students who may encounter difficulties in their nontrad program.
3. Stop-outs and withdraws by nontrad by gender students will continue to be contacted to understand what were the barriers but also what went well for them.
4. DCTC's Diversity and Equity Council will continue to set goals and objectives to specifically support this special population of students. The college will also pilot an Equity Minded Mentoring Program during 2018-2019 to help close the opportunity gap and foster student success. Staff and faculty as well as alumni will be asked to participate.
5. Provide Professional Development opportunities to staff and faculty as they become available to increase awareness of strategies to be used with nontrad by gender students to increase their completion of CTE programs.

Comments or context for actual performance (optional):

Performance in this indicator showed improvement between 2016 and 2017. Although it is unclear which of the strategies used had the biggest impact on the the completion of nontraditional students by gender, there is still room for improvement before reaching the defined target.

### Improvement Report 5

<b>Indicator Not Met:*</b>	6S1 ? Nontraditional participation
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<b>Negotiated Performance: *</b>	39
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<b>Actual Performance: *</b>	36.22
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General strategies planned to improve performance:

The DCPC Leadership Team will continue to review and discuss the programs that are offered amongst all member school districts to explore how to increase Nontraditional participation for students. Currently all CTE programs are made available to all students as part of the registration process each school year. Schools provide descriptors of the programs and what criteria is necessary to enroll.

The DCPC Leadership Team will continue to work with their school counselors and CTE staff to find ways to promote and encourage a wider range of student enrollment in all areas of CTE. We will continue to work on ways of making site tours and school visits a possibility for all students.



The DCPC will continue to offer the annual Career and College Fair that will highlight careers and training opportunities for students in a wide scope of jobs. We will continue to work on developing career pathways that lead to increased interest and involvement in CTE courses both at the home high schools along with the Intermediate School District 917 programs.

The DCPC will continue to work with Farmington High School students and counseling staff to develop a DCPC website that would host all available CTE offerings from each member district. This information will then be made available to students, parents, and staff. The goal is that more students, parents, and staff become aware of the course offerings leading to participation in CTE programs.

The DCPC in conjunction with ISD 917 will begin the process of creating an Industry 4.0 Certification offering that will include Robotics, Mechatronics, and current industry ready skills for all students. This will create a well-balanced approach to students of all ability, gender, and skill levels to attain industry-ready skills.

Comments or context for actual performance (optional):

### ***Statement of Assurances & Certifications***

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<b>Description</b>	<b>File Name</b>	<b>File Size</b>
DCPC FY19 Statement of Assurances Signed copies	Statement of Assurances Signed copies.pdf	1.1 MB

## ***Attachments***

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**Description**

**File Name**

**File Size**

