



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02616 - FY19 South Central Consortium

Perkins IV Consortium

Grant Title: FY19 South Central Consortium
Grant Number: 02422
Grant Status: Underway
Comments:
Applicant Organization: South Central Consortium
Grantee Contact: Gwenn Wolters
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates:

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

Grant Administrator: Jeralyn Jargo
Contract Number 02422
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)
Alden-Conger	01 public school district	242
Butterfield-Odin	01 public school district	836
Cleveland	01 public school district	391
Faribault	01 public school district	656
Janesville-Waldorf-Pemberton	01 public school district	2835
Lake Crystal-Wellcome Memorial	01 public school district	2071
LeSueur-Henderson	01 public school district	2397
Madelia	01 public school district	837
Mankato	01 public school district	77
Maple River	01 public school district	2135
Medford	01 public school district	763
Minnesota Valley Education District	61 cooperative education district	6027
New Ulm	01 public school district	88
Nicollet	01 public school district	507
New Richland-Heartland-Ellendale-Geneva	01 public school district	2168
River Bend Education District	61 cooperative education district	6049
Sleepy Eye	01 public school district	84
Saint Clair	01 public school district	75
Saint James	01 public school district	840

Saint Peter	01 public school district	508
Tri-City United (392 & 394 Consolidated)	01 public school district	2905
United South Central	01 public school district	2134
Waseca	01 public school district	829
Waterville-Elysian-Morristown	01 public school district	2143
South Central Service Cooperative	83 service cooperative	922
South Central College		
Blue Earth Area	01 public school district	2860

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)]

South Central Perkins Consortium has continued to be engaged in numerous conversations surrounding increased collaboration, development of a strategic plan and initiative in alignment with current legislative initiatives including:

- World's Best Workforce
- Workforce Innovation and Opportunity Act
- Carl D. Perkins Career and Technical Education Act

Stakeholders have continued to look at labor market trends that include demographic and industry trends, and are implementing strategies to ensure that students understand there is a need for both educational and technical training in order for today's learners to be successful in the new economy. There is increased understanding that a University degree is no longer a guaranteed path toward financial success and that there are several paths a student could take that would allow them success. There is continued effort to help educators, students, families, staff, and communities understand that the four-year college degree is not the only viable path to success.

South Central Consortium priorities are to continue leveraging partnerships and funding to provide:

- Regional College and Career Exploration
- Advisement to ensure that ALL high school students, families, and educators understand career opportunities and related career choices as well as post-secondary education economics

The 2019 Perkins Plan will serve as a catalyst to:

- Align regional education and workforce plans
- Align strategies and continue to cultivate awareness for academic as well as technical skill development for college and career success
- Expand on the strategies for career awareness and advisement for all students through the continuation of the 9th grade Career Navigator Program
- Provide professional development that provides teachers the opportunity to connect learning to college and careers through Communities of Practice, Teachers in the Workplace, and other professional development workshops
- Continue to strengthen and expand regional programs of study

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

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)]

Data analysis comparing state and regional negotiated targets with local performance is provided to each member and includes multiple years of progress. Data is reviewed to assess impact of current and ongoing strategies and to drive planning and/or modifications to current and/or new strategies.

At the secondary level, the South Central Consortium also visits with regional instructional coordinators to review local member plans for reading and math improvement relative to Perkins indicators. Kari-Ann Ediger, MDE Office of Career & College Success, helped to facilitate a data retreat for members to analyze local and consortium indicator performance data, and to discuss strategies for developing growth by students. Kari-Ann was also available to assist with data reporting questions on an individual basis. South Central Service Cooperative has a SLEDS facilitator on staff and training has been provided to help districts report on data to better understand the impact of programs for how students transition from secondary to postsecondary and the workforce. Integration of standards, context in instruction, alignment of curricula, work-based learning, clinical training, and articulation are just some of the strategies integrated into goals to further improve performance.

Postsecondary EPM11 data, college program review data, as well as a number of other technical assessments address accountability issues and help the College Administration, Academic Deans, and VP and Perkins Coordinator to prioritize expenditures of funds in areas that most need updating and modifications annually.

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)]

All participating districts have gone through the Minnesota Department of Education approval process and all participating districts have at least one approved program and one CTE Program of Study in place. All postsecondary programs go through AASC (Academic Affairs and Standards Council) and then are sent to Minnesota State Colleges and Universities for review and approval.

Rigorous Programs of Study programs are determined by regional economic and employment data trends and include a focus on Manufacturing and Agriculture, Health Careers, and Information Technology. All regional pathway program curricula have been aligned with national standards and assessments. Regional instructors have experience teaching blended instructional programs and have earned National Leading Edge Certification for Online and Blended Teachers.

Options available at districts in the consortium include:

- Online and/or Blended Learning
- Articulated College Credit
- Concurrent Enrollment
- Three Career Academies: Health Science, Manufacturing, Information Technology

The introduction of Programs of Study and Technical Skill Assessments (TSA) into the consortium has been a win. Schools participating in the process for identifying which TSA's the State will be approving for use has caused each career pathway area to become more familiar and instructors are better versed in national competencies and standards.

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)]

Students in the South Central Perkins Consortium gain experience and understanding of industry aspects through access and opportunities using multiple career and employment guidance tools such as MCIS, CAREERwise (Talent Neuron), Kuder, Nav101.

Most secondary schools also offer a variety of work-based learning experiences such as:

- Industry Tours (9th-12th grades)
- Guest Speakers (9th-12th grades)
- Career Fairs (9th-12th grades)
- Regional Career Expos (10th grade)
- Career Navigator (9th grade)
- Career Day (10th & 11th grades)
- Career Exploration Days at SCC (11th & 12th grades)
- National Letter of Intent Signing Day at SCC (12th grade)
- Nepris

These opportunities provide indepth experiences for students AND provides the classroom teacher with a wealth of networking opportunities with industry experts.

Postsecondary students in all CTE programs at South Central College are provided:

- Internships / Service-Learning Options
- Clinical Lab Experiences

- Simulation and Virtual Lab Experiences

Summary Narrative Part Two

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)]

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

- Advisory Committee participation helps ensure outcomes align with workforce needs
- Articulated College Credit sessions help secondary instructors to assure outcomes align with postsecondary program outcomes
- Teacher in the Workplace Summer Institutes help instructors to develop perspective for learner outcomes and connect industry to the classroom
- Industry in the Classroom (Nepris) helps instructors to provide students context and connections for their learning
- National Certification for Online and Blended Teachers help instructors to develop the skills to engage an online Community of Practice and to "flip" instruction so students can apply learning in the classroom and in work-based learning opportunities
- Counselors have developed tools for extending vision and developing strategies and supports for college and career ready to families and staff -- encouraging ALL to provide guidance and understanding to students
- Annual State CTE Works! Conference invitation to attend
- Problem Based Learning workshops have been well attended and we will continue to work on adding more in the next year

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))]

Professional development cohorts have been developed in:

- Graphics
- Office Technology
- Child Development
- Marketing
- Health
- Information Technology
- Agriculture
- Business
- Carpentry
- Machining
- Automotive

These groups meet during Articulated College Credit meetings bi-annually as well as during specialized trainings which have been offered as needed and identified by the groups. Recruitment is done both formally and informally within discipline areas throughout the Region. Several districts have employed community experts from business and industry on a waiver basis to address CTE teaching licensure shortfalls.

One of the strategies for improving postsecondary faculty retention is through opportunities for SCC faculty to participate in summer EDUCATOR in the Workplace Internships to keep faculty updated and fresh with current industry demands and practices.

Recruitment and retention of CTE instructors at the secondary level continues to be a concern. The region has discussed avenues to develop CTE teachers such as shared instruction and learning coaches, cohorts, participating in job fairs, recruitment of industry professionals to become teachers.

Districts have voiced interest in a "Teacher Cadet" program to plant the CTE seed early.

Minnesota State University, Mankato, holds an annual Teacher Job Fair to facilitate recruitment and is working with South Central Service Cooperative to shape a Paraprofessional to Special Education Teacher Pathway.

Nine district members have formed a community of practice around student-centered learning and have applied to the State to be an Innovation Research Zone, with intent to share content and instruction among and between districts. Also, until licensure is consistent in the State, it remains difficult to recruit from industry as the portfolio process challenges individuals by requiring evidence of content knowledge, even when an industry license is already validated.

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 collaborates with the South Central Workforce Council who uses TABE assessments for students and teaches employability and essential skills. A Counselor Community of Practice provides a forum for sharing leadership and best practices. Counselors have completed an assessment that identifies activities and assessments and compares when these are implemented as consideration for a developing framework to better align with regional plans and resources.

The postsecondary EPM11 system is used to collect postsecondary data for student retention and completion. At this time, neither the EPM11 system or ISRS collects Technical Skill Assessment data for student or program performance. This is a gap in data collection that has a serious impact on "telling the story" of student and program performance for the postsecondary institutions across the State. Data collected is incomplete and not comprehensive for all CTE programs and all CTE TSA's being administered and scored at the postsecondary level.

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

How 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)]

The Consortium continues to support Articulated College Credit and Post Secondary Enrollment Options, which includes Concurrent Enrollment.

Planning involves all aspects of industry in each Program of Study area with secondary and postsecondary faculty and counselors and regional advisory committees. Professional development options in a variety of opportunities, cohort groups and technical support are planned and provided. Technical skill attainment and improvement of academic and technical skills are integral parts of targeted outcomes for all learners.

Yingfah Thao, Communications and Web Manager for CTE at Minnesota State, provided a training session for the Consortia's Counselors on how to update and use the MNprogramsostudy.org website. Each member was provided their username and password and given detailed instructions on how to update their schools information. Feedback was provided that the site was not used as it was duplicate information in most cases. Training sessions will continue with districts on an as needed basis.

All districts and postsecondary programs who utilize the Technical Skill Assessments will again be connected with to ensure they modify their Perkins Files to report or submit their results to the Secondary Relations Office at South Central College.

South Central College hosts the Fast Trak Program which provides a variety of career pathway programming options. Adult learners are provided career development, a contextualized approach to academic skills improvement, digital literacy and study skills development. Students explore regional in-demand career pathways and earn the stackable credentials within each pathway and postsecondary training opportunities that lead to improved employment opportunities.

The Career Navigator Program, implemented during the 2016-17 school year, intentionally exposed all 9th grade students to all 6 career fields to ensure they understood all fields are open to all students. Guest speakers provided content related to area economics, job growth, and opportunities for all students being wide open regardless of race, gender, socio-economic status, etc. In addition, school counselors facilitated pre-day activities including an interest survey and a post-day wrap-up discussion using a career plan workbook.

Other enrichment events that help to strengthen students career exploration and further grow and develop our Programs of Study include: interest inventories, job shadows, career days, work skills competitions, Construct Tomorrow trade fair, and a regional Tour of Manufacturing just to name a few. This Consortia's goal is to provide as many hands on career exploration activities as possible. We believe this exploration needs to happen during 9th-12th grade and not when they enter postsecondary or the workforce.

Goal 1 Narrative

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)].

South Central Perkins Consortium continues to fine tune our 7 State Approved POS in high-skill, high-wage or high demand occupations, and further develop the frameworks for our Rigorous Programs of Study in Health Science Technology, Therapeutic Services and Manufacturing, Maintenance, Installation and Repair. The South Central region has received the Greater Twin Cities United Way Grant, which will support the regional effort by supporting/developing 3 Rigorous Programs of Study. This grant will provide professional development for faculty and staff. The target outcome is that students would graduate with 12 dual credits. South Central Perkins Consortium will also begin work on Rigorous Program of Study in the Information Technology, Web & Digital Communications pathway.

The Consortium continues to support Articulated College Credit, Post Secondary Enrollment Options which includes Concurrent Enrollment.

Planning involves all aspects of industry in each POS area, with secondary and postsecondary faculty and counselors and regional advisory committees. Professional development options in a variety of opportunities, cohort groups and technical support are planned and provided.

Technical skill attainment and improvement of academic and technical skills are integral parts of targeted outcomes for all learners. During the 2017/2018 year, the MNprogramsostudy.org will be updated to include current information.

All districts and post-secondary programs who utilize the TSA will be followed up with either by phone or e-mail, to ensure they modify their P-files to report or submit their results to the Secondary Relations Office at South Central College.

South Central College hosts the Fast Trak Program which provides a variety of career pathway programming options, adult learners are provided career development, a contextualized approach to academic skills improvement, digital literacy and study skills development. Students explore regional-in-demand career pathways, the stackable credentials within each pathway and post-secondary training opportunities that lead to improved employment opportunities.

The Career Navigator Program, which was implemented during the 2016/17 school-year, intentionally exposed ALL 9th grade students to all 6 career fields to ensure they understood all fields were open to all students. Guest speakers provided content related to area economics, job growth, and opportunities for all students being wide open regardless of race, gender, socio economic status, etc. In addition, school counselors facilitated pre-day activities including a survey of interest and a post-day wrap-up discussion using a career plan workbook.

Other enrichment events help to strengthen students' career exploration. From interest inventories, to job shadows, to career days, students have the ability to learn about all aspects of the industry in weighing their options for the future. One particular event, the Career Expo, provides students opportunity to interact with area business and industry experts and to participate in hands-on experiences that demonstrate the skills, strengths, tools, tasks, and traits used in specific careers to foster an awareness of the variety of career options in Greater Mankato, New Ulm, Fairmont, Northfield and the region, and understand what each involves. Other activities include a Work Skills Competition, Construct Tomorrow Trade Fair, Regional Career Fair, and a Tour of Manufacturing.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R2 , R5 , R6
Strategies	
1.1 Develop POS / Rigorous POS; Provide Facilitation and Support Services; Data Collection and Archiving of Consortium Supporting Materials; Facilitate Professional Development	
As a Counselor's Community of Practice, the Region received training on updating mnprogramsofstudy.org and have the tools to keep it maintained as they wish. It was decided that the Course-to-Career Guides were no longer used by a majority of the Districts. They have been discontinued.	
Align with Goal 2 strategy through the development and execution Guided Pathways to Success (GPS) programming. Facilitation and professional development provided by grant administrators.	
Continue to work with members to develop additional Programs of Study and expand current programming to more districts.	
Outcomes	
Further develop and strengthen Programs of Study and Rigorous Programs of Study in three target areas:	
<ol style="list-style-type: none"> 1. Health Science 2. Manufacturing 3. Information Technology 	
Measures	
Scope and sequence for member districts Course Catalogs / Registration Guides, have been provided for Academy programming. Technical Skill Assessments implemented for State approved Programs of Study (table attached).	
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	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$5,680.93
Secondary Reserve	\$0.00
Secondary Total	\$6,680.93
Total	\$6,680.93
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R2 , R3 , R9
Strategies	
1.2 Career Exploration: Career Navigator Program	
1.3 Transportation, Sub Support	
Outcomes	
Career Navigator Program features sessions for 9th grade students to participate in hands-on explorations of each of the 6 career fields in the Career Wheel. This great, exploratory event is hosted at South Central College on the North Mankato Campus and the Faribault Campus. Program area presenters and event volunteers include: SCC Faculty and Staff, Workforce Council staff, Industry Partners. Each participating district comes to the Campus during 2 separate visits; 3 career fields during one visit, the other 3 during the second visit. Pre- and Post- surveys are completed by each member district to gauge the success of the event. After receiving feedback, this event will undergo some changes for next year's Career Navigator. More work will be done at the Secondary school prior to visiting the College for a now 1 day event.	
Measures	
Over 1,900 9th grade students are provided this opportunity. Secondary costs include payment to SCC for program coordination (\$28,500), transportation (\$10,054.11), and sub support (\$2,000).	
Post-Secondary Required Activities	\$500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00

Post-Secondary Total	\$500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$40,554.11
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$40,554.11
Total	\$41,054.11

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R1 , R2 , R3, R9 , R10 , P2
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Strategies

1.4 Student Enrichments

Outcomes

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

- Regional Career Expo - serves 10th grade students
- SCC/Regional Career Fairs
- Construct Tomorrow - serves 11th and 12th grade students
- Tour of Manufacturing
- SCC/Minnesota State Centers of Excellence Career Exploration Camps

Measures

Just over 1,300 students from 8 member districts attended the Regional Career Expo.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$3,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$6,500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,500.00
Total	\$9,500.00

Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R1 , R2 , R3, R7 , P7
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Strategies

1.5 Local Supports for Programs of Study

Outcomes

Resources are made available for local Perkins projects which include support for student personal learning plans/career planning systems (MCIS, Naviance, etc.), technology integration and equipment upgrades.

Measures

Per the FY17 Monitoring Visit: The Secondary Coordinator will ensure that for all equipment purchases, that inventory of equipment is cooperatively maintained with SCC, as a shared document. Current inventory has been transferred to a google sheet, users have been added.

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	\$36,440.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$36,440.00
Total	\$36,440.00

Goal 1 Objectives 5

Required/Permissive Uses of Funds*	R6
Strategies	
1.6 Technical Skill Attainment	
<p>The Consortium works with members to identify 1-2 teachers for each State-approved Program of Study, to help them learn about the options available for assessment and to determine for each when in a course sequence it's best to implement. All members are invited and encouraged to incorporate assessments in their local Programs of Study. Precision Exams will again provide an overview to teachers.</p> <p>Articulated College Credit meetings will once again be reformatted. These meetings are held in the fall of the year and typically cover the classes to articulate including rich discussion between secondary and postsecondary teaching staff. In addition to curriculum review, participants will also review Technical Skill Assessments available in their field of study and have time for classroom and industry updates.</p>	
Outcomes	
Support Technical Skill Assessment Exam fees for State-approved Programs of Study	
Measures	
<p>For each State-approved Program of Study, 1-2 member districts will provide a Technical Skill Assessment for enrolled students.</p> <p>The Secondary Coordinator will again work directly with each member providing a Technical Skill Assessment:</p> <ul style="list-style-type: none"> • To ensure teachers provide the names of all students tested and of all students were were successful to the person at their school who is responsible for uploading the Perkins File data to the State • To support this person's edit to the Perkins File to reflect Technical Skill Assessment participation and results • To confirm that the Perkins File is successfully submitted 	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$3,850.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$3,850.00
Total	\$6,350.00

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R10 , R11 , P3
Strategies	
<p>2.1 Develop and implement regional Career Academies for all Rigorous Programs of Study</p> <p>Academy programs will align to newly developed programming supported by the Greater Twin Cities United Way grant funding which serves the following communities:</p> <ul style="list-style-type: none"> • Mankato • St. Peter • LeSueur-Henderson • Tri-City United • Madelia • St. James/Butterfield <p>The goal with this newly developed programming is to increase the number of disadvantaged students that graduate with the skills and credentials needed for postsecondary education and career success. At the completion of these programs, students will have earned dual credits (secondary and postsecondary) and at least 1 industry credential.</p> <p>Here are just a few highlights:</p> <ul style="list-style-type: none"> • Teacher with Industry Experience • Student Learning Coach • Online Instructional Content • Industry Partner Clinical Experience • Work-Based Learning Experience 	
Outcomes	
<p>2.1A Health Science Academy</p> <ul style="list-style-type: none"> • Develop courses on an adaptive platform • Expand participation by students, districts, industry partners <p>2.1B Information Technology Academy</p> <ul style="list-style-type: none"> • Continue to develop courses based on industry standards • Assess the successes and areas of opportunities at the completion of year 1 <p>2.1C Manufacturing Academy</p> <ul style="list-style-type: none"> • Better understand the needs of our secondary partners and their communities • Implement first year programming 	
Measures	
<ul style="list-style-type: none"> • 14 district members will share Academy models • 100 students will participate in the Health Science Academy • 30 students will participate in the Information Technology Academy • 10 students will participate in the Manufacturing Academy 	
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	\$29,018.90
Secondary Total	\$29,018.90
Total	\$29,018.90

Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R2 , P1

Strategies	
2.1 Establish and evaluate regional advisory committees for all Rigorous Programs of Study.	
Continued support for postsecondary advisory committees for all State-approved Programs of study; secondary participation is active and encouraged.	
Outcomes	
Advisory committees meet twice each academic year. Regional Rigorous Programs of Study committees steer development of Academy programming.	
Measures	
Advisory committees with secondary and postsecondary representation include:	
<ul style="list-style-type: none"> • Agriculture • Child Development • Computer Integrated Machining • Mechatronics • Computer Careers • Graphic Communications • Office Administration and Technology 	
Regional secondary participation continues to increase.	
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 2 Objectives 3	
Required/Permissive Uses of Funds*	R8 , R10 , R11 , P3, P4, P7
Strategies	
2.2 Collaboration with Adult Basic Education, WorkForce Council, WorkForce Center to transition eligible youth and adults to the workforce.	
Collaboration with Mankato Area Public Schools for Work-based learning supports.	
Outcomes	
Facilitation of support services and tutoring assistance.	
Measures	
<ul style="list-style-type: none"> • Provide services to 75 people through College Prep. Some of these students will be co-enrolled in Adult Basic Education and English Language Learner programming and FastTrack. • 25% of the participants will successfully transition to postsecondary programs • 25% will enter the workforce • Work-based Learning Facilitator will support enrichment activities, professional development and support Academy work-based learning initiatives 	
Post-Secondary Required Activities	\$30,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$30,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$31,406.17
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$31,406.17
Total	\$61,906.17
Goal 2 Objectives 4	

Required/Permissive Uses of Funds*	R1 , R2 , R3, P8
Strategies	
Professional Development	
2.3 Teacher in the Workplace	
<ul style="list-style-type: none"> • Two day summer "camp" for educators • In partnership with industry experts • Camp reflection which allow teachers to discuss new ideas to bring into the classroom and share best practices • Industry in the Classroom (Nepris) training and license to programming provided for 2018-19 school year 	
2.4 Support for Consortium members to attend:	
<ul style="list-style-type: none"> • CTE Works! • MACTA • Career Field Association conferences and events • Sub support provided 	
2.5 Problem Based Learning	
<ul style="list-style-type: none"> • Support for more districts/teachers to participate in workshops 	
Outcomes	
Teacher in the Workplace programming developed with:	
<ul style="list-style-type: none"> • Mankato Area Public Schools • Faribault High School • LeSueur-Henderson High School • Industry partners in each of the above communities 	
Measures	
35 total teachers participate in any of the 3 Teacher in the Workplace communities.	
CTE teachers and administrators attend workshops and conferences and incorporate learning into their classroom and share best practices with peer districts.	
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	\$6,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,500.00
Total	\$6,500.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

*

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

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. 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)].

Access for and inclusion of all learners in CTE programs is provided. Perkins Consortium districts have adopted Minnesota School Board Policy 521, Student Disability Nondiscrimination (Rev. 2013). In addition to reviewing the policy, this information is posted in a public location within the building. SCC has adopted Minnesota State Board Policy 1B.1 Nondiscrimination in Employment and Education Opportunity and Procedure 1B.1.1. This information is available on the College website and is reviewed during new faculty and staff onboarding orientation. Districts and SCC are committed to enabling ALL students to reach their full potential regardless of age, color, culture, disability, ethnic, gender, medical condition, nationality, appearance, race, religion, sexual identity, sexual orientation, or social class. Districts and SCC seek to ensure that no individual is treated less favorably than others would be treated in similar conditions. Multiple strategies address this objective through accommodations, adaptive materials and equipment, and tutoring. Materials are prepared in multiple formats including online to increase access and usability for all students. In addition, assistive technology is utilized when applicable. SCC through the Academic Affairs and Standards Council (AASC) ensure consistency in curriculum and learning outcomes for all students. Additional efforts are moving forward at SCC through the Strategic Inclusion Plan 2016-2019, see attached.

The Nursing Program at SCC is one of the College's largest CTE program and has a high need for tutoring in math and science. The second CTE program that also has a high need for tutoring in math and science is Mechatronics. Tutors assist students to be successful in their coursework.

Professional staff tutors work individually and through study groups supporting the academic needs of CTE students at SCC. A pilot Culinary Lab Assistant and new programming at SCC to support retention and completion of non-traditional students have been implemented.

The STEM Equity Project participation has assisted the South Central Perkins Consortium in developing strategies for addressing biases and stereotypes in CTE career areas by working with the Greater Mankato Area Diversity Council to develop and deliver curriculum for 7-12th grade students as well as secondary faculty and staff over the last 6 years and continuing into this year. Expectations are consistent for all secondary and postsecondary learners to have access to CTE programs AND to succeed in CTE programs.

The Region has seen growth in the development of PAES Labs. The PAES system is a simulated workplace curriculum with the result being placement in a job within the community. The PAES system provides opportunity for community engagement with students who are receiving special education as well as career assessment and hopefully, long-term career placement. The Region has had an increased focus on developing transition skills for students with disabilities. To help with the growth of opportunities, the grant has provided support for teachers to implement evidence-based instruction within the classroom. In addition, the grant supports district transportation for students to participate in the Work Skills Competition that is held within the Region. The grant will continue to support the presence of a Special Education Director in the grant planning process to ensure that Perkins strategies are inclusive of students with disabilities.

The Career Navigator Program, in year 2, intentionally exposes ALL 9th grade students to all 6 career fields on the career wheel to ensure they understand that all fields are open to all students. Guest speakers provided content related to area economics, job growth, and opportunities for all students being wide open regardless of race, gender, socio economic status, etc. In addition, school counselors facilitated pre-event activities including a survey of interest and knowledge and a post-event wrap-up discussion using a career plan workbook.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R2 , R9 , R10 , P3, P4, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P10
Strategies	
3.1 Support for implementation of additional regional PAES Labs	
Outcomes	
Training and support are provided for implementation of work development transition systems.	
Measures	
PAES Labs are implemented by River Bend Education District and Southern Plains Education Cooperative and serve eligible students from each organization's member districts.	
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	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00
Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R3, P3, P4
Strategies	
3.2 Work Skills Competition	
Outcomes	
Senior high school special education students participate in a regional competition for basic skills, completion of job applications, speech, and interviews by local business and industry.	
Measures	
125 students from member districts participate.	
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	\$1,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,500.00
Total	\$1,500.00
Goal 3 Objectives 3	
Required/Permissive Uses of Funds*	R6 , P2, P4, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
Strategies	
3.3 Increase access to postsecondary education to underserved populations through a variety of strategies (PS-R)	
Provide facilitation and support services	

Tutoring and counseling assistance and pilot Culinary Lab Assistant services and programming and additional 5P1 and 5P2 efforts	
Accessible resource materials and accomodations	
Outcomes	
All CTE students requiring assistance receive resources and accomodations (PS-R)	
All CTE students requiring academic assistance are offered tutoring services (PS-R)	
Measures	
70% of students participating in tutoring services either meet and/or maintain acceptable academic progress each semester through graduation or transfer	
74% of students receiving tutoring assistance receive a grade of 'C' or higher compared to non-participants	
Post-Secondary Required Activities	\$67,486.79
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$40,073.72
Post-Secondary Total	\$107,560.51
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$107,560.51

Goal 3 Objectives 4

Required/Permissive Uses of Funds*	R4, R6 , R9 , P1 , P6, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
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Strategies

3.4 Members of special populations, specifically gender equity, participate in career and technical STEM-related programs

Professional Development

Curriculum Development

Outcomes

Students in grades 7-12 are presented a STEM Equity, non-traditional career education program

Shift in attitudes and perceptions about STEM careers and personal choices

Increased participation by females in STEM courses

Greater Mankato Diversity Council also provides an opening keyote to students attending Career Navigator

Erin Toninato will serve 10 days (.04FTE) as Facilitator

Measures

Increased participation by 10% in each of these areas:

- Females enrolled in CTE STEM courses
- Non-traditional career training

Post-Secondary Required Activities	\$3,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$14,450.52
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$14,450.52
Total	\$17,450.52

Goal 4 Narrative

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

*

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

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]
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)]

South Central Perkins Consortium objectives include strategies for increasing awareness of secondary students and their families in CTE classes and Programs of Study, as well as prospective postsecondary students, adult learners, non-traditional, displaced workers and veterans. Specific attention and efforts are placed on information guides and presentations for secondary students and their families.

Learning Experiences in a "camp" format introduces students to specific CTE career areas. Assisting prospective post secondary students to identify skill deficits through early ACCUPLACER assessments, and the offering of Math Skills building during a students Junior and/or Senior year of high school begins skill enancements prior to college enrollment as one of our specific strategies. Articulation between secondary and postsecondary is also a part of the process of Program of Study development and implementation. Postsecondary to postsecondary (2 year to 4 year) articulation agreements are also pursued and garnered with a number of 4 year institutions within the Minnesota State and University of Minnesota systems.

Concurrent enrollment and Early-Middle College opportunities are implemented whenever possible between SCC and partner districts. A multitude of career guidance resources are employed and supported so that learners of all ages and backgrounds have access and appropriate tools to assist in their postsecondary career planning decision making.

The award of the Greater Minnesota Twin Cities United Way Grant has supported and enhanced the rigor and relevance in the Rigorous Programs of Study in grades 9-12+. This is a partnership between secondary and postsecondary, business and industry, community based organizations and families. Outcomes of this grant will include students earning credentials, college credit, industry exposure and experience, and a more solid plan for their future. At this time, programming includes comprehensive pathways in Health Science and Information Technology. A Manufacturing Pathway is also being developed.

South Central College hosts a Community Resource Fair which provides an opportunity for individuals to learn about the resources available within the Region (see attached document: Community Resource Fair flyer). An additional resource for students is the GPS Life Plan website which is a holistic program designed to help students create the life they want. The program focuses on five areas of development:

1. Career
2. Education
3. Finance
4. Leadership
5. Personal

Collaborations are continued while seeking new opportunities with the Veterans Resources Center, Workforce Council, MVAC and Workforce Development Inc to support enrollment, retention and completion for military veterans, underemployed, and unemployed adults. Positive results have come from the Fast Trak program while seeking additional grant opportunities including applications for the Pathways to Prosperity program. SCC received and has begun work for the MN Reconnect Grant to increase the number of students completing programs that had to drop out for various reasons.

Various opportunities are offered to students at SCC to improve their skills while preparing to enter the workforce. Those include, but are not limited to, internships, clinicals, an etiquette luncheon, job fairs, job placement services, resume writing and interview skills support.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R11 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P10
Strategies	
4.1 Promote transition between secondary and postsecondary institutions	
Professional Development	
Provide facilitation and support services	
Support regional clearinghouse and provision of MN College Credit Certificates	
Contracts for dual-credit opportunities	
Outcomes	
Articulated College Credit (ACC):	
<ul style="list-style-type: none"> • Review and modify agreements • Facilitation • Assist users with http://CTECreditMN.org site questions and approval 	
Measures	
Review cycle for MNCC held each Fall (October 6 and 13, November 3 and 17)	
Agreements reviewed and updated, signatures collected, regional online database updated by January 31, 2019	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$1,111.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,111.00
Total	\$6,111.00
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R2 , R4, R6 , R8 , P7
Strategies	
4.2 Assist in self-assessment of program quality and provide resources to address needed enhancements and modifications to local programs and courses	
Provide facilitation and support services	
Outcomes	
Contracts for Dual-Credit; Concurrent Enrollment Agreements; PSEO by Contract: 100% compliance with enrollment paperwork.	
*Note: Expense for Concurrent Enrollment agreements for Health Science and Information Technology Academy programs are funded by Reserve Allocation in Goal 2.1	
Measures	
Perkins Administrators facilitate member district, college inventory and develops local plans for improvement	
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 5 Narrative

Narrative for Goal 5: Sustain the Consortium

*

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

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

Within the Consortium, needs assessment was reengaged in the 2015-16 school year. At that time, there were numerous leadership changes in districts and at SCC. This continues to be the case today. The Consortium took advantage of those changes to question what could be done collaboratively to meet the needs of the Consortium's members and to consider potential impact in the region for a long-range strategic plan that could be aligned with the World's Best Workforce plans and WIOA legislation. Members were challenged to consider a more global scale to collaborate and most importantly to better serve students.

As a result, the South Central Perkins Consortium plan shifted last year in direct response to school leadership and workforce in the region; suggesting that the greatest impact for students is to develop strategies that impact the culture in our schools and communities for a better understanding of:

- Local economic and employment trends
- The need for both academic and technical skills upon graduation
- What the workforce needs and what students need to enter
- The value of cultivating essential skills (soft skills, communication skills) through work-based learning
- The multiple options and pathways available for a future of learn/work/earn

A primary strategy included a pilot of the 9th grade Career Navigator Program. Students, teachers and counselors were introduced, through hands-on learning, to careers in technical programs aligned to economic development in the region. Participants explored opportunities in each of the six career fields and had presentations by DEED and Greater Mankato Diversity Council. Counselors have developed activities to prepare, guide, and reinforce career planning and have worked together to assess and condense their own career planning and exploration framework in grades 7-12 for helping students and parents to plan for career and college. Data is collected prior to the Career Navigator Program related to student knowledge and awareness of postsecondary options and career pathways. Following the Career Navigator Program experience, data is again collected to determine if student knowledge and awareness has increased. In addition, we anticipate longitudinal data will be able to be collected specifically related to enrollment in CTE classes. We anticipate that, as students become more aware, they may see a postsecondary option that interests them and that will impact which classes they register for in high school. Although we can see the pre- and post-experience data immediately following completion of the Career Navigator program, the longitudinal data will not be evident until students are in a position to take electives.

The Consortium was not afraid to ask the tough questions, have robust conversations, and facilitate significant change. After the first pilot year, discussions and conversations continue as we analyze the best way to utilize grant resources while making a significant impact on the culture within the region. The struggle continues to be how to best support what districts need without supplanting what they're doing.

South Central Perkins Consortium conducts bi-monthly meetings and includes self-assessment of the consortium operations both fiscally and administratively as part of the on-going Consortium collaborative. All partners share responsibility for participation, accountability and success. Data collected through MDE and Minnesota State EPM11 systems are reviewed and evaluated as part of the Consortium's continuous improvement model of operation.

All partners are part of promoting the CTE vision locally and regionally. The Annual Plan is discussed at each meeting, beyond the Advisory meetings, and as new strategies are suggested. The participating districts, along with SCC, determine the desired outcome and the best methodology for implementing the initiative. Not all strategies have top priority. We often work with a pilot model which allows our 'ready' partners the ability to move ahead and implement a strategy. Consideration is given to those that need additional prep time to join in during subsequent years.

As a part of the Greater Twin Cities Area United Way Grant, GPS, this Region was involved in an Asset Mapping exercise. This exercise brought together regional stakeholders that included secondary, postsecondary, community based organizations and business and industry. The outcome

of this Asset Mapping further confirmed that this region is strong. We are strong in our resources and commitment to CTE and better outcomes for our students.

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R5 , R8 , R10
Strategies	
5.1 Facilitate Perkins plan and regional strategic plan development and alignment	
Provide facilitation and support	
Attend local, regional, state and national training events	
Outcomes	
Develop a Regional Strategic Plan	
Grant accountability is realized	
Perkins goals and objectives are implemented through defined strategies and assessed	
Measures	
Ongoing communication with South Central Perkins Consortium through email communication and meetings.	
Perkins Administrators will attend yearly CTE Conference and Perkins Training provided by MDE and Minnesota State.	
Perkins plan is written, supported and funded.	
Strategies and outcomes are met.	
Self-assessment and Perkins Plan align. Perkins Administrators to meet quarterly to review progress.	
Budgets are in compliance and spent according to plan.	
Post-Secondary Required Activities	\$93,630.96
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$11,594.25
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$105,225.21
Secondary Required Activities	\$65,744.38
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$65,744.38
Total	\$170,969.59

Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R1
Strategies	
5.1 Update governance to serve alignment of regional initiatives	
<ul style="list-style-type: none"> • Perkins • WIOA • WBWF 	
5.2 Communities of Practice	
Outcomes	
Sustain Governance structure and include additional representation by classroom CTE instructors.	
Communities of Practice serve as a leadership cohort to facilitate connections that foster collaborative problem solving and professional development.	
<ul style="list-style-type: none"> • Counselor's Community of Practice • Work-Based Learning Community of Practice • New for 2018-19 School Year <ul style="list-style-type: none"> ◦ Agriculture ◦ Industrial Tech ◦ Family and Consumer Sciences ◦ Business 	

Measures	
Perkins Advisory will be held 3 times per year - Fall, Winter and Spring, to assess progress and drive planning and implementation.	
Communities of Practice will meet 3-5 times per year, depending on need.	
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	\$2,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,500.00
Total	\$2,500.00

Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R2
Strategies	
5.3 Communications and artifacts impact culture of school and community and to address student retention by postsecondary programs	
Outcomes	
Communications and artifacts are developed for local districts to impact students and families; teachers and support; community and industry partners.	
Measures	
Professional development will be provided annually to members to keep http://mnprogramsofstudy.com website current.	
Annually training will be provided to help teachers manage articulated college credit agreements and to provide students their certificate. This is also offered on an as-needed basis for new teachers or teachers unable to attend their ACC in the Fall.	
Videos and a bi-annual newsletter from SCC will focus on Programs of Study to educate students through information and anecdote.	
South Central Consortia leadership will visit with proximate Perkins Consortia to align strategies and collaborate in provision of services. This is done at least annually and more often as needed.	
Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,000.00

Goal 5 Objectives 4	
Required/Permissive Uses of Funds*	R5 , R8
Strategies	
Substitute Teacher Supports	
Outcomes	
Event participation is supported with resources for substitute teachers	
Measures	
200 day equivalent support is provided to assure participation in all Perkins Grant plan activities	
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	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

Administrative Cost

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

Calculate Goals

Do you want to calculate all budget goals?*

Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$6,000.00	\$41,290.00	\$47,054.11	\$5,680.93	\$0.00	\$94,025.04	\$100,025.04

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	\$30,500.00	\$0.00	\$0.00	\$0.00	\$30,500.00	\$6,500.00	\$31,406.17	\$0.00	\$29,018.90	\$66,925.07	\$97,425.07

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	\$70,486.79	\$0.00	\$0.00	\$40,073.72	\$110,560.51	\$20,950.52	\$0.00	\$0.00	\$0.00	\$20,950.52	\$131,511.03

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	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$1,111.00	\$0.00	\$0.00	\$0.00	\$1,111.00	\$6,111.00

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	\$98,630.96	\$0.00	\$11,594.25	\$0.00	\$110,225.21	\$73,244.38	\$0.00	\$0.00	\$0.00	\$73,244.38	\$183,469.59

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	\$202,617.75	\$8,000.00	\$11,594.25	\$40,073.72	\$262,285.72	\$143,095.90	\$78,460.28	\$5,680.93	\$29,018.90	\$256,256.01	\$518,541.73

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Revised Secondary Budget	SouthCentralFY18-19Allocation REVISED.xlsx	54 KB
Revised Secondary Budget	SouthCentralFY18-19Allocation REVISED.xlsx	54 KB
South Central Perkins Consortium UFARS Budget	SouthCentralFY18-19Allocation.xlsx	54 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$11,500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$4,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,500.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$18,500.00
Totals	\$35,500.00

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:* 50.0%

Coordinator Budget:* \$60,063.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 60.0%

Coordinator Budget:* \$60,153.03

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Connie Oleson	Math Tutor		\$38,271.48	Connie's PD 2014-15.doc
Lizbeth Kliewer	College Lab Assistant 1 - Culinary Arts		\$2,500.00	College Lab Assistant I-Culinary PD 8-23-16.pdf
Elaine Hardwick	Science Tutor		\$9,694.72	Elaine's PD,2016.doc
Jeannie Meidlinger	Secondary Relations Coordinator		\$60,153.03	16-17_JeannieMeidlingerPD.pdf
Roxy Mortvedt	Administrative Assistant for Secondary Relations		\$22,379.36	Position Description OASI Administrative Assitant Roxy.docx
Bridget Johnson	Admin. Assist. for SRO Career Navigator Program		\$45,619.46	Bridget Johnson JD.pdf
Gwenn Wolters	Secondary Perkins Coordinator		\$60,063.00	Regional College and Career Ready Coordinator Job Description.pdf
Erin Toninato	Special Ed Director	380233	\$6,450.19	Erin Toninato Resume FY 15.pdf
Mary Berg	Work Experience Coordinator		\$20,000.00	wg_Coordinator-WorkExperience.pdf
			\$265,131.24	

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	Further Information
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							contribute to this gap:	
1S1 ? Academic Attainment in Reading/ Language Arts	<p>Specific activities that will support our efforts to improve Academic Attainment in Reading/Language Arts include:</p> <ul style="list-style-type: none"> Professional development for all teachers to learn strategies to incorporate Problem Based Learning into their classroom. Core and CTE teachers are encouraged to attend workshops in pairs to better learn what happens in someone else's classroom and how can, for example, the shop teacher incorporate math core into their classroom. Teacher in the Workplace will continue as an opportunity for classroom teachers, counselors and administration to learn how the world of work operates today in our 6 career wheel fields. Each district has the opportunity to bring any industry into their classrooms through a virtual classroom platform. 	Perkins funds for Coordination time between the Districts.	7/2018 - 6/2019	Secondary Perkins Coordinator, Districts Administration, Counselors and Teachers	We will assess the results at the end of the school year when most testing is performed.	In reviewing the data, it looks like there could be a connection between schools with higher ESL student populations and a large gap in performance.		We will continue to work as a Community to increase our overall Reading/Language Arts performance. We will look for ways to provide professional development to our Districts and further investigate and find solutions for our performance gap that may exist with our Districts.
1S2 ? Academic Attainment in Math	<p>Specific activities that will support our efforts to improve Academic Attainment in Math include:</p> <ul style="list-style-type: none"> Professional development for all teachers to learn strategies to incorporate Problem Based Learning into their classroom. Core and CTE teachers are encouraged to attend workshops in pairs to better learn what happens in someone else's classroom and how can, for example, the shop teacher incorporate math core into their classroom. Teacher in the Workplace will continue as an opportunity for classroom teachers, counselors and administration to learn how the world of work operates today in our 6 career wheel fields. Each district has the opportunity to bring any industry into their classrooms through a virtual classroom platform. 	Perkins funds for Coordination time between the Districts.	7/2018 - 6/2019	Secondary Perkins Coordinator, Districts Administration, Counselors and Teachers	We will assess the results at the end of the school year when most testing is performed.	In reviewing the data, it looks like there could be a connection between schools with higher ESL student populations and a large gap in performance.		We will continue to work as a Community to increase our overall Mathematics performance. We will look for ways to provide professional development to our Districts and further investigate and find solutions for our performance gap that may exist with our Districts.
3P1 ? Student retention or transfer	<ul style="list-style-type: none"> Adopting an Achieving the Dream mindset college wide focusing on meeting the students where they are at, rather than forcing the student to meet us where we are at. Received Reconnect Grant to increase number of stop out student to return and complete. Provide Math & Science Tutoring for CTE learners "Ask Us" campaign to address student questions and concerns New Advising structure of walk-in option provides more advisors & more access to advisors. Also, the professional advisors are assigned to work within specific program areas allowing them to become more intimately aware of program needs and to better serve the students. Best Practices in student engagement trainings has been practiced throughout student services The "Future Mavericks" project - partnering with Minnesota State University, Mankato and having a transfer specialist from MSU,M housed on the SCC campus to assist students with transfer questions and actual transfer applications to MSU,M from SCC. Outside funding/Lifesaver grant has provided additional funding for emergency expenses that arise for students that would normally cause them to stop out. Early Alert system implemented with multiple check-in points for advisors with students. GPS Lifepan and Focus 2 services available to support students. AMP formally, Academic Success meeting – meeting with students after 	Perkins funds for Coordination time, SCC administration, staff, and faculty.	7/2018- 6/2019	Secondary Relations Coordinator, SCC administration, staff, and faculty	Data analysis of student retention from semester to semester through graduation and job placement.	A focus will be on the students flagged in the early alert system and on academic warning while also making an impact on all students at the college.	In recent years we have seen an excellent increase in 2P1 Credential, Certificate or Degree therefore, affecting 3P1.	

	<p>their first semester of academic warning to offer support and help avoid academic suspension.</p> <ul style="list-style-type: none"> • Financial Aid workshop help sessions offered weekly throughout the school year. • Financial consultation at revised Advising and Registration sessions. Staff are using a new worksheet that has a duplicate given to the student that day with pertinent information for the student. See attached example. • Involvement Fair: The Involvement Fairs exist to connect current students to opportunities around the campus and community. Students will connect with student organizations, service learning opportunities, • Community Resource Fair: Local resources available for students are brought to campus to provide information and resources. Students will connect with needs-based organizations to provide academic, career, and personal support services. This is to address barriers to retention/persistence/success. • Welcome Orientation: Welcome Orientation is transitioned in summer 2017 to a program to help students get connected to campus upon arrival. Students will have the opportunity to interact with institutional departments that will support their academic success. Students will also partake in activities around campus to feel a larger sense of belonging so when they arrive for classes, they're more likely to succeed. In order to better serve our incoming students, South Central College recently revised orientation sessions. The new "Advising & Registration" sessions occur more frequently throughout the year resulting in smaller numbers at each session. Because there are smaller numbers, staff are better able to work one-on-one with students to assist with registration of classes, Financial Aid and answering other questions they may have. Faculty are speaking more in-depth with their students and begin growing a strong, academic relationship. In addition, students are only given information they need to know at that point in the process and not overloaded with information. This results not only in shorter sessions but students and their supporters retaining more of the information. Additional information will be given to them at the Welcome Orientation the week before classes begin. Overall, this revision will help with recruitment, retention and completion. Students will tell others about their experience, they are getting information they need and questions answered to be successful at the college, and the community and relationship building that begins will be with them through graduation. Starting spring 2018 separate PSEO Advising & Registration sessions will be offered allowing more one-on-one support for this special population of student needs. 							
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Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	59.97
Actual Performance: *	53.26
General strategies planned to improve performance:	
<p>Members have reviewed their Districts Academic Attainment in Reading/Language Arts. In reviewing our Consortia's overall performance, we have a small number of districts who are meeting or exceeding the target of 59.97%. Each district has improvement plans for all students reading and math scores and most have Professional Learning Communities that work together to review performance data and provide action items for higher performance.</p> <p>The South-Central Consortia strives to provide a global or community approach to problem solving. We aim to help students connect learning through career exploration and work-based experiences. Teachers are also encouraged to connect learning and be able to answer the old question, "When am I ever going to use this?" for their students.</p>	
Specific activities that will support our efforts to improve Academic Attainment in Reading/Language Arts include:	
<ul style="list-style-type: none"> Professional development for all teachers to learn strategies to incorporate Problem Based Learning into their classroom. Core and CTE teachers are encouraged to attend workshops in pairs to better learn what happens in someone else's classroom and how can, for example, the shop teacher incorporate math core into their classroom. Teacher in the Workplace will continue as an opportunity for classroom teachers, counselors and administration to learn how the world of work operates today in our 6 career wheel fields. Each district has the opportunity to bring any industry into their classrooms through a virtual classroom platform. 	
Our hope is to provide students with as many hands-on activities as possible to provide them an opportunity to learn "outside the box" strategies to problem solving, career investigation, and exploring their world.	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	48.62
Actual Performance: *	41.48
General strategies planned to improve performance:	
<p>Members have reviewed their Districts Academic Attainment in Mathematics. In reviewing our Consortia's overall performance, we have an even smaller number of districts who are meeting or exceeding the target of 48.62%. Each district has improvement plans for all students reading and math scores and most have Professional Learning Communities that work together to review performance data and provide action items for higher performance.</p> <p>The South-Central Consortia strives to provide a global or community approach to problem solving. We aim to help students connect learning through career exploration and work-based experiences. Teachers are also encouraged to connect learning and be able to answer the old question, "When am I ever going to use this?" for their students.</p>	
Specific activities that will support our efforts to improve Academic Attainment in Mathematics include:	
<ul style="list-style-type: none"> Professional development for all teachers to learn strategies to incorporate Problem Based Learning into their classroom. Core and CTE teachers are encouraged to attend workshops in pairs to better learn what happens in someone else's classroom and how can, for example, the shop teacher incorporate math core into their classroom. Teacher in the Workplace will continue as an opportunity for classroom teachers, counselors and administration to learn how the world of work operates today in our 6 career wheel fields. Each district has the opportunity to bring any industry into their classrooms through a virtual classroom platform. 	
Our hope is to provide students with as many hands-on activities as possible to provide them an opportunity to learn "outside the box" strategies to problem solving, career investigation, and exploring their world.	
Comments or context for actual performance (optional):	

Improvement Report 3	
Indicator Not Met:*	3P1 ? Student retention or transfer
Negotiated Performance: *	34.00%
Actual Performance: *	28.40%
General strategies planned to improve performance:	
<ul style="list-style-type: none"> Adopting an Achieving the Dream mindset college wide focusing on meeting the students where they are at, rather than forcing the student to meet us where we are at. Received Reconnect Grant to increase number of stop out student to return and complete. Provide Math & Science Tutoring for CTE learners "Ask Us" campaign to address student questions and concerns 	

- New Advising structure of walk-in option provides more advisors & more access to advisors. Also, the professional advisors are assigned to work within specific program areas allowing them to become more intimately aware of program needs and to better serve the students.
- Best Practices in student engagement trainings has been practiced throughout student services
- The "Future Mavericks" project - partnering with Minnesota State University, Mankato and having a transfer specialist from MSU,M housed on the SCC campus to assist students with transfer questions and actual transfer applications to MSU,M from SCC.
- Outside funding/Lifesaver grant has provided additional funding for emergency expenses that arise for students that would normally cause them to stop out.
- Early Alert system implemented with multiple check-in points for advisors with students.
- GPS Lifeplan and Focus 2 services available to support students.
- AMP formally, Academic Success meeting – meeting with students after their first semester of academic warning to offer support and help avoid academic suspension.
- Financial Aid workshop help sessions offered weekly throughout the school year.
- Financial consultation at revised Advising and Registration sessions. Staff are using a new worksheet that has a duplicate given to the student that day with pertinent information for the student. See attached example.
- Involvement Fair: The Involvement Fairs exist to connect current students to opportunities around the campus and community. Students will connect with student organizations, service learning opportunities,
- Community Resource Fair: Local resources available for students are brought to campus to provide information and resources. Students will connect with needs-based organizations to provide academic, career, and personal support services. This is to address barriers to retention/persistence/success.
- Welcome Orientation: Welcome Orientation is transitioned in summer 2017 to a program to help students get connected to campus upon arrival. Students will have the opportunity to interact with institutional departments that will support their academic success. Students will also partake in activities around campus to feel a larger sense of belonging so when they arrive for classes, they're more likely to succeed. In order to better serve our incoming students, South Central College recently revised orientation sessions. The new "Advising & Registration" sessions occur more frequently throughout the year resulting in smaller numbers at each session. Because there are smaller numbers, staff are better able to work one-on-one with students to assist with registration of classes, Financial Aid and answering other questions they may have. Faculty are speaking more in-depth with their students and begin growing a strong, academic relationship. In addition, students are only given information they need to know at that point in the process and not overloaded with information. This results not only in shorter sessions but students and their supporters retaining more of the information. Additional information will be given to them at the Welcome Orientation the week before classes begin. Overall, this revision will help with recruitment, retention and completion. Students will tell others about their experience, they are getting information they need and questions answered to be successful at the college, and the community and relationship building that begins will be with them through graduation. Starting spring 2018 separate PSEO Advising & Registration sessions will be offered allowing more one-on-one support for this special population of student needs.

Comments or context for actual performance (optional):

See upload of Future Mavericks brochure and Future Mavericks Talking Points pdf file which gives more rationale for the program. See upload of SCC Lifesaver brochures which shares more details provided to students in promoting the opportunity for support.

Improvement Report 4

Indicator Not Met:*	4S1 ? Student graduation rate
Negotiated Performance: *	96%
Actual Performance: *	94.77

General strategies planned to improve performance:

Members have reviewed their Districts Student Graduation Rates. Historically, the South Central Consortium's Student Graduation Rates have met or exceeded the Consortium Target. However, this year the Target rose by nearly 2% while the performance decreased by less than 1%. Looking at each Districts performance gives you a picture of what may have occurred. There are 4 districts that reported close to zero or zero graduates. Nearly all other Districts were very close to Target or nicely exceeded the Target. There may be a reporting issue that we will work through with our members.

As a Consortia, we need to continue to create opportunities for students to be engaged with Career and Technical Education. So often, it's this experience that pushes and encourages students to keep working hard and to continue to seek out opportunities for real-life learning such as Work-Based Learning off Campus explorations.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:*	5P1 ? Nontraditional participation
Negotiated Performance: *	18.10%
Actual Performance: *	17.37%

General strategies planned to improve performance:

To address equity issues & under representation in technical career areas, particularly in the STEM areas, our primary strategy is to increase understanding and awareness of Careers in the STEM areas along with increasing the number of girls/young women that enroll & complete programs of study at both the secondary & post-secondary levels in STEM careers and underrepresented CTE careers. 1) STEM Curriculum delivery; 2) Building awareness in area counselors and STEM careers teachers to specifically address the need for STEM related careers to be selected by young women as well as young men. 3)Implementing Career Navigator career exploration event at SCC allowing 9th graders to explore all career fields. This includes females learning about traditional male careers and males learning about traditional female careers.

Comments or context for actual performance (optional):

Curriculum has been designed & developed locally for grades 7-12 to provide material at pilot high schools to address issues of bias and stereotyping in STEM career areas, encourage exploration & options for classes & careers in these areas by introducing role models & examples of inventions and discoveries by women & provide additional information about STEM career areas not widely understood or identified through surveys as options being considered by today's high school students. MnSCU data collection does not include Science & Math enrollment participation & completion. Evaluation by students of pilot Navigator program shows an increase in interest by students for non-traditional careers.

Statement of Assurances & Certifications

Description	File Name	File Size
Statement of Assurances & Certifications Form	Master List.pdf	2.5 MB
Statement of Assurances & Certifications	Statement of Assurances & Certifications.pdf	1.4 MB

Attachments

Description	File Name	File Size
Lifesaver Faculty Card	15-16_SCC_LifesaverFacultyCard_5.5x8.5.pdf	230 KB
Lifesaver Faculty Card	15-16_SCC_LifesaverFacultyCard_5.5x8.5.pdf	230 KB
Future Mavericks	16-17_FutureMaverick8.5x11_5-1-2015Insert.pdf	1.7 MB
Future Mavericks	16-17_FutureMaverick8.5x11_5-1-2015Insert.pdf	1.7 MB
Future Mavericks Talking Points	16-17_FutureMaverickTalkingPoints.pdf	198 KB
Future Mavericks Talking Points	16-17_FutureMaverickTalkingPoints.pdf	198 KB
Community Resource Fair	Community Resource Fair Flier.pdf	979 KB
Community Resource Fair	Community Resource Fair Flier.pdf	979 KB
Trendline Core Indicator Graphs by District	CP Core Indicator graphs, by district.pdf	9.3 MB
Trendline Core Indicator Graphs by District	CP Core Indicator graphs, by district.pdf	9.3 MB
Culinary Race	Culinary Race 12.1.17.pdf	949 KB
Culinary Race	Culinary Race 12.1.17.pdf	949 KB
FBO Community Resource Fair	FBOcommunityResourseFair 4-11-2017.pdf	890 KB
FBO Community Resource Fair	FBOcommunityResourseFair 4-11-2017.pdf	890 KB
Financial Aid Advising and Registration	Financial Aid Advising and Registration Form page 1.pdf	239 KB
Financial Aid Advising and Registration	Financial Aid Advising and Registration Form page 1.pdf	239 KB
Financial Aid and Advising page 2	Financial Aid Advising and Registration Form page 2.pdf	306 KB
Financial Aid and Advising page 2	Financial Aid Advising and Registration Form page 2.pdf	306 KB
GPS Lifeplan	Focus 2. GPS Lifeplan.docx	357 KB
GPS Lifeplan	Focus 2. GPS Lifeplan.docx	357 KB
FY18 Accountability Indicator 1P1 TSA	FY18_Accountability_Indicator_1P1_TSA_SCC_SupportData.xlsx	14 KB
FY18 Accountability Indicator 1P1 TSA	FY18_Accountability_Indicator_1P1_TSA_SCC_SupportData.xlsx	14 KB
MN Reconnect - SCC	MN Reconnect-SCC.pdf	736 KB
MN Reconnect - SCC	MN Reconnect-SCC.pdf	736 KB
SCC Strategic Inclusion Plan 2016-2019	Strategic Inclusion Plan 2016-2019.pdf	4.3 MB
SCC Strategic Inclusion Plan 2016-2019	Strategic Inclusion Plan 2016-2019.pdf	4.3 MB
Student Org List	Student Org List.pub	3.0 MB
Student Org List	Student Org List.pub	3.0 MB

