



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02617 - FY19 South Metro Perkins Consortium Perkins Plan
Perkins IV Consortium

Grant Title: FY19 South Metro Perkins Consortium Perkins Plan
Grant Number: 02437
Grant Status: Underway
Comments:
Applicant Organization: South Metro Perkins Consortium
Grantee Contact: Nandi Rieck
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 08/08/2018 Proposal Date 07/01/2018 Contract Received 06/30/2019 Contract Executed
Project Dates: 08/08/2018 07/01/2018 06/30/2019
Project Start Project End
Grant Administrator: Jeralyn Jargo
Contract Number: 02437
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)
Burnsville	01 public school district	191
Lakeville	01 public school district	194
Rosemount-Apple Valley-Eagan	01 public school district	196
Inver Hills Community College		

Summary Narrative Part 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)]

The 2018-2019 South Metro consortium plan addresses the need for opportunities and new expectations of the 21st century, including global competition, rapidly changing technologies, and the emergence of careers unheard of a generation ago. The plan supports CTE programs identified by goals and initiative priorities that reach across the secondary and post-secondary partnerships as well as at the district/college level. We utilize the RPOS and POS frameworks to determine our needs and where our energy should be focused based on strengths within each of our agencies, interest that is shown by our students, data from WIB/DEED, and feedback from our industry partners.

Initiatives and new programming within the consortium include pursuing NATEF certification for our vehicle services programs, expanding courses to include Biomedical, STEM, Emergency Medical Services, Culinary, Teacher Education, Manufacturing and Construction while increasing the number of industry standard certifications within courses. We will continue to look for ways to collaborate with our industry partners through advisory meetings, field trips and mentor/internships. Course enrollment fluctuations and teacher licensure issues have challenged our team to look for creative ways for students to access CTE (ie. PSEO by contract, online courses).

Each year, the South Metro leadership team talks through the five goal areas and allocates funds to match our priorities. We then share as a team about the different initiatives and priorities of our districts/college. We plan ways that we can work together or invite one another to activities hosted at each of our sites. The team determines how funds will be used to support activities such as teacher professional development, student organizations, articulation agreements, and field trips throughout the approved secondary programs. Post-secondary leadership shares information regarding college activities such as faculty professional development and career advising between the secondary and post-secondary programs.

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)]

Each year, we learn more about the raw data that is submitted and how it impacts the performance indicators. We have more confidence in the current results due to significant efforts by our leadership team to clean up the raw data; however, this has been a lengthy process. We have concerns about Perkins data being presented as a reflection of "all CTE students and programs"; Perkins data in the South Metro Consortium reflects only Perkins approved CTE programs and not all of the CTE programs we offer in our schools.

After reviewing our data at multiple levels (consortium, district/college, building and program level), we have generated ideas to improve performance in the deficit areas. These activities can be found in our Performance Reports and Plans. Additionally, we include the review of data and implementation of the activities into our annual meeting calendar.

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)]

The South Metro Consortium Leadership Team provides pathway and curriculum development support to all of our CTE instructors. We are working towards aligning all CTE courses with a Program of Study and industry-recognized standards with articulated measures and learning targets. In addition, this year the South Metro Consortium teachers learned about high wage/high demand jobs in our local area and state from the Workforce Investment Board/DEED and shared that information with students accordingly. This work will help guide overall instructional practices and ensure the high quality of each program.

Robust advisory committees provide additional support and guidance to our Programs of Study. For three years, our advisory committees have been collaborating consortium-wide, reaping the benefits of having richer, more comprehensive advisory groups with engaged membership. In cases where the post-secondary has an existing advisory committee, secondary faculty are included when appropriate. This streamlined approach has allowed the consortium to have richer, more comprehensive advisory groups with engaged membership. Components of advisory meetings

include; discussions of industry needs/community opportunities, job skills, current trends, as well as tours of industry sites.

In 2018-2019, we plan to shift the meeting location of our advisory committees from our schools to our business partner's office. We are hoping this will increase the opportunity for learning for our staff and participation of our business partners.

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)]

The South Metro Consortium believes CTE is an integral part of the middle and high school experience. Guided by the mission to develop the World's Best Workforce and Career and College Success, students in CTE courses are exposed to all aspects of industry through the expertise of the instructor, the curriculum and opportunities such as work experience, job shadows, student organization events, capstone projects, school stores, e-mentoring, and speakers from the workforce. We use feedback from advisory team members and others within the workforce to help guide the experience within each course. In 2018-2019, we will support teacher/faculty staff development, field trips, and collaborative workshops to ensure that both teachers, faculty and students continue to be connected to the current world of work within their program of study. The ultimate goal is to develop college, career and future readiness skills.

Summary Narrative 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)]

The South Metro Consortium is committed to continuous improvement through research-based, best practice professional development opportunities. At the start of each school year, our consortium gathers for a yearly CTE kick-off. Members have the opportunity to learn from and collaborate with one another. Additionally, teachers/faculty are encouraged to be members of a professional organizations such as ACTE/MNACTE and/or their content area state organization. Teachers/faculty are also encouraged to attend workshops, such as the state-sponsored CTEWorks! in October. We support continuous learning by encouraging teachers/faculty to take time to learn more about local industry partners by visiting their sites and meeting with their employees. These partnerships have provided valuable information regarding the labor market and current industry trends. Perkins funds are allocated to support attendance at these types of events and to support teacher/faculty attendance and participation in advisory committees to enhance the collaboration within the consortium as well as with our industry partners. At the post-secondary level, IHCC will continue to focus on professional development to support liberal arts faculty in their pursuit to understand and connect with CTE programs.

Recruitment and Retention

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B)]

The South Metro Consortium continues to be extremely concerned about the diminishing number of licensed CTE

teachers in Minnesota. A number of our programs are currently staffed with teachers with variances or who are within a few years of retirement. There are limited licensure programs within the state producing teachers to replace them. A few teachers have taken advantage of the portfolio process.

The leadership team will continue to encourage district staff, faculty, and industry partners to pursue CTE licensure, utilize the portfolio process or use the variance process thus allowing CTE classes to continue to be offered.

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

Evaluate Student Performance and Programs

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)]

NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.

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

The data is used alongside our Performance Indicators to assist the leadership team in it's needs assessment. Data is used to determine activities for Performance Reports and Plans, assessing the RPOS/POS, and the allocation of funds each year.

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)]

We will continue to focus attention on the RPOS, Information Technology (IT), identified in 2016. In our review of the 10 components in this RPOS, we identified that each district includes course offerings that provide high school students with initial IT pathway classes which align with the multiple credential offerings through Inver Hills Community College.

During the RPOS review process, the leadership team will continue gathering data from the Workforce Investment Board and DEED to better understand the labor market in Dakota County and across the state, as well as feedback from the secondary business advisory committees and from Inver Hills Community College. Data continues to fully supports this area as a high-wage, high-demand career field.

RPOS components that we will focus on during the 2018-19 school year include:

- ensuring articulated and sequenced course offerings;
- implementing TSA's, where appropriate; and,
- creating and supporting credit transfer agreements.

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)].

The South Metro Consortium is continuing our work with Programs of Study (POS) and Rigorous Program of Study (RPOS). We provide professional development for our staff and faculty, align our programs with industry standards and update our curriculums. Teacher surveys reflect appreciation for professional development opportunities that have been provided. Each year, teacher feedback has guided presentations in the areas of advisory committees and business partnerships, curriculum and instruction, and workforce trends. We are collecting data on teacher membership in professional organizations, attendance at workshops, participation in advisories, and connections to college credits. 83% of staff who attended our kick off event indicated that their depth of understanding around Perkins requirements has increased. Additionally, we have increased the number of staff who are members of a professional organizations and who offer articulation credits in their courses. A focus area for 2018-2019 will also include updating our program approvals. Because of this feedback, we have decided to continue offer the Back to School Kick Off and to set dollars aside for each staff person to attend CTEWorks! and one additional professional development workshop within their content area next year.

Based on the information that we receive from DEED, our local WIB representatives and our Advisory Team members, we continue to develop new RPOS and POS's in career fields that lead to high demand, high wage employment locally or in the state. The development of POS and RPOS will ensure access for underserved and nontraditional populations and will include accountability measures, such as Technical Skills Assessments where appropriate to ensure student success. Due to the structure of the TSA, we have historically focused at the secondary level on administering them where students have completed enough coursework for the assessment to be meaningful (typically 240 hours) or where they are immediately applicable to employment in the industry (ie. ServSafe, CNA). In some of our participating secondary schools, there are not enough courses offered within a pathway or an industry recognized certificate to appropriately administer a TSA. We have replaced a number of NOCTI or similar exams with industry recognized certification exams. Students within these POS and RPOS will be monitored and evaluated in the areas of completion, persistence, and retention at the secondary and post-secondary level.

We are now in our third year of focusing our RPOS in Information Technology (the study or use of systems, especially computers and telecommunications, for storing, retrieving, and sending information). During the 2018-2019 school year, we are monitoring enrollment data and analyzing other critical data based on the following questions: Do our course offerings align with the data from WIB/DEED regarding high wage/high demand jobs in IT? Was there an increase or decrease in student registrations? Were additional sections added? Were there opportunities to partner with our post-secondary partner? We will continue to use our Perkins Indicator data to help us answer these questions.

Among the many initiatives that will continue to be supported with Perkins funds in existing Programs of Study, the following programs were selected to be "targeted" by each district for additional resources based on enrollment numbers,

industry recommended changes that might be needed, curriculum needs, or being a new program:

- District 196 has expanded its CTE offerings to include a Construction Trades course in partnership with multiple resources from industry and post-secondary. 13 students participate in 2017-2018 with 9 of those students indicating that they plan to pursue a career in the trades. In 2018-19, we will be developing curriculum and piloting a Design Manufacturing course. We are also developing a Teacher Education course.
- Lakeville North is implementing the second course in the Project Lead the Way Biomedical pathway. In our first year, we offered five sections of Honors Principles of Biomedical Science. In 2018-2019, North will add the second class in the pathway, Human Body Systems. North has partnered with Fairview Ridges Hospital in Burnsville as well as, Northfield Hospital. Moving forward, Lakeville North will also be looking to add a Certified Nursing Assistant certification.
- Lakeville North is growing and expanding our STEM Manufacturing & Engineering Pathway. This past year, we implemented a new class, The Geometry of Design and Engineering. This team taught class with a math and Tech Ed instructor, allowed students to apply Geometry standards to real-world, hands on projects. Moving forward, Lakeville North will be revising and innovating our STEM Manufacturing & Engineering Pathway.
- Lakeville South STEM Academy has served students for four years now, allowing them to tailor their educational experience to pursue the area of STEM where they have the most interest. The style of learning that takes place in the STEM Academy mimics that of the real world. Students collaborate to solve problems in the same way adults work together in business environments. STEM encourages students to work together and to develop critical thinking skills that will serve them well in the workplace. After completing all of the STEM Academy requirements, including a capstone project with a mentor in the community, students receive a STEM endorsement on his or her diploma and transcript. As of April 2018, 71 students have completed capstone projects in the areas of Aerospace Engineering, Architecture, Bio-Medical Engineering, Chemical Engineering, Civil Engineering, Computer Science, Electrical Engineering, Engineering, Environmental Engineering, Mechanical Engineering, and Robotics.
- District One91 will be adding two new courses titled: Events and Hospitality (partnership between FACS department/culinary classes and DECA framework which involves local businesses) and Emergency Medical Services (partnering with the Burnsville Fire Department).
- District One91 redesigned how registration and courses are presented to students. The Career and College Pathways model at Burnsville High School represents a sweeping change in how we encourage student to think about and plan for their Burnsville High School experience. A Pathway is basically a series of classes that students can take to help them follow their interests and prepare for the future. By looking at the Pathway that includes a career interest of theirs, students will find classes that make sense for them. Implementation of this model will be modified and continued in 2018-19.
http://www.isd191.org/sites/default/files/sites/isd191.org/files/careerfields_pathways_pages.pdf

IHCC will focus on the Criminal Justice pathway in AY19. A review of the program will include research on how to connect with our high school partners in order to create a seamless pathway from K12 to post-secondary.

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

Academic and career counseling assists students in course selection based on their identified interests. In addition to the broad based support students receive, targeted counseling is provided within CTE courses by instructors, mentors, and/or business partners.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , P6, P7, 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, P14
Strategies	
<p>1. We will continue to evaluate, grow and improve the existing POS and RPOS in career fields that lead to high demand, high wage employment. During the 2018-2019 school year, each secondary school will also have a targeted program of focus including STEM, Biomedical, Construction, Manufacturing and EMT. Additional RPOS/POS will be added when appropriate. Inver Hills will continue to partner with external funders and local employers to build emergent pathways through course sequence pathway design, program refinement and brokering outside the consortium in schools that currently have aligned CTE courses.</p> <p>2. Secondary and post-secondary faculty will participate in professional development that will align, enhance and improve the quality of instruction, curriculum and assessment of all CTE programs and RPOS/POS alignment.</p> <p>3. Increase the use of TSA's and utilize data received for continuous program improvement.</p> <p>4. Post-secondary will direct funds to increase recruitment of career program students.</p>	
Outcomes	
<p>Continue to develop the existing POS/RPOS identified within the consortium at the building level that align with our post-secondary institutions.</p> <ul style="list-style-type: none"> • Increased alignment with industry standards, stackable credentials and pathways to employment and additional education. • Faculty and staff will participate in, implement and share best practices and data obtained via professional development. • Improvement of instructional practice and local indicator data. • Increased enrollment at post-secondary of career program students. 	
Measures	
<ul style="list-style-type: none"> • Data will be collected on the number of RPOS/POS's within the consortium and the number of staff who participate in professional development. We will use performance indicator, TSA, and enrollment and retention data to provide feedback on our programs. • Data will be collected on the number of students who enroll in career programs at IHCC. • Data will be collected on the number of career program students at IHCC that the learning center has served. 	
Post-Secondary Required Activities	\$22,000.00
Post-Secondary Permissible Activities	\$32,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$54,000.00
Secondary Required Activities	\$51,716.57
Secondary Permissible Activities	\$44,086.06
Secondary Admin Cost	\$0.00
Secondary Reserve	\$14,412.53
Secondary Total	\$110,215.16
Total	\$164,215.16

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, R5 , R10 , P4, P6, P7, P8
Strategies	
<p>1. Provide students with career exploration opportunities such as e-mentoring, job shadowing, presentations from industry partners, capstone projects and/or internships that meet the needs of employers by preparing students for high wage, high skill and/or high demand careers. Additionally we will continue to build post-secondary internships to support career program progressions including work-based experiences and sequential internships. Students will also experience training and career exploration through student organizations such as BPA, DECA, FCCLA, HOSA, and FFA.</p> <p>2. Continue to implement and improve advisory and business partnership model within the consortium. Support advisory boards to engage in continuous improvement. IHCC advisories will use an updated advisory process and evaluation tool. Advisories will include demographic and job related data as a discussion point. We will continue to use consortium wide advisory boards to support collaborative planning, sharing of knowledge and initiative planning. Partnerships with other initiatives or providers that support transitions for high school and adult students: continue relationship with ABE, business, labor, WorkForce Centers, and alternative high school programs. Design career pathway models that can be used in these settings.</p>	
Outcomes	
<ul style="list-style-type: none"> Students will have the opportunity to participate throughout their educational career in multiple and varied career exploration activities. Increase the number of participants in consortium advisory teams. Advisory teams will utilize digital communication to share information and recruit industry partners. 	
Measures	
<ul style="list-style-type: none"> Documentation of participation in these opportunities including meeting agendas, minutes and attendance rosters collected by the lead CTE advisory which is assigned by the consortium. 	
Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$30,666.67
Secondary Permissible Activities	\$24,533.33
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$55,200.00
Total	\$65,200.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

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

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8 (B)).]
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

The South Metro Consortium prioritizes access to CTE programming for our special populations of students and ensures success within CTE. During curriculum review, we ensure the content of the courses includes diversity and inclusiveness. Each year, the consortium focuses on increasing the enrollment and success of young women, students of color, English language students and students with disabilities in CTE courses. We exceed the state average, have met our target the last 2 out of 3 years and seen growth in past 3 years in the following indicator areas:

Non Trad Participant (South Metro: 52.32) (State: 37.07)

Non Trad Completer (South Metro: 56.11) (State: 32.05)

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

District One91 continues to offer an IT Exploration course in which students have the opportunity to learn side-by-side with a Geek Squad Agent who works at Burnsville High School three times per week. This course is heavily marketed to females. They also focus recruiting efforts on students of color into CTE courses.

District 196 has focused efforts on increasing CTE awareness and opportunities for students in the AVID program and English Learners. Events and activities are offered for males and females to explore non-traditional career field areas (ie. Girls Going Places and DigiGirly conference, Dad's make a difference training). Additionally, Work Based Learning services are being pushed into the Construction and Vehicle Services courses to support the academic and career investigation needs of students.

In July 2018, Inver Hills Community College is offering 2 summer academy opportunities for high school students. In the Summer Academy for Environmental, Food and Agricultural Sciences students will engage in hands-on wildlife and forestry management activities and create plantings for pollinator health. The GenCyber Camp will provide a series of hands-on labs as well as field trips to a data center at a local company or firm where participants can talk to cybersecurity engineers in the field. IHCC will recruit through consortium high schools, emphasizing the desire for special population students.

IHCC will provide a designated Writing Center Certified Lab Assistant (CLA) with extended hours to work specifically with Criminal Justice, Emergency Medical Services, nursing and paralegal students to provide writing assistance and navigating additional academic support. The CLA will be piloting remote writing tutoring with nursing students during the Fall 2018 semester.

Adult learners at IHCC are supported by the Center of Experiential Learning through individualized appointments and programming geared to meet their needs. During the 2018 and 2019 year, the office is expanding its normal business hours to include two evenings for better access to the working professionals.

In order to ensure that we are supporting all students, especially our non-traditional and students from special populations, we will continue to collaborate with the Workforce Centers/Workforce Investment Board. We continue to partner with the vocational rehabilitation counselors to support our students with disabilities when they are transition age. Consortium staff are members of the WIB Youth Advisory Board, WIB staff are members of the District 196 Department of Labor/AVHS grant, Work Experience, and Business/Education Partnership Advisory Committees and DEED data has been accessed by many groups within the consortium. Standards within our work based learning programs have been adjusted to address WIOA legislation.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R3, R5 , R8 , P6, P7
Strategies	
1. Provide resources to staff and students of special populations to improve access to equitable career guidance, exploration, and work based learning experiences that meets their unique learning needs. This will include: student field trips, staff development, individualized student services, data review	
Outcomes	
<ul style="list-style-type: none"> • Increase the number of non-traditional participants and completers in CTE courses. • Improved Performance Indicator data for the consortium • Post-secondary will direct funds to academically support career program students. 	
Measures	
<ul style="list-style-type: none"> • The consortium will utilize enrollment data, course grades, AVID enrollment, Technical Skills Assessments and performance indicator data to assess the goals in this area. • Increased academic achievement by way of tutoring services of career program students at the post-secondary. 	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$18,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$22,000.00
Secondary Required Activities	\$2,400.00
Secondary Permissible Activities	\$1,600.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$26,000.00

Goal 4 Narrative

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

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

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

Programming at both the secondary and post-secondary level continues to expand for all learners. All consortium members are looking at the courses within their school/college and how they fit together within a pathway. Additionally, barriers that might prevent students from taking a course or being successful are being considered. Some examples include reducing or eliminating costs that might be incurred by a student, a change made in a teacher contract (ie. culinary arts teacher has a later schedule to accommodate his catering business), and eliminating prerequisites or applications for courses.

The South Metro Consortium continues to work on increasing the supports available to students transitioning from secondary to post-secondary CTE programs. We will continue to expand credit agreements and credit bearing opportunities (ie. PSEO by contract, articulation, concurrent enrollment). The South Metro Consortium is a member of CTECreditMN and regional partnerships which has improved the articulation process and enhanced our data collection and data analysis capabilities.

Another focus is on strategic partnerships between secondary, postsecondary and business/industry to discuss industry trends, curriculum and programming for students. We are fortunate to have the support of business partners such as Dakota/Scott Workforce Center, Delta, Thomson Reuters, Lockheed Martin, Dakota Electric, MediCar, Apple Valley Automotive Group, NATEF/AYES, MN Transportation Center, Mayo Clinic, Fairview Ridges, Allina Health Care Systems and many more. Business partners are also assisting in helping students prepare for the workplace by teaching 21st century workplace skills via a certificate program. Workplace skills such as attendance, attitude, and appearance are important and sought after skills for students transitioning to postsecondary and then into the workplace.

Adult learners at IHCC are supported by the Center of Experiential Learning through individualized appointments and programming geared to meet their needs. In the 2018-2019 years, the office is expanding its normal business hours to include two evenings for better access to the working professionals.

The Veteran Services Office at IHCC offers a one-stop shop for recruitment, priority registration, benefits, resources and employment opportunities for military veterans. The Veteran Services Office has teamed up with the Counseling department to assure successful completion of military student's educational goals. The retention rate at IHCC for student veterans population is 82.60% compared to the national average of 68.30%. IHCC offers a comprehensive orientation for military students which includes individualized registration appointments and group Integrated Sessions which helps with the transition from the military culture to the college culture.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P10 Student Transition
Strategies	
<p>1. The South Metro Consortium will work together and with other consortia across the state to develop articulation agreements as appropriate. We will utilize the CTECreditMN website to house and process the articulation agreements. We will also partner with other consortia to share a resource position that will facilitate the articulation process.</p> <p>2. Utilize career guidance tools that help CTE students to make connections to courses and activities that align with college and career interests.</p> <p>3. Focus on transition of students from secondary to postsecondary including career based field trips and selected summer camps to support student learning, career relevance and workforce connections.</p> <p>4. High school CTE teachers will meet with faculty members from Inver Hills Community College to discuss curriculum. This will be an informal process with the goal of building collaborative relationships between secondary and postsecondary.</p>	
Outcomes	
<ul style="list-style-type: none"> • CTE students will earn postsecondary credit that aligns with a program of study. • CTE students will have resources available to them through programs such as MCIS or Naviance to educate and assist them in making informed choice regarding career and college decisions. • CTE students will participate in career exploration activities (ie. job shadow, field trips, guest speakers, camps) that enhance their classroom experience and provide rich opportunities to explore career fields in action. • CTE teachers/faculty will evaluate and enhance their curriculum to reflect current industry standards using research-based, best practices. 	
Measures	
<ul style="list-style-type: none"> • Data will be pulled from CTECreditMN to determine the number of articulation agreements in place and the number of credits awarded to students each year. • Working with consortia partners, IHCC will increase the number of credit-based, course level agreements in identified pathways at area high schools using a variety of strategies including; articulated credits, concurrent enrollment, PSEO by contract and PSEO. IHCC will review the number of credits earned in a variety of consortia career pathways and identify growth opportunities and capacity issues with partners. • Inver Hills will continue to develop emergent pathways in the broad field of agriculture, public safety and computer sciences by leveraging external funds, strong employer-based partnerships and summer partnerships to offer camps in computer science and agriculture. 	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$80,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$19,756.28
Post-Secondary Total	\$99,756.28
Secondary Required Activities	\$27,545.45
Secondary Permissible Activities	\$22,954.55
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$50,500.00
Total	\$150,256.28

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]

The South Metro Consortium Leadership Team will continue to foster existing partnerships with a broad range of stakeholders, promoting a vision of career and technical education within the region. Collaborative consortium efforts will continue in the areas of organizational efficiency, valuable communication, implementation and development of Programs of Study, professional development, and assessment of performance. During the 2018-2019 school year, the South Metro consortium will begin the work of developing a handbook of procedures that guide the work of the group.

We will continue to use data throughout the year in our decision making, in the development of the annual plan and during the APR each year to reflect on past practices and procedures to determine if we are meeting our goals and working together in a way that ensures high quality CTE programming and the administration of the Perkins Grant. During the 2018-2019 school year, we will develop recording strategies to better document our review of data and how we are using it to make decision and include that information in future annual plans.

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

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

As a leadership team, we value the CTE programs in our schools and strategically plan to support and promote them. As a consortium, we have presented at conferences, presented information at school board meetings and were featured in articles in the local news. Additionally, we take advantage of the opportunity to participate in advisory committees within our schools as well as those hosted by other schools and agencies (ie. WIB, DCTC Auto Advisory, Academy College Aviation Advisory) share with other school leaders through MACTA and the mentor program.

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R5 Professional Development , R10 Collaboration
Strategies	
<p>1. Consortium leadership will consider membership in a CTE organization that supports the Administration of CTE programs and engage in professional development opportunities including participation in ACTE/MACTA and CTEWorks!</p> <p>2. Consortium leadership will participate in the governance structure designed for the South Metro consortium including decision making processes, budget development processes and participation guidelines.</p> <p>3. Data will be utilized when evaluating consortium goals and objectives.</p> <p>4. Consortium leadership will meet monthly to collaborate on activities, update processes, and monitor achievement of grant plan. The consortium will build legacy tools to streamline consortium operations to include monthly agenda with professional development activities and required paperwork.</p> <p>5. The consortium will continue to identify opportunities to collaborate on professional development and/or student based activities.</p>	
Outcomes	
<ul style="list-style-type: none"> Updated, aligned CTE curriculum and pathways across consortium. Improved strategies for continuous quality improvement. Increased secondary and postsecondary teacher involvement. 	
Measures	
<ul style="list-style-type: none"> Completed program approval plans for CTE courses. Continuous Improvement report. 	
Post-Secondary Required Activities	\$23,494.39
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$23,494.39
Secondary Required Activities	\$18,200.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$3,551.92
Secondary Reserve	\$0.00
Secondary Total	\$21,751.92
Total	\$45,246.31

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	\$22,000.00	\$32,000.00	\$0.00	\$0.00	\$54,000.00	\$51,716.57	\$44,086.06	\$0.00	\$14,412.53	\$110,215.16	\$164,215.16

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	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$30,666.67	\$24,533.33	\$0.00	\$0.00	\$55,200.00	\$65,200.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$4,000.00	\$18,000.00	\$0.00	\$0.00	\$22,000.00	\$2,400.00	\$1,600.00	\$0.00	\$0.00	\$4,000.00	\$26,000.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$80,000.00	\$0.00	\$19,756.28	\$99,756.28	\$27,545.45	\$22,954.55	\$0.00	\$0.00	\$50,500.00	\$150,256.28

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	\$23,494.39	\$0.00	\$0.00	\$0.00	\$23,494.39	\$18,200.00	\$0.00	\$3,551.92	\$0.00	\$21,751.92	\$45,246.31

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	\$59,494.39	\$130,000.00	\$0.00	\$19,756.28	\$209,250.67	\$130,528.69	\$93,173.94	\$3,551.92	\$14,412.53	\$241,667.08	\$450,917.75

Secondary Supplemental Budget Sheet

Description	File Name	File Size
FY19 South Metro Secondary Budget	FY19 South Metro Perkins Budget Summary - 5.10.18.xlsx	37 KB
Loaded by Michelle K.	South Metro (Inver Hills) FY18-19 - Allocation.xlsx	53 KB

Perkins Grant Collaboration with WorkForce Centers

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

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 6.2%

Coordinator Budget:* \$15,000.00

Post-Secondary

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

Coordinator Budget:* \$40,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Nandi Rieck	Federal & State Program Specialist	352589	\$15,000.00	wg_Federal and State Program Specialist Job Description.docx
Emily Johnson	Director of Career Services		\$20,000.00	Career Services Director PD.docx
Sabrina Buivid	Dean of Career Programs		\$17,000.00	wg_wg_DeanofCareerPrograms051316.docx
Patti Abbas	CLA		\$18,000.00	CLA Career Programs 1819.pdf
VACANT	Admissions/Enrollment Program Rep	Post-secondary	\$10,000.00	GA - Perkins funded posting - 4.30.2018.docx
Vacant	Center for Experiential Learning Graduate Intern	post-secondary	\$10,000.00	CEL graduate intern 2019 Inver Hills Community College.docx
Mary Jo Gardner	Dir, K12 Partnerships		\$40,000.00	PD.Director.AcademicPartnerships.MAPEII.doc
			\$130,000.00	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
5P2 ?	IHCC will provide a designated Writing Center Lab	Funding	FY19	Hilary Dahlman,	The CLA will work	Students in the		

Nontraditional completion	Assistant (CLA) with extended hours to work specifically with Criminal Justice, Emergency Medical Services, nursing and paralegal students to provide writing assistance and navigating additional academic support. The CLA will be piloting remote writing tutoring with nursing students during the Fall 2018 semester.			Mary Jo Gardner	with the Director of Academic and Learning Support and IR to determine measures for evaluating student success.	EMS, nursing, paralegal and criminal justice programs.		
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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: *	69.4
Actual Performance: *	63.86
General strategies planned to improve performance:	
Because students take the MCA Reading test in 10th grade, we will need to look for ways to support district initiatives that serve all students since many of the 10th grade students have not taken any CTE courses prior to testing.	
Data will be used to determine where efforts can be made to support students coming into CTE courses with MCA Reading scores below proficiency. Strategies will include providing professional development to CTE teachers in literacy and how it connects to their area of instruction.	
Comments or context for actual performance (optional):	
Although we did not score at or above our negotiated target, the South Metro Consortium students scored approximately 9 percentage points higher the state average in reading.	
Improvement Report 2	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	59.46
Actual Performance: *	55.34
General strategies planned to improve performance:	
Data will be used to determine where efforts can be made to support students coming into CTE courses with MCA Reading scores below proficiency. Strategies will include providing professional development to CTE teachers in math and how it connects to their area of instruction. Additionally, we will explore ways to support district initiatives that serve all students.	
Comments or context for actual performance (optional):	
Although we did not score at or above our negotiated target, the South Metro Consortium students scored approximately 10 percentage points higher the state average in math.	
Improvement Report 3	
Indicator Not Met:*	2P1 ? Credential, certificate, or degree
Negotiated Performance: *	42.0
Actual Performance: *	38.2
General strategies planned to improve performance:	
IHCC will continue its focus on tutoring services for career programs with a goal of increasing student retention and completion. Additionally, funds will continue to be targeted for use by liberal arts faculty to have experiences in the associated career program fields.	
Comments or context for actual performance (optional):	
Improvement Report 4	
Indicator Not Met:*	3S1 ? School completion
Negotiated Performance: *	99.0

Actual Performance: *	97.97
General strategies planned to improve performance:	
We are looking at ways to push in wrap around services into our CTE courses. An example would be, in our new construction program in 196, we have added Work Experience Coordinator time. This staff person provides support for Work Based Learning concepts and makes sure students are passing their other courses and are on track to graduate. Additionally, 196 will look deeper into their data to better understand the drop in this area.	
Comments or context for actual performance (optional):	

Improvement Report 5	
Indicator Not Met:*	4S1 ? Student graduation rate
Negotiated Performance: *	93.0
Actual Performance: *	91.03
General strategies planned to improve performance:	
We are looking at ways to push in wrap around services into our CTE courses. An example would be, in our new construction program in 196, we have added Work Experience Coordinator time. This staff person provides support for Work Based Learning concepts and makes sure students are passing their other courses and are on track to graduate. Additionally, 196 will look deeper into their data to better understand the drop in this area.	
Comments or context for actual performance (optional):	

Improvement Report 6	
Indicator Not Met:*	5P1 ? Nontraditional participation
Negotiated Performance: *	28.8
Actual Performance: *	27.84
General strategies planned to improve performance:	
IHCC is focusing funds on the recruitment of nontraditional students into the career programs at the college.	
Comments or context for actual performance (optional):	

Improvement Report 7	
Indicator Not Met:*	5P2 ? Nontraditional completion
Negotiated Performance: *	18.3
Actual Performance: *	13.77
General strategies planned to improve performance:	
IHCC is focusing funds on targeted academic support for students in the career programs at the college.	
Comments or context for actual performance (optional):	

Improvement Report 8	
Indicator Not Met:*	6S1 ? Nontraditional participation
Negotiated Performance: *	53.0
Actual Performance: *	52.32
General strategies planned to improve performance:	
We struggle with this indicator only looking at gender. We will continue initiatives to expose and encourage male/female students to try courses that are non-traditional for gender through field trips, career fairs, etc... however, we will also be looking deeper into our data for students of color, students with disabilities, EL students, and students who are economically disadvantaged.	
Comments or context for actual performance (optional):	

Improvement Report 9	
Indicator Not Met:*	6S2 – Nontraditional completion
Negotiated Performance: *	54.38
Actual Performance: *	50.31
General strategies planned to improve performance:	
This is a difficult area to address. Students are challenged by having time in their schedule to take ANY exploratory courses in CTE so we are often looking for ways to create courses that expose students to the CTE area without requiring them to take the course all year. We will explore the courses and pathways within our consortium and investigate how other consortiums are addressing this issue.	
Comments or context for actual performance (optional):	

Statement of Assurances & Certifications

Description	File Name	File Size
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South Metro Statement of Assurances - 191	South Metro Statement of Assurances - 191.pdf	502 KB
South Metro Statement of Assurances - 194	South Metro Statement of Assurances - 194.pdf	444 KB
South Metro Statement of Assurances - 196	South Metro Statement of Assurances - 196.pdf	504 KB
South Metro Statement of Assurances - IHCC	South Metro Statement of Assurances - IHCC.pdf	701 KB

Attachments

Description	File Name	File Size
FY19 South Metro presentation	FY19 South Metro Perkins Plan Presentation.pdf	1.1 MB
TSA document	POS.TSA Planning Doc SouthMetro 5.21.18.docx	28 KB

