



MINNESOTA STATE

Career and Technical Education

Application

02058 - FY18 PERKINS APPLICATION - Final Application

02078 - FY18 South Central Consortium

Perkins IV Consortium

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Organization Information

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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
St. James	01 public school district	840
St. 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 Public Schools	01 public school district	2860

Summary Narrative Part One

Career and Technical Education Programs:

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/initiative in alignment with current legislative initiatives including World's Best Workforce, the Workforce Innovation and Opportunity Act, and Federal Perkins, in light of reauthorization.

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 community understand that the four year college degree is not the only viable path to success.

Priorities within the South Central Consortium are to continue leveraging partnerships and funding to provide:

- Regional Exploration
- Advisement to ensure that all high school students, their families, and educators understand career opportunities and related career choices as well as postsecondary education economics

The 2018 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 career advisement for all students through the expansion of the 9th grade Career Navigator Program
- Provide professional development that provides teachers the opportunity to connect learning to college and careers
- 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 job 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 leader in training and education in the region.

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 or 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. 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 Director 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 and 6)]

All participating districts have gone through the Minnesota Department of Education program approval process and all participating districts have at least one approved program and one CTE Program of Study in place.

Rigorous Programs of Study programs are determined by regional economic and employment data trends, and include 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: on-line and/or blended learning, articulated courses, concurrent enrollment, career academies in Health, Manufacturing, Information Technology, Mechatronics and Agriculture. The introduction of Plan of Study and technical skill assessments into the consortium, and participating in the process for identifying which Technical Skills Assessments 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 in each pathway

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 districts gain experience and understanding of aspects of industry through access and opportunities working with multiple career and employment guidance tools. i.e., ISEEK, MCIS, Kuder, Nav101.

Most secondary schools also offer a variety of work-based learning experiences, industry tours, guest speakers, annual Career Fairs, annual Regional Career Expo, and Industry specific career days also provide exposure to business and information about the business world for students. These experiences have in depth and scope of experiences. Post-secondary students in all CTE programs at South Central College have internship requirements, clinical lab experiences, as well as simulation and virtual lab experiences as part of their training course work. Several discipline areas include service-learning internship options.

See attached Perkins Highlights infographic.

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:

1. Advisory Committee participation helps ensure outcomes align with workforce needs.
2. Articulated College Credit session helps instructors to assure outcomes align with postsecondary programs.
3. Teacher in the Workplace Summer Institutes help instructors to develop perspective for learner outcomes.
4. Industry in the Classroom helps instructors to provide students context and connections for their learning.
5. 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 that students can apply learning in the classroom, and in work-based learning opportunities.
6. Guidance Counselors have developed tools for extending vision and developing strategies and supports for college and career ready, to families of students, and to staff encouraging all to provide guidance and understanding to students.

Recruitment and Retention

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Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)]

Professional development cohorts have been developed in Graphics, Information Technology, Office Technology, and Child Development & Marketing as well as the High Step project in Health Careers. These groups meet during Minnesota College Credit meetings bi-annually as well as during specialized trainings which have been offered as needed/identified. Recruitment is done informally and formally 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 post-secondary 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. Instructors in Graphic Communications, Information Technology, Auto-Body, HVAC, Megatronics and Computer Integrated Machining have taken advantage of this option within the past two school years.

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 plan the CTE seed which students are still in high school.

Minnesota State University, Mankato, annually holds a teacher job fair to facilitate recruitment, and is working with South Central Service Cooperative to shape a paraprofessional to special education teacher pathway.

Evaluate Student Performance and Programs

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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 who uses TABE assessments for student, and teaches employability and essential skills. A Guidance Counselor Community of Practice provides a forum for sharing leadership and practices, and counselors have completed an assessment that identifies activities and assessments and compares when these are implemented, as consideration for a developing a collective framework to better align with regional plans and resources.

The postsecondary EPM11 system is used to collect post-secondary data for student retention and completion. At this time the EPM11 system nor ISRS collects Technical Skill Assessment data for student performance or program performance. This is a gap in data collection that has a serious impact on what is "telling the story" of Student and Program Performance for the post-secondary institutions across the state. Data collected is incomplete and not comprehensive for all CTE programs and all CTE Technical Skills Assessments being administered and scored at the post-secondary level.

Both systems provide raw data that is used in analyzing the consortium performance(s) 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

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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)]

In selecting the Career Pathways for development under this initiative, local labor market information (Minnesota Department of Employment and Economic Development) and local career and technical education initiatives were considered.

Manufacturing and health care are the two largest employment industries in the area. With 19,103 jobs at 353 firms, manufacturing is the largest employment industry in the region, accounting for 18.4% of total jobs. In addition, the region is still adding manufacturing jobs, gaining 800 net new jobs over the past five years. At \$48,724 in 2015, the average annual wage in manufacturing was over \$9,500 higher than the total average wage of all industries.

The next largest industry in the region is health care and social assistance, with 17,623 jobs at 595 firms. The average annual wage for health care/social assistance is \$40,144. With an aging population, this industry sector will continue to add jobs.

The regional information technology sector has experienced 5% job growth from 2010 to 2015 with an average annual wage of \$48,308. In addition, information technology jobs are prevalent across most industry sectors including manufacturing, professional business services, education and health services.

Demand occupations within each of the industry pathways include:

- Healthcare/Social Assistance: Nursing Assistants, Registered Nurses, Home Health Aides, Licensed Practical Nurses, Social & Human Service Assistants, Physician Assistants, Social Workers, Family & General Practitioners, Pharmacy Technicians, Medical Assistants, Nurse Practitioners, Medical Laboratory Technicians, Dental Assistants, Pharmacists, Medical & Health Services Manager, EMTs, Dentists, Radiologic Technologists, Medical Records & Health Information Technicians, Physical Therapists, and Internists.
- Manufacturing: Welders, Meat Packers, Assemblers, Production Workers, Industrial Engineers, Inspectors, Industrial Machinery Mechanics, Industrial Engineering Technicians, Industrial Production Managers, Machinists, Machine Operators, Mechanical Engineers, Production Supervisors, Computer Controlled Machine Tool Operators, Machine Setters, Electrical & Electronics Engineering Technicians and Engineers, Printing Press Operators, and Stationary Engineers & Boiler Operators
- Information Technology: Computer Support Specialists, Network & Computer Systems Administrators, Computer Network Support Specialists, Computer & Information Systems Managers, Software Developers, and Computer Systems Analysts

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:

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.)]

SC 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. SC Perkins Consortium will also began 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 & post-secondary faculty & counselors and regional advisory committees. Professional development options in a variety of opportunities, cohort groups & technical support are planned/provided. Technical skill attainment & improvement of academic & 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 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 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: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R5 Professional Development , R6 Assessment
Strategies	
1.1 Develop POS/Rigorous POS • Provide facilitation/support services, data collection & archiving of consortium supporting materials • Facilitate professional development as needed.	
<ul style="list-style-type: none"> • Update http://mnprogramsofstudy.org and Course-to-Career Guides • Update/publish scope and sequence for program/course catalogs for print and online. 	
Align with Goal 2 strategy for Career Academies and Regional Guided Pathways Team and development of Greater Twin Cities United Way Career Pathways grant program. Facilitation provided by grant administrators, professional development provided by grant administration, and secondary budget is for printing costs.	
Outcomes	
Strengthen State-approved POS and further develop Rigorous Programs of Study (R-POS):	
<ul style="list-style-type: none"> • Health Science Technology/Therapeutic Services • Manufacturing, Maintenance, Installation & Repair • Information Technology, Web & Digital Communications 	
Measures	
ISEEK updated for South Central Perkins Consortium POS, Course-to-Career Guides printed for member districts, scope and sequence for Program/Course Catalogs updated and available in print and online, and TSAs implemented for State-approved POS (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	\$8,020.07
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$5,320.07
Secondary Reserve	\$0.00
Secondary Total	\$13,340.14
Total	\$13,340.14
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R1 Academic Integration
Strategies	
1.2 Career Exploration/Career Navigator Program	
1.3 Transportation	
Outcomes	
<ul style="list-style-type: none"> • Career Navigator Program-Year 2 implementation following pilot program last year, features sessions for 9th-graders on-site at South Central College and/or local industry to participate in hands-on explorations of technical programs from each career field: <ul style="list-style-type: none"> ◦ Agriculture, Food & Natural Resources ◦ Art, Communications, & Information Systems ◦ Engineering, Manufacturing, & Technology ◦ Health Science Technology ◦ Human Services ◦ Business, Management, & Administration 	
Measures	
1400 9th-grade students, and representative teachers/support persons and parent/guardians from member districts participate on South Central College Faribault and North Mankato campuses, and industry partner sites. Secondary costs include payment to the college for program coordination (\$28,500) and transportation (\$8,500), and grant administration pays for meals for in-kind and volunteer presenters.	
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	\$41,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$41,000.00
Total	\$41,500.00

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P2 Counseling
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Strategies

1.4. Student Enrichments

Outcomes

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

- 10th-Grade Career Expo
- SCC/Regional Career Fairs, Building Trades Expo, Job Fairs (LPN/PCA/NA-R), Tour of Manufacturing
- SCC/Minnesota State Centers of Excellence Career Exploration Camps

Measures

1400 10th-grade students attend regional Career Expo. and students from all member districts participate in regional events throughout the academic year.

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	\$6,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$9,000.00

Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
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Strategies

1.5 Local Supports for Programs of Study

Outcomes

Resources are made available for Local Perkins Projects, including support/priority for student personal learning plans/career planning systems (MCIS, Naviance, CWRA+, etc.), technology integration, and equipment/upgrades.

Measures

Applications are approved for member districts to improve CTE programs through local projects.

PER THE FY2017 MONITORING VISIT: The Secondary Coordinator will ensure that for all equipment purchases, that INVENTORY of EQUIPMENT is cooperatively maintained with South Central College, AS A SHARED DOCUMENT. Current inventory has been transferred to a Google Sheet and users have been configured for the system.

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	\$40,000.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$40,000.00
Total	\$40,000.00

Goal 1 Objectives 5

Required/Permissive Uses of Funds*	R6 Assessment
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Strategies

1.6 Technical Skill Attainment

The consortium works with its 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 is best to implement. All members are invited and encouraged to incorporate assessments in their local Programs of Study. Precision Exams are new to our members and were piloted by a few consortia last year, and we will facilitate a session with Precision to provide an overview to teachers.

This year, we have worked with other consortia in southern Minnesota to reformat the articulation meetings held each late fall-early winter, to hold sessions in the morning, and to invite job-alike teachers for an afternoon of sharing practice and leadership, which will be an ideal time to include TSAs on this agenda.

Outcomes

Support Technical Skill Assessment Exam Fees for State-approved POS

Measures

1-2 member districts for each state-approved Program of Study provide Technical Skill Assessment for enrolled students.

PER THE FY2017 MONITORING VISIT

The Secondary Coordinator will work directly with each member who provides students with a Technical Skill Assessment:

- To ensure that teachers provide the names of all students tested and of all students who were successful, to the responsible person who upload the P-File data to the State, and
- To support this person's edit to the P-File to reflect TSA participation and results, and
- To confirm that the P-File is submitted successfully to the State.

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	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$4,500.00

Goal 1 Objectives 6

Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology
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Strategies

1.7 Host student learning platform

Outcomes

Hosting and support are provided for guided pathways programs/courses and professional development content and instruction (RPOS)

Measures

Blended and online instruction is supported through hosted student learning platforms and supports.

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	\$872.92
Secondary Permissible Activities	\$0.00

Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$872.92
Total	\$872.92

Goal 2 Narrative

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

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Your Goal 2 Narrative must include descriptions of the following:

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

(20,000 character limit)

South Central Minnesota is fortunate to be home to engaged employers who work closely with workforce development organizations to support career exploration and training activities. Employers support Career Days as speakers, provide feedback to industry focused educational programs and courses, provide work-based learning experiences, develop apprenticeships, and donate resources and time to strengthen educational opportunities.

Program Advisory committees are part of each POS, regional & local advisory boards are in place. Regional advisory committees involve both secondary & post-secondary faculty as well as business reps. Advisory committees assist in identifying high-skill, high wage or high-demand occupations, employment trends, aspects of industry, and areas of continuous improvement for CTE programming. Partnerships with WorkForce Centers, ABE, ALC's, Chambers, school districts & businesses in the region are identified & supported through participation and collaborative initiatives; i.e., Academy Initiatives, Career Exploration Days, STEM & Career Expo, summer or day camp opportunities.

The career exploration opportunities supply hands-on experiences, allow students to explore jobs within specific careers/POS and provide information to students about local work opportunities. The activities also help students understand the high wage, high skill, and high demand occupations within the region. Through these experiences, students are exposed to all aspects of the industry. It is through these activities that students might be encouraged to remain within their community and hold positions that may otherwise be difficult to fill.

Professional Development and building the future of Agriculture has been at the forefront of the work in Agriculture in southern Minnesota. SCC hosts an Ag Symposium, a conference offered every February to address the highly relevant topics facing the modern producer. The professional development day hosts area Ag professionals, SCC students and area Ag high school students and teachers. Greater Mankato Growth has launched Project ABE with its main principles in promoting awareness, garnering support through public affairs, developing the talent through education and positioning southern Minnesota as a destination for ag related opportunities. The Center of Agriculture is located at SCC and collaborates with many area colleges to align students with the resources of academic institutions and industry to develop and sustain the workforce needs of agriculture in southern Minnesota. The CASE (Curriculum for Agricultural Science Education) Institute is held in the summer at SCC and is a professional development opportunity to learn more about the national curriculum utilizing science inquiry for lesson foundations. South Central College also collaborates with area schools in many ways to prepare students for the Agriculture industry. This is done in collaboration with the Plant Systems Career Pathways work, hosting regional FFA events and working with area high school teachers to articulate college credit into the college program.

Aligning high school curriculum to community college pathways is another area in which there has been success. The High STEP Healthcare Academy is a successful model that serves 10 schools in South Central Minnesota with a concurrent enrollment model. The program serves over 70 students a year who pursue credit in Health Science courses with the goal of exploring careers in this high-demand sector. High STEP is a prime example of how the South Central partners have worked together to provide career development opportunities to rural schools who may not have enough students or resources to pursue academy models independently.

SourceCode Information Technology Academy is a new partnership between secondary and postsecondary education, business, and the community designed to provide secondary students with coursework and work-based learning experiences in information technology (IT). With sections to start in September 2017, SourceCode will provide high school credit, content knowledge, and career exploration opportunities.

In a slightly different model, South Central College offers two "academies" which give high school students the opportunity to earn dual credits associated with two high-demand career sectors: Information Technology and Mechatronics. These have been offered in partnership with area high schools and serve up to 30 students annually.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences
Strategies	
<p>2.1 Develop and implement Regional Career Academies for all R-POS.</p> <p>Academy Programs will align to new development of regional Career Pathway Program funded by the Greater Twin Cities United Way, serving communities served by: Tri-City United, Le Sueur-Henderson, St. Peter, Mankato Area, Madelia, St. James, and Butterfield-Odin public school districts. Goal is to increase the number of students, particularly of low-income and students of color, that graduate with the skills and credentials needed for postsecondary education and career success.</p> <p>9-14+ programs will provide students high school diploma and industry recognized credential, credit toward a postsecondary degree or certificate, and a minimum of 12 dual credits.</p> <ul style="list-style-type: none"> • Teacher of Record • Student Learning Coaches • Online instructional content • Industry-partner clinical experience • Work-based learning experience 	
Outcomes	
<p>2.1A Health Science Technology</p> <p>High-STEP Academy Program</p> <ul style="list-style-type: none"> • Develop courses on adaptive platform (HST1 and HST2, Medical Terminology, Medical Anatomy and Physiology, Nurse Assistant Registered, Sports Medicine, and Advanced HST) • Expand Participation <p>2.1B Manufacturing</p> <ul style="list-style-type: none"> • Develop Blended Academy Program • MnAMP 4-core essential courses • YEAP Apprenticeship Program • PLTW Community of Practice • Saturday Welding Academy • MechAGtronics <p>2.1C Information Technology (IT)</p> <ul style="list-style-type: none"> • Discover IT - A Box of IT Chocolates • Web for Business - HTML5 and CSS3 • Programming Fundamentals - JavaScript Rocks! • Advanced Programming - Java 	
Measures	
12 district members will share academy models; 90 students in 10 districts will participate in health careers academy and HST will be available on simulation/adaptive platform; 25 students from 5 districts will participate in manufacturing courses/apprenticeship activities; and 20 students from 4 districts will participate in IT courses, including work-based learning experiences.	
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	\$27,713.83
Secondary Total	\$27,713.83
Total	\$27,713.83
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, P1 Advisory Committees

Strategies	
2.1 Establish regional advisory committees for all R-POS.	
Continued support for postsecondary advisory committee for all state-approved POS; secondary participation encouraged.	
Outcomes	
Advisory Committees meet twice each academic year. Regional R-POS committees steer development of academies.	
Measures	
Secondary participation in regional CTE advisory committees is increased by 5%.	
Ag, Child development, CIM, Mechatronics, Computer Careers, Graphic Communications, and OTEC serve as secondary and postsecondary representative committee.	
Academies develop with advisement from regional R-POS committees.	
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 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P4 Additional Special Populations, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
2.2 Collaboration with ABE and the WorkForce Council/Center to transition eligible youth and adults to the workforce.	
Collaboration with MAPS for Work-Based Learning Supports	
Outcomes	
Facilitation/Support Services	
Tutoring Assistance	
Measures	
• 75 persons will be served through College Prep, and some will be co-enrolled in ABE and ELL, and FastTrack • 25% participants will successfully transition to post-secondary programs and 25% will enter the workforce. Academy work-based learning, enrichment and professional development supported by Work-Based Learning Facilitator.	
Post-Secondary Required Activities	\$20,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$20,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$20,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$20,000.00
Total	\$40,500.00

Goal 2 Objectives 4

Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, P8 Teacher Preparation
Strategies	
Professional Development	
2.3 Teacher in the Workplace (\$1,250) Summer 2-day programs in partnership with Greater Mankato and Greater Faribault area industry, includes multiple tours, facilitated reflection on teaching practice, and licensed access to industry in the classroom for 2017-2018 year.	

2.4 Support for members to attend CTE Works!, MACTA and Career Field Association conferences and events (\$5,000).

Sub compensation available (Goal 5.4).

Outcomes

Summer Institute Program conducted in collaboration with Mankato Area Public Schools and Greater Mankato Growth, Faribault Public Schools, and Faribault Chamber of Commerce.

Measures

25 teachers participate in 3-day Institute and complete site visits and reflection at 6 industry sites.

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

(20,000 character limit)

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 based on their policy review cycle, this information is posted in a public location within the building. South Central College 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 covered in new faculty/staff onboarding orientation. Districts and SCC are committed to enabling ALL student 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 & equipment, tutoring. Materials are prepared in multiple formats including online to increase access and usability for all students. In addition, assistive technology is utilized when required. SCC through the AASC (Academic Affairs and Standards Council) ensure consistency in curriculum and learning outcomes for all students.

The Nursing program at SCC is one of the institutions largest CTE programs & has a high need for tutoring in Math & Science, the second CTE program that also has a high need for tutoring in Science and Math is Mechatronics. Tutors assist students to be successful in their coursework. The STEM Equity Project participation has assisted the SC Perkins consortium in developing strategies for addressing biases & 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 & staff over the last 5 years and continuing into this year. Expectations are consistent for all secondary & post-secondary learners to have access to CTE programs and to succeed in CTE programs.

During the Spring of 2015, the addition of targeted special populations CTE programming was discussed at a regional level with the Special Ed. Directors. Information was provided about the success of Practical Assessment Exploration System (PAES) labs throughout the state. The PAES system is a simulated workplace curriculum with the end result being placement in a job within the community. Since that time, several PAES labs have opened up throughout the region and there are several more that will open during the 2017/18 school years. The PAES system provides opportunity for community engagement with students who are receiving special education as well as career

assessment and hopefully, long term placement. The grant will continue to support the presence of a Special Education Director in the grant planning process to assure that Perkins strategies are inclusive of students with disabilities.

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.

Professional staff tutors work individually and through study groups supporting the academic needs of CTE students at South Central College. Pilot Culinary Lab Assistant at SCC to support retention and completion of non-traditional students.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P9 Alternative Formats, P10 Student Transition
Strategies	
3.1 Support for implementation of regional PAES (Practical Assessment Exploration System) 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	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$4,000.00

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, P3 Work-Based Experiences, P4 Additional Special Populations
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*	R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P9 Alternative Formats, R6 Assessment , R9 Special Populations, P4 Additional Special Populations, P9 Alternative Formats
Strategies	
3.3 Increase access to post-secondary education for underserved populations through a variety of strategies (PS-R) • Provide facilitation/support services • Tutoring and counseling assistance and pilot Culinary Lab Assistant services • Accessible resource materials and accommodations	
Outcomes	
• All CTE students requiring assistance receive resource and accommodations (PS-R) • All CTE students requiring academic assistance are offered tutoring services (PS-R)	

Measures	
• 70% of students who participate in tutoring services meet/maintain acceptable academic progress each semester through graduation or transfer per POS plan of study • 74% of students receiving tutoring assistance receiving a grade of "C" or higher compared to non-participants	
Post-Secondary Required Activities	\$52,066.53
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$38,271.48
Post-Secondary Total	\$90,338.01
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$90,338.01

Goal 3 Objectives 4	
Required/Permissible Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R9 Special Populations, P1 Advisory Committees, P6 Mentoring/Support Services, P9 Alternative Formats

Strategies

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

3.5 Facilitate PAES Labs and provision of services for *all* CTE students.

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 young girls in STEM courses

Greater Mankato Diversity Counsel also provides the opening keynote to students attending the 2nd-day experience in Career Navigator Program.

GMDC = \$8000.00

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

Contract = \$6489.38

Measures	
• Increase participation by 10% the number of districts, students, and teachers in non-traditional career training • Increase by 10% the number of young girls enrolled in CTE STEM courses • Increase the percentage of participation and completion in to meet consortium targets.	
• Special Education Directors serving all members of the consortium will offer assessment and work/life skills development for students enrolled in their programs.	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$14,489.38
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$14,489.38
Total	\$18,489.38

Goal 4 Narrative

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

*

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

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

(20,000 character limit)

SC Perkins Consortium objectives include strategies for increasing awareness of secondary students & their parents in CTE programs & Programs of Study, as well as prospective post-secondary students, adult learners, non-traditional, older than average, displaced workers and veterans. Specific attention & efforts are placed on information guides & presentations for secondary students and parents.

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 students Junior or Senior year in high school begins skill enhancements prior to college enrollment as one of our specific strategies. Articulation between secondary and post-secondary is also part of the process of POS development and implementation. Post-secondary to post-secondary – 2year to 4 year articulation agreements are also pursued and garnered w/a number of 4 year institutions within the Minnesota State and U of M systems.

Concurrent enrollment 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 post-secondary career training decision making.

The award of the Greater Minnesota Twin Cities United Way Grant will support/enhance rigor and relevance in the RPOS in grades 9-14+. This is a partnership among schools, business, community organizations and various levels of education. In addition, Southwest/West Central Region also received the grant and collaboration is being established related to Manufacturing and Health. Outcomes will include students earning 12 dual credits by the time they graduate.

The health care High-Step program is a regional program that allows our rural districts to acquire the content on-line with hands on application within their community at a local health care facility. Students earn dual credit when they participate in the program.

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: Career, Education, Finance, Leadership, and Personal.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R11 Articulation, P9 Alternative Formats, P10 Student Transition
Strategies	
4.1 Promote transition between secondary and postsecondary institutions. • Professional Development • Provide facilitation/support services • Support regional clearinghouse and provision of MN College Credit Certificates • Contracts for duo-credit opportunities	
Outcomes	
<ul style="list-style-type: none"> Articulated College Credit (ACC) Review and modify ACC agreements Facilitation (\$500 Secondary and \$500 Postsecondary) Website http://CTECreditMN.org (\$1500) Provide support for collective facilitation in partnership with southern MN Perkins consortia 	
Measures	
Review cycle for MNCC held in Fall (October 6, 13, November 3, 17). Agreements reviewed and updated, signatures collected, regional on-line database is updated by January 31, 2018. (Currently 44 regional certificates are available through this objective.)	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$2,400.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,400.00
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	\$3,511.00
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R8 Size/Scope/Quality, P7 Equipment Leasing/Purchasing/Upgrading
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/support services • Local project grant	
Outcomes	
<ul style="list-style-type: none"> Contracts for Duo-Credit Concurrent Enrollment Agreements PSEO by Contract 	
Note: Expense for Concurrent Enrollment agreements for High-STEP Health Science Academy program 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]

(20,000 character limit)

Within the Consortium, needs assessment was re-engaged beginning 2015-2016 school year. At that time, there were numerous leadership changes in districts throughout the region, including South Central College. The Consortium took advantage of those changes to question what could be done better together to meet the needs of its members, and to consider potential impact in the region for a long-range strategic plan that could align with legislated World's Best Workforce plans and the newly authorized WIOA legislation. Members were challenged to consider a more global scale in which collaborate to better serve students.

As a result, the South Central Perkins Consortium plan shifted this past year in response to school leaders 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 better understanding:

- The local economic and employment trends;
- The need for *both* academic and technical skills for college and career readiness;
- The ratio of jobs requiring secondary and postsecondary education and/or industry certification;
- The value of cultivating "essential skills" through work-based learning and leadership opportunities; and
- For better understanding 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 GMDC. Counselors have developed activities to prepare, guide, and reinforce career planning, and have worked together to assess and consider their own framework in grades 7-12 for helping students and parents to plan for college and career. Data is collected prior to the Career Navigator Program related to student knowledge and awareness of post secondary 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 post-secondary 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 support what districts need without supplanting what they are doing.

SC 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, the post-secondary partner, determine the desired outcome and best methodology for implementing the initiative. Not all strategies are able to have top priority for the current year – but we often work with a "pilot" model – which allows those partners that are ready to implement a strategy to move ahead. Consideration is given to those that need additional prep time to join in the project in subsequent years.

Fairmont Public Schools has asked to join the consortium, and South Central will work with MN-West to analyze the impact on data, budget, and accountability.

NOTE: Effective July 1, 2017, Gwenn Wolters will serve as PRIMARY CONTACT Secondary Perkins Administrator for the consortium. (.5FTE)

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration
Strategies	
5.1 Develop/update governance to serve alignment of regional initiatives, including Perkins, WIOA, and WBWF.	
5.2 Communities of Practice	
Outcomes	
Sustain Governance Structure and include additional representation by classroom CTE.	
Communities of Practice serves as a leadership cohort to facilitate connections that foster collaborative problem solving and professional growth.	
<ul style="list-style-type: none"> Sustain and grow Counselors Community of Practice adding to school and workforce counselors, representation by Minnesota State University, Mankato PSEO and Concurrent Enrollment Director, and Minnesota Talent Search Director. Add a Community of Practice for Work-Based Learning Coordinators. 	
Measures	
Perkins Advisory will be held 4 times each year to assess progress and drive planning.	
3-5 times each year, Communities of Practice will meet: Guidance Counselors, Work-Based Learning Coordinators, Curriculum and Staff Development Coordinators, Technology Integration Coordinators, and Technology Directors.	
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	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$500.00
Total	\$500.00
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
5.1 Facilitate Perkins plan and regional strategic plan development and alignment; provide facilitation/support; attend local, regional, state, and national training events.	
Outcomes	
<ul style="list-style-type: none"> Regional strategic plan is developed Perkins goals and objectives are implemented through defined strategies and assessed. Grant accountability is realized. 	
Measures	
Ongoing communication and bi-monthly meetings provide information and updates about Perkins and CTE programming to/with consortium. Plans are written and funded. Strategies and outcomes are met. Self-assessment and plan align, budgets are in compliance and spent according to plan.	
Post-Secondary Required Activities	\$92,052.64
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$11,594.25
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$103,646.89
Secondary Required Activities	\$57,989.52
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00

Secondary Total	\$57,989.52
Total	\$161,636.41
Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R2 Programs of Study
Strategies	
5.3 Communications and artifacts impact culture of school and community and to address student retention by post-secondary programs.	
Outcomes	
<ul style="list-style-type: none"> Communications and artifacts are developed for local districts to impact student and families, teachers and support, and community partners. 	
Measures	
<ul style="list-style-type: none"> Course to Career Guides will be developed and printed for secondary members, that aligns required and elective courses by career pathway. Professional development will be provided members to update POS on http://mnprogramsofstudy.com web site. Training will be provided to site contacts, to help teachers manage articulated college credit agreements and award to students Videos and a biannual newsletter from the college will focus on POS programs 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. For example, Riverland will offer its Career Fair to South Central districts, and South Central will invite Riverland districts to Career Expo and Trade Fair activities. 	
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 Professional Development , R8 Size/Scope/Quality
Strategies	
Substitute teacher supports	
Outcomes	
Participation is supported with resources for substitute teachers	
Measures	
200 day equivalent support is provided to assure participation in all 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	\$3,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$3,500.00
Total	\$3,500.00

Secondary Supplemental Budget

File Name	Description	File Size
http://www.applyheremn.org/getApplicationPrintPreview.do?documentPk=1490810380228		23/35

SC Perkins Secondary MDE Budget - Mod 7-5-2017 FY 2018.xlsx (48 KB)	South Central Secondary UFARS Budget Modified 7-5-17	48 KB
SC Perkins Secondary MDE Budget FY 2018.xlsx (50 KB)	SC Perkins Consortium Secondary MDE Budget FY2018	50 KB

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	\$50,892.99	\$47,000.00	\$5,320.07	\$0.00	\$103,213.06	\$109,213.06

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	\$20,500.00	\$0.00	\$0.00	\$0.00	\$20,500.00	\$6,500.00	\$20,000.00	\$0.00	\$27,713.83	\$54,213.83	\$74,713.83

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	\$56,066.53	\$0.00	\$0.00	\$38,271.48	\$94,338.01	\$19,989.38	\$0.00	\$0.00	\$0.00	\$19,989.38	\$114,327.39

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	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$1,111.00	\$0.00	\$0.00	\$0.00	\$1,111.00	\$3,511.00

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	\$97,052.64	\$0.00	\$11,594.25	\$0.00	\$108,646.89	\$61,989.52	\$0.00	\$0.00	\$0.00	\$61,989.52	\$170,636.41

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	\$176,619.17	\$5,400.00	\$11,594.25	\$38,271.48	\$231,884.90	\$140,482.89	\$67,000.00	\$5,320.07	\$27,713.83	\$240,516.79	\$472,401.69

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	\$3,500.00
Totals	\$20,500.00

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:* \$53,161.81

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 67.0%

Coordinator Budget:* \$64,825.11

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Connie Oleson	Math Tutor		\$39,483.10	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		\$39,483.10	Elaine's PD,2016.doc
Erin Toninato	Secondary Administrator	380233	\$38,748.20	Perkins Coordinator Position.pdf
Jeannie Meidlinger	Secondary Relations Coordinator		\$64,825.11	16-17_JeannieMeidlingerPD.pdf
Roxy Mortvedt	Administrative Assistant for Secondary Relations		\$21,727.53	Position Description OASI Administrative Assitant Roxy.docx
Mary Berg	TEACHER/COORDINATOR WORK BASED LRNG	427464	\$20,000.00	Coordinator - Work Experience.doc
			\$226,767.04	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1S1 – Academic Attainment in Reading/ Language Arts
Action Steps to improve the performance	
1. Contextual Learning Community-of-Practice: C/I Coordinators, Core Content and CTE Teachers 2. Teachers in the Workplace 3. Industry in the Classroom 4. Supports for Career Academy students	
Resources Needed	Secondary Grant Coordinator Goal 2 Strategies and Funding SOCRATES Online support for blended and online learning (In-Kind) Career Academy Learning Coaches (In-Kind)
Timeline	CoP - Autumn and Spring meetings Teachers in Workplace - June 2018 Industry in Classroom - Nepris.com license through 6-30-2018
Person(s) Responsible	Secondary Grant Coordinator SCSC Teaching and Learning Staff
How will progress be documented?	Minutes of CoP events Event evaluation Support structure uses Genius SIS to monitor progress in courses
Sub-populations or groups where gap exists:	LEP
Describe any contextual factors that might contribute to this gap:	Goals assume need for connecting learning in core content classrooms, and for CTE classrooms to articulate academic standards
Further Information	
1. Teaching and Learning staff from SCSC will facilitate a community of practice for curriculum directors, core content and CTE teachers to share leadership and strategies for articulation: help to CTE teachers for embedding academic standards, aligning curriculum and assessment, and collaborating in instruction, and to help core teachers to integrate career exploration and experiential learning experiences. 2. 2-day event being piloted June 2017 in Greater Mankato and Greater Faribault area business and industry, and will provide tours of industry, discussion, professional reflection, and orientation and access to virtual Industry in the Classroom experiences through Nepris.com. Event is also scheduled for June 2018 in this year's Grant. 3. Nepris.com licensure was provided to all CTE teachers in the consortium in December, 2016. Licenses extend 18-months, through the end of this Grant fiscal year, June 30, 2018. 4. Career Academy students access content online for all online and blended learning experiences, through SOCRATES Online, a Minnesota certified supplemental online learning program. Support professionals monitor student progress and provide content support to ensure students are successful. A learning coach/advisory also provides support to students, and supervision of clinical and work-based learning experiences.	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	1S2 – Academic Attainment in Math
Action Steps to improve the performance	
1. Contextual Learning Community-of-Practice: C/I Coordinators, Core Content and CTE Teachers 2. Teachers in the Workplace 3. Industry in the Classroom 4. Supports for Career Academy students/course development. Medical Math incorporated into new course development.	
Resources Needed	Secondary Grant Coordinator Goal 2 Strategies and Funding SOCRATES Online support for blended and online learning (In-Kind) Career Academy Learning Coaches (In-Kind) High-STEP Course Development
Timeline	CoP - Autumn and Spring meetings Teachers in Workplace - June 2018 Industry in Classroom - Nepris.com license through 6-30-2018 HST1 and HST2 courses embed Medical Math
Person(s) Responsible	Secondary Coordinator SCSC Teaching and Learning Staff (In-Kind)
How will progress be documented?	Minutes of CoP events

	Event evaluation Support structure uses Genius SIS to monitor progress in courses
Sub-populations or groups where gap exists:	LEP
Describe any contextual factors that might contribute to this gap:	Goals assume need for connecting learning in core content classrooms, and for CTE classrooms to articulate academic standards
Further Information	
<p>1. Teaching and Learning staff from SCSC will facilitate a community of practice for curriculum directors, core content and CTE teachers to share leadership and strategies for articulation: help to CTE teachers for embedding academic standards, aligning curriculum and assessment, and collaborating in instruction, and to help core teachers to integrate career exploration and experiential learning experiences.</p> <p>2. 2-day event being piloted June 2017 in Greater Mankato and Greater Faribault area business and industry, and will provide tours of industry, discussion, professional reflection, and orientation and access to virtual Industry in the Classroom experiences through Nepris.com. Event is also scheduled for June 2018 in this year's Grant.</p> <p>3. Nepris.com licensure was provided to all CTE teachers in the consortium in December, 2016. Licenses extend 18-months, through the end of this Grant fiscal year, June 30, 2018.</p> <p>4. Career Academy students access content online for all online and blended learning experiences, through SOCRATES Online, a Minnesota certified supplemental online learning program. Support professionals monitor student progress and provide content support to ensure students are successful. A learning coach/advisory also provides support to students, and supervision of clinical and work-based learning experiences. New course development for Health Science Technology (HST) I & II, will incorporate Medical Math model curriculum.</p>	

Improvement Plan Action Steps 3

Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
South Central Perkins Consortium facilitates 1-2 teachers for each Consortium-approved Program of Study, providing Technical Skills Assessment for student each year. From the Monitoring Visit, we have learned that only 2 members have successfully reported results in their P-File data uploaded to the State, and that only 1 of this districts provided actual data. Strategy described below should produce real data for the State to measure TSA performance.	
Resources Needed	None
Timeline	May 2017, and Spring 2018
Person(s) Responsible	Secondary Coordinator
How will progress be documented?	State Reporting
Sub-populations or groups where gap exists:	N/A
Describe any contextual factors that might contribute to this gap:	N/A
Further Information	
The Secondary Coordinator will work directly with each member who provides students with a Technical Skill Assessment:	
<ol style="list-style-type: none"> 1. To ensure that teachers provide the names of all students tested and of all students who were successful, to the responsible person who upload the P-File data to the State, and 2. To support this person's edit to the P-File to reflect TSA participation and results, and 3. To confirm that the P-File is submitted successfully to the State. 	

Improvement Plan Action Steps 4

Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
<ul style="list-style-type: none"> • The Culinary Arts Department at South Central College is working to increase enrollment, retention and completion rates of all students, but particularly those non-traditional female students in a male dominated industry. We have begun the process of contacting potential, current, and former non-graduated students to get a better handle on the scope of their progress. In order to show progress in these areas it would be beneficial to have dedicated time available to create a plan and implement strategies for success that can then be duplicated with other programs needing improvement. • In order to keep second year culinary students engaged in the department and excited about cooking we would like to hold several non-credited engagement cooking experiences. This would be a type of continuing education engagement series for students in order to get them back into the kitchen. The justification behind this idea is the fact that our program often loses students after they finish their high intensity culinary training during the first year. In the second year students take more lecture based classes as well as electives and we have had a high number of people dropping out at that point. We propose to hold a contest or technique opportunity each semester. 	
Resources Needed	Perkins funds for Coordination time, substitute pay, ingredients and supplies.
Timeline	8/2017-6/2018
Person(s) Responsible	Culinary Lab Assistant, Secondary Relations Coordinator, Culinary faculty
How will progress be documented?	Data analysis of student retention from semester to semester through graduation and job placement.
Sub-populations or groups where gap exists:	A focus will be on the students in nontraditional fields while also making an impact on all students at the college.

Describe any contextual factors that might contribute to this gap:	As mentioned in our 5P2 report, non-traditional by gender only is an outdated facet of a non-traditional student in general. SCC's institutional focus at this time is non-traditional by ethnicity, first generation, under-served or represented.
Further Information	
Improvement Plan Action Steps 5	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
In collaboration with ABE and the WorkForce Council/Center to transition eligible youth and adults to the workforce. Individual education planning and supports are provided through College Prep and Fast Track programs.	
We will be evaluating the approach taken in providing facilitation/support services, tutoring assistance and providing accessible resource materials and accommodations to our students through the Academic Support Center at the college. We believe that if we follow the direction of the FastTrack programs with strategic tutoring services we will see an increase in completion as the FastTrack program has.	
We also plan to work with our advising staffing in the Student Affairs Center utilizing strategic advising opportunities to connect with students at appropriate times in their education path to impact student completion and placement.	
Resources Needed	Perkins funds for Coordination time, and tutoring/advising materials.
Timeline	8/2017-6/2018
Person(s) Responsible	Fast Track tutor staff Academic tutor staff Academic Advisors Perkins Staff Program faculty
How will progress be documented?	Data analysis of student retention from semester to semester through graduation and job placement.
Sub-populations or groups where gap exists:	A focus will be on the students in nontraditional fields while also making an impact on all students at the college.
Describe any contextual factors that might contribute to this gap:	As mentioned in our 5P2 report, non-traditional by gender only is an outdated facet of a non-traditional student in general. SCC's institutional focus at this time is non-traditional by ethnicity, first generation, under-served or represented.
Further Information	
See upload of SCC Student Engagement and Success Plan 2015-16 Progress Report. The Student Engagement and Success Plan includes specific strategies and performance measures. 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 Plan Action Steps 6	
Indicator Number (i.e. 1S1 or 2P1)*	6S2 – Nontraditional completion
Action Steps to improve the performance	
A national STEM Pipeline model, the STEM Equity program is a long-term strategy 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. After 6 years of implementation, this FY 2018 year did not offer the program due to transition within the organization. We have offered this program again, in this year's Grant plan-Goal 3.	
We have also addressed this strategy in the Career Navigator career exploration program, through its overall format and through presentation by the Greater Mankato Diversity Council.	
Resources Needed	Funding provided in Goal 3.4
Timeline	2017-2018 Academic Year - Site visits vary
Person(s) Responsible	Secondary Coordinator Greater Mankato Diversity Council
How will progress be documented?	Pre-session and post-session evaluations are tabulated for each event. A PowerPoint is produced at the end of each season presenting current and longitudinal data and results. (See attached 2015-2016 Summary Report)
Sub-populations or groups where gap exists:	Gender/Non-Trad
Describe any contextual factors that might contribute to this gap:	STEM Emphasis
Further Information	
The trained "STEM Equity" facilitators will work with students in the classroom with updated curriculum. Students will experience an interactive, age-appropriate lesson in grades 7-12. Students in 7 th and 8 th grade will learn about gender bias and gender stereotypes that impact girls and women in STEM fields; students in grades 9-12 will learn about great women and their accomplishments in the fields of Math (9 th grade), Science (10 th grade), Technology (11 th grade) and Engineering (12 th grade). All these lessons were constructed to provide girls a "friendly" learning environment that encourages them to pursue studies and hopefully careers in STEM fields.	
Career Navigator program will have Greater Mankato Diversity Council introduce Day-1 of program in a presentation for 9th-grade students designed to bust myths, biases and stereotype and encourage students to be open-minded in their career exploration. The format of the 2-	

session experience requires all students to participate in hands-on explorations of technical programs from each career field.

Related Improvement Plan documents

- Upload any additional supporting documents here.** STEM 2015-16 summary report PDF version.pdf
- Upload any additional supporting documents here.** Career Navigator - Parent and Student.pdf
- Upload any additional supporting documents here.** Career Navigator - School Official.pdf

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	63.88
Actual Performance: *	56.97
General strategies planned to improve performance:	
<p>Members have robust improvement plans for reading and math for all students, and most have Professional Learning Communities that regularly analyze performance data to shape interventions.</p> <p>Specific goals throughout the grant help students to connect learning through career exploration and work-based experiences. Teachers are also encouraged to help connect learning through their own workplace exploration, and through resources that help expose students to different career and education paths and to real world applications to what students are learning. Strategies help to bring meaning to instruction, and inspire and motivate students to learn.</p> <p>Contextual goals augment current math and reading improvement planning for districts.</p> <p>Specifically, goals for instructors include:</p> <ul style="list-style-type: none"> Professional development for teams of curriculum directors, CTE and core academic teacher, to help connect learning in core content areas, and to improve CTE curricula to articulate academic standards. Teacher in the Workplace to provide tours of industry, discussion, and professional reflection, and Resource for virtual industry in the classroom experiences. <p>Goals for students include:</p> <ul style="list-style-type: none"> Online and blended learning experiences for Academy students Clinical and work-based learning experiences. Career exploration and enrichment events. Scenario-based assessments. Career advisement activities. 	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	1S2 – Academic Attainment in Math
Negotiated Performance: *	51.36
Actual Performance: *	44.62
General strategies planned to improve performance:	
<p>Members have robust improvement plans for reading and math for all students, and most have Professional Learning Communities that regularly analyze performance data to shape interventions.</p> <p>Specific goals throughout the grant help students to connect learning through career exploration and work-based experiences. Teachers are also encouraged to help connect learning through their own workplace exploration, and through resources that help expose students to different career and education paths and to real world applications to what students are learning. Strategies help to bring meaning to instruction, and inspire and motivate students to learn.</p> <p>Contextual goals augment current math and reading improvement planning for districts.</p> <p>Specifically, goals for instructors include:</p> <ul style="list-style-type: none"> Professional development for teams of curriculum directors, CTE and core academic teacher, to help connect learning in core content areas, and to improve CTE curricula to articulate academic standards. Teacher in the Workplace to provide tours of industry, discussion, and professional reflection, and Resource for virtual industry in the classroom experiences. <p>Goals for students include:</p> <ul style="list-style-type: none"> Online and blended learning experiences for Academy students Clinical and work-based learning experiences. Career exploration and enrichment events. Scenario-based assessments. Career advisement activities. 	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:*	2P1 – Credential, certificate, or degree
Negotiated Performance: *	46.12%

Actual Performance: *	45.35%
General strategies planned to improve performance:	
<ul style="list-style-type: none"> Weekly communication to students from advisors to support the academic needs of the students Illuminate – weekly student email to share campus activities and opportunities Job Fairs, Etiquette luncheon Student Organizations: Student Organizations, including Student Government, provides students opportunity to further develop skills learned in the classroom with practical experience. Whether the academic program is directly involved with the organization or not, students have the option to participate in skill and social organizations and activities. This is considered a best-practice among higher education institutions. 	
Comments or context for actual performance (optional):	

Improvement Report 4	
Indicator Not Met:*	2S1 – Technical Skill Attainment
Negotiated Performance: *	74.62
Actual Performance: *	46.6
General strategies planned to improve performance:	
Performance measure incomplete, as members who assessed students did not report.	
A strategy in the grant and reflected in our Improvement Plan includes a goal for the Secondary Administrator to work directly with each member, to ensure that teachers provide district persons responsible for P-File reporting, the names and completion status for all students tested, and that the edit to the P-File to report TSA activity is facilitated. The Secondary Administrator will confirm that all P-File Reports that include TSA data will be submitted by no later than August 15, 2017.	
Comments or context for actual performance (optional):	

Improvement Report 5	
Indicator Not Met:*	3P1 – Student retention or transfer
Negotiated Performance: *	34.00%
Actual Performance: *	31.50%
General strategies planned to improve performance:	
SCC strategies include:	
<ul style="list-style-type: none"> 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. We have served 45 students and provided \$19,854.19 in funds through the Lifesaver Grant. Early Alert system implemented with multiple check-in points for advisors with students. We had faculty submit 95 Student Alerts (formerly early alerts) in Fall 2016 and 106 Student Alerts this semester for advisors have reached out to 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 transitioning 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. 	
Comments or context for actual performance (optional):	
See upload of SCC Student Engagement and Success Plan 2015-16 Progress Report. The Student Engagement and Success Plan includes specific strategies and performance measures. 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 6

Indicator Not Met:*	5P1 – Nontraditional participation
Negotiated Performance: *	18.62%
Actual Performance: *	15.95%

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.

Improvement Report 7

Indicator Not Met:*	5P2 – Nontraditional completion
Negotiated Performance: *	14.10%
Actual Performance: *	10.36%

General strategies planned to improve performance:

South Central Perkins Consortium will emphasize for all non-traditional programs, viable pathways to post-secondary programs and to employment opportunities in south central Minnesota. Minnesota is the top most education intensive job markets in the nation, with a majority of job openings requiring some post-secondary education. However, labor force growth is not on track to meet growing demand for job-ready skills. This skills gap will be emphasized with prospective students through SCC advising, FASTTRAC partners, College Prep, TRIO advisors and community and secondary partners. In addition, completion of programs of study that result in at least an entry level industry-based credential will be discussed and stressed with students as avenues that lead to employment and additional training as required.

Comments or context for actual performance (optional):

Non-traditional by gender only is an outdated facet of a non-traditional student in general. SCC's institutional focus at this time is non-traditional by ethnicity, first generation, under-served or represented. SCC invests much time and resources through recruiting, advising, tutoring and bridge programming into serving these populations to improve their success in college and career pathways. We need a better way to "count" non-traditional students for both participation and completion.

Improvement Report 8

Indicator Not Met:*	6S1 – Nontraditional participation
Negotiated Performance: *	34.12
Actual Performance: *	33.41

General strategies planned to improve performance:

To address equity issues in under-represented programs, particularly in the STEM areas, our primary strategy is to increase understanding and awareness for STEM careers, to increase the number of girls/young women that enroll and complete Programs of Study in both secondary and postsecondary programs. Strategies include:

1. STEM-Equity curriculum delivery
2. Availability of STEM Girls camps
3. Building awareness with counselors and STEM careers teachers to specifically address the need for STEM-related careers
4. Career Navigator exploration event at SCC. Designed for all 9th graders to explore all career fields, "kick-off sessions" provided by DEED on Day-1 experience, and by the Greater Mankato Diversity Council on Day-2 experience, emphasize recognizing biases, learning about career options, and having an open mind to self-explore--that regardless of how media may portray a career, to consider their own unique interests, talents and strengths, and through career exploration, to understand the jobs available, the income ranges they pay, and the skills they require.

Comments or context for actual performance (optional):

Curriculum has been developed locally for grades 7-12 to provide material at high schools to address issues of bias and stereotyping in STEM career areas, and to encourage exploration and options for classes and careers. The program introduces students to role models and provides examples of inventions and discoveries by women. Additional information is also presented that introduces STEM career areas not widely understood or identified through surveys as options for consideration by today's high school students.

Evaluation by students of pilot Navigator program shows an increase in interest by students for non-traditional careers.

Improvement Report 9

Indicator Not Met:*	6S2 – Nontraditional completion
Negotiated Performance: *	33.53
Actual Performance: *	26.93

General strategies planned to improve performance:

South Central Perkins Consortium will emphasize for all non-traditional programs, viable pathways to post-secondary programs and to employment opportunities in south central Minnesota. Minnesota is the top most education intensive job markets in the nation, with a majority of job openings requiring some post-secondary education. However, labor force growth is not on track to meet growing demand for job-ready skills. This skills gap will be emphasized with prospective students through advising, Career Pathway Team, WorkForce, business and industry partners, and the college. In addition, completion of programs of study that result in at least an entry level industry-based credential will be discussed and stressed with students as avenues that lead to employment and additional training as required.

Comments or context for actual performance (optional):

Strategy is further addressed in Career Navigator and Career Expo exploration programs, through overall format and in presentations to students by Greater Mankato Growth, Greater Mankato Diversity Council and DEED/WorkForce partners.

Rigorous Program of Study

State-Approved Rigorous Program of Study	RPOS submitted with 10 components
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Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Business, Management, & Administration	Finance	Accounting	National Occupational Competency Testing Institute Accounting - Basic	National Occupational Competency Testing Institute Accounting - Advanced	Business Education	Lake Crystal Wellcome Memorial; SCC	140100-15, End of Program SCC
Health Science Technology	Health Science	Therapeutics Services	National Occupational Competency Testing Institute Health Care Core Curriculum (HCCC)	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation	High Step Health Academy	St. Peter, LeSueur-Henderson, St. Clair, Cleveland, Tri-City United; SCC	HC 1914-17; End of Program HCTC 1886
Health Science Technology	Health Science	Therapeutics Services	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation	CNA Basic Nursing	Mankato East & Mankato West; SCC	End of Course
Business, Management, & Administration	Marketing	Marketing Management			Business Education	Mankato; SCC	140710-43 Mktng; SCC End of Program
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Curriculum for Agriculture Science Education Principles of Agricultural Science - Plant	Minnesota Department of Agriculture Licensed Commercial Pesticide Applicator	Agri-Science	United South Central; SCC	End of Program
Human Services	Human Services	Early Childhood Development and Services	National Occupational Competency Testing Institute Early Childhood Education and Care - Basic	National Occupational Competency Testing Institute Early Childhood Education and Care - Advanced	Child Development Careers	Mankato E. and W.; SCC	090101-34 Mankato, End of Program SCC
Engineering, Manufacturing, & Technology	Manufacturing	Maintenance, Installation, and Repair		Skills USA Work Force Ready System Mechatronics	PLTW, Mechatronics Engineering Technology	United South Central; SCC	21004(USC); End of Program SCC
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance		National Occupational Competency Testing Institute Automotive Technician - Core	Automotive Service	Faribault High School; SCC	7437/8437 (FHS); End of Program SCC
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development		Skills USA Work Force Ready System Mechatronics	Mechatronics Engineering Technology	United South Central; SCC	PLTW Principles of Engineering (POE)

Statement of Assurances & Certifications

File Name	Description	File Size
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Attachments

File Name	Description	File Size
15-16_SCC_LifesaverFacultyCard_5.5x8.5.pdf (230 KB)	15-16_SCC_LifesaverFacultyCard_5.5x8.5	230 KB
16-17_FutureMaverick8.5x11_5-1-2015Insert.pdf (1.7 MB)	16-17_FutureMaverick8.5x11_5-1-2015Insert	1.7 MB
16-17_FutureMaverickTalkingPoints.pdf (198 KB)	16-17_FutureMaverickTalkingPoints	198 KB
2015-16_Accountability_Indicator_1P1_TSA_SCC_SupportData.xlsx (27 KB)	2015-16_Accountability_Indicator_1P1_TSA_SCC_SupportData	27 KB
Career Navigator Program Counseling Activities.docx (637 KB)	Career Navigator Program Counseling Activities	637 KB
Community Resource Fair Flier.pdf (979 KB)	SCC Community Resource Fair Flier	979 KB
FBOcommunityResourseFair 4-11-2017.pdf (890 KB)	SCC Faribault Community Resource Fair	890 KB
Financial Aid Advising and Registration Form page 1.pdf (239 KB)	SCC Financial Aid Advising and Registration Form page 1	239 KB
Financial Aid Advising and Registration Form page 2.pdf (306 KB)	Financial Aid Advising and Registration Form page 2	306 KB
Focus 2. GPS Lifeplan.docx (357 KB)	Focus 2. GPS Lifeplan	357 KB
FY16_16A 15Form_for CulinaryDay_2016.pdf (142 KB)	FY16_16A 15Form_for CulinaryDay_2016	142 KB
FY17_Navigator_16A.15 Form_3-3-17Event.pdf (135 KB)	FY17_Navigator_16A.15 Form_3-3-17Event.pdf	135 KB
FY17_Navigator_16A.15_Form_1-27Event.pdf (193 KB)	FY17_Navigator_16A.15_Form_1-27Event	193 KB
FY17_SCC_SpExForm_GTCAUW_Meeting_5-18-17.pdf (172 KB)	FY17_SCC_SpExForm_GTCAUW_Meeting_5-18-17	172 KB
FY17_SCC_SpExp_AccuplacerProctorTraining-10-14-16-unsigned.pdf (172 KB)	FY17_SCC_SpExp_AccuplacerProctorTraining-10-14-16-unsigned	172 KB
FY17_SpecExp_and_16A.15 Form_Catering_AccuplacerProctorTrng_Sept.20.pdf (607 KB)	FY17_SpecExp_and_16A.15 Form_Catering_AccuplacerProctorTrng_Sept.20	607 KB
FY17_SpExp_SCMN_ACCPlanningMtg_4-18-17.pdf (177 KB)	FY17_SpExp_SCMN_ACCPlanningMtg_4-18-17	177 KB
FY18POS.TSA.planningguide.SouthCentral_6-16-17Updates.docx (32 KB)	Updated POS TSA planning guide 6.16.17	32 KB
Governance FY 2016.pdf (886 KB)	SC Perkins Governance	886 KB
Non-Discrim Policy.pdf (16 KB)	MSBA Non Discrimination Policy #521	16 KB
Perkins Budget FY 2018 5-16-17 Submitted.pdf (608 KB)	SC Perkins Payables FY 2018 5-16-17 Submitted	608 KB
Perkins FY 2017 Review of Activities.pdf (1.2 MB)	SC Perkins Review of Activities FY 2017	1.2 MB
REVISED_FY17.TSA.reporting.SouthCentral-5-4-17 from Ginny Karbowski.docx (21 KB)	POS and TSA Grid for planning from Ginny Karbowski. She has asked us to attach this as a few TSA exams were not available as options when submitting the grant.	21 KB
Student Engagement and Success Plan 2015-2016 Progress Report.docx (39 KB)	Student Engagement and Success Plan 2015-2016 Progress Report	39 KB
Student Org List.pub (3.0 MB)	SCC Student Org List	3.0 MB