



MINNESOTA STATE

Career and Technical Education

Status Report

02099-FY18 Southwest Metro Perkins Application

Perkins IV Consortium

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Status Report Approval

| Level | Approved By | Approved Date | Approval | Comments |
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| 1 | Jeralyn Jargo | 12/21/2018 | Approved | |

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

Goal 1 Narrative:

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

Consortium coordinator meetings with individual districts were conducted to discuss POS, articulated credit, and concurrent enrollment opportunities. Consortium used money from this goal area to support CTEcreditmn.com and the participation in articulation; Normandale purchased textbooks for CTE classes for secondary partners to support POS pathways and concurrent enrollment opportunities. Normandale and SWMetro staff participated in the development of the End Of Course Exam for Criminal Justice course in 16-17 and gave the exam for the second time in 17-18.

Continued emphasis on creating education pathways which included curriculum development; cohort PLC; and four districts offered Intro to Education course, one district offered Multiculturalism in Education and one district offered Internship in Education. Finished review of Teacher Cadet program to

see if these two initiatives could be aligned. The results were that the Teacher Cadet program would need significant curriculum additions to be equivalent to a credit bearing Introduction to Education class within MinnesotaState. Normandale received a MDE grant to grow the Introduction to Education class offering to additional districts. Our consortium also held an Educational Pathway Summit at Canterbury. Attached agenda/flyer and RealTime Talent pathway information.

On June 29th we held the Education Summit, and had participants that included principals, secondary and postsecondary instructors, secondary and postsecondary Perkins coordinators, and counselors, and research analyst from RealTime Talent, and Perkins liaisons from 2 different CTE divisions. At this Summit we had lively discussions about how to collaborate and expand access and opportunities for students; we got an update on LMI from RealTime Talent, and had an afternoon of diversity training provided by Normandale.

The Normandale Education Advisory Committee is held with representation from postsecondary and secondary representatives creating collaboration of educators working towards ensuring new talent entering the pipeline.

Attended two NACEP conferences to help Normandale ensure its accreditation to offer concurrent enrollment opportunities to its partners. Normandale submitted accreditation material to NACEP this June. We should know the results of this application by spring 2019.

Instrumental in merging the Southern Regional Partners articulation system into the CTEcreditmn website. With the result that there is a one stop place for staff and students in most of the state to access their agreements. The facilitators of each regional partnership are coordinating meetings, delivering training opportunities and developing similar and consistent messaging.

Continued efforts to create a Hospitality Cohort with the goal of attracting additional districts into participation in the pathway which is our RPOS. This culminated in a Hospitality Day at Canterbury.

On May 3, 2018, we hosted the Hospitality and Tourism Pathways Summit for educators, industry members, and those supporting the field. We worked closely with RiverSouth to facilitate the day's events. Approximately 20 people were in attendance. Industry needs were heavily covered throughout the day with supporting data provided by Erin Olson, Research Strategist from RealTime Talent. Normandale's Hospitality and Tourism coordinator, Brandon Supernault covered current programs, pathways, and internship opportunities for students. Additional opportunities for concurrent enrollment and/or articulated credits was also addressed with our secondary attendees. Industry members from Canterbury, Mall of America, local hotels, and associations provided valuable input and connected internship and employment connections.

More districts are having broader discussions outside of CTE in developing registration guides identifying pathways and Programs of Study. The POS work is becoming part of PLCs and integrated into student advisory classes. Programs of Study and pathway discussions are aligning to required college and career readiness goals within the districts. Districts are identifying the use of POS and the "Wheel" within IEPs for special population students.

Project for Pride in Living allowed Normandale to provide job training, college credit and an internship with Hennepin County serving 22 adult basic education learners. The Carlson grant provided the opportunity for hands-on learning through problem based projects, college credit, and internships as well. There was an American Hotel and Lodging Association Educational Institute Guest Service Gold certification attached to this project too. This initiative received the 2017 - 2018 Minnesota State Academic and Student Affairs Award for Innovative Partnering and Collaboration (Way to GO!!!!!!) (Specific impact will be addressed in Goal 3.)

Dollars are always used in this goal area to support equipment updates in POS.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

There was an increase in the number of students enrolled in concurrent coursework.

We are investigating if more training in the CTEcreditMn.com system is needed. (Articulated Data reports are attached at the end of this APR in attachments section and referenced in Goal 4 narrative).

Total increase in student participation in concurrent enrollment at Normandale was at 19% from the previous year and an increase in the number of credits earned by 14%. What is significant about this is that 47% of the concurrent credits are in CTE areas and 50% of student participation. (Concurrent Data reports are attached at the end of this APR in attachments section).

Individual district APR reports indicate broader use of Programs of Study and pathways as part of the mission of their districts. Worlds Best Workforce district reports are including more information on pathways and Programs of Study. Yay!!!

Districts are utilizing e-portfolios for their students whether through MCIS or Naviance or another system. Those are the most predominate systems used. (i.e. Bloomington Jefferson class of 2018: 12,157 and Kennedy 8,578 and 100% participation of career preference assessment.)

In examining our CTE secondary data we made positive progress in several areas which were focuses of our work in FY18: particularly TSA data and nontrad completion. 1S1, 2S1, 4S1 and 6S1 are within 10% of meeting performance targets.

The impact of teacher licensure and teacher shortage is taking a toll on our total program numbers. We have again lost ground with numbers of student participants and concentrators.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

We feel that a highlight of our consortium is the collaborative work that is done between secondary and postsecondary partners; particularly this past year in the Intro to Education POS work. This has resulted in an increase of student participation and 2 additional districts coming on board for AY 19. We have included two articles that were written on our education initiative. One hit the front page of the StarTribune and demonstrates our commitment to working with school districts outside of our consortium (These articles are attached at the end of this APR in attachments section).

Goal 1 Objectives

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

Goal 2 Narrative:

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

The communication has improved with Secondary and Postsecondary partners as well as Business and Industry partners. Meetings have specific agendas including but not limited to: opportunities for students to progress in their education by earning identified TSAs, Industry Recognized Certifications and college credits; Work Based Learning opportunities; identifying new equipment and programmatic direction based on curriculum improvements. All Secondary approved programs are required to have Advisory Committees.

Southwest Metro Consortium coordinators and/or members are involved with the following Secondary/Postsecondary Advisory Committees:

Normandale Education Advisory

Normandale Hospitality Advisory

Normandale Criminal Justice Advisory

North Hennepin Community College Business Education Advisory

Manufacturing Career Cluster Project (In collaboration with Minnesota State Advanced Manufacturing Center of Excellence)

(Minnesota State hosts eight Centers of Excellence - each serving a major industry that faces serious workforce shortages. The centers collaborate with industry and educators to attract and prepare students for success in high-demand careers.)

Minnesota State Engineering Center of Excellence

Minnesota State Transportation Center of Excellence

Minnesota State HealthForce Center of Excellence

Southern Regional Partners Articulation Committee

College High School Partnership Articulation Committee

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

Normandale Education - Continues to initiate Concurrent Enrollment now at 6 sites; initiated curricular alignment through cohort groups.

Normandale and Southwest Metro Hospitality - Engaged additional secondary schools in a cohort model to align curriculum and offer TSA's. Provided Career Leadership Lecture series for college students.

Manufacturing Career Cluster Project - Promoted Manufacturing Month to encourage site visits and tours throughout the state with great success; initiated certification training for Secondary and Postsecondary staff in NIMS Safety certification

Minnesota State Engineering Center of Excellence - Initiating review of engineering curriculum leading to college credit and/or articulated credit; site visits and tours promoted to all students

Minnesota State HealthForce Center of Excellence - Initiated curriculum design; program expansion; online curriculum delivery

Criminal Justice - End of course TSA development; shared curricular alignment and technical projects

We have strong partnerships within our consortium and within local communities but also with partners outside of the consortium. Collaborative meetings for Articulation, TSAs, Mentor/Mentee Program participation, Centers of Excellence committees, ACTE, MnACTE, MACTA lead to greater knowledge and sensitivity to differences in regional areas of the state.

As we have stated in the past, our meetings with each of our consortium member districts individually is a key to how well our consortium is able to function despite frequent changes in personnel.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

Education - To earn credit, students must complete 25 practicum hours in education settings - 70 secondary students; 144 postsecondary students. The college collaborates with secondary schools (i.e. Normandale:Bloomington Schools and others) to place students in these experiential opportunities.

Hospitality - Cohort development meetings include business and industry partners, often at their sites; tours/field trips to hospitality sites - 15 secondary (Shakopee Academy); Carlson grant 20 Postsecondary students; more than 10 district provide field trips, more than 50 job placements at local restaurants within WBL programs.

Manufacturing - 2 CAD students offered summer internship at Cambria; collaboration with Manufacturing Career Cluster Project initiatives.

Engineering - workplace tours, STEM activities, PLTW collaborations within local communities

Health Care Occupations - 40 students in New Prague in conjunction with Mayo Clinic; 100 students in CNA course with Auburn Manor; Shakopee Health Occupation Academy, CNA 30 students

Criminal Justice - 98 secondary students participated in field trips, experiential learning with Officers;

Agriculture - FFA opportunities/activities;

Business - DECA opportunities/activities - multiple secondary districts; Genesys Works and BrandLab (Richfield and Bloomington); College Leadership Lecture Series 40+ at Normandale.

Work Based Learning courses for students on IEPs have job experiences and employability skills; Job Olympics (Richfield); BestPrep (e-Mentoring, Spotlight Speakers Series, workplace tours)

Engagement has increased with area business and industry partners including but not limited to the following activities:

- Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields; New career courses mandated for all students, Ramp Up to Readiness (Jordan, Central, Bloomington); curriculum scaffolding work for inclusion (Richfield)
- Readily available career and labor market information, including information on—occupational supply and demand; educational requirements; other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and employment sectors; DEED and RealTime Talent included in activities offered through the CPIP grant
- Programs and activities related to the development of student graduation and career plans; Bloomington Personal Growth Plan development for all students grades 8-12; MCIS, Naviance and local systems, CAPS (Academies of Shakopee)
- Career guidance and academic counselors that provide information on postsecondary education and career options; Development and refinement of College and Career Centers within secondary and postsecondary schools
- Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields. Job Olympics (Richfield); Spotlight Speaker Series (Bloomington); all CTSOs providing activities and leadership development
- Providing students with strong experience in, and comprehensive understanding of, all aspects of an industry; Participation in Genesys Works (Richfield and Bloomington); BrandLab (Bloomington); Crew Out! (Richfield); all CTSOs providing activities and leadership development

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

Normandale provided accommodations which included interpretation for deaf students in Business and Accounting. Assuring all videos have closed caption, specialized keyboard for wheelchair student; cc television used in the classroom as magnifier for visually impaired; general advising and counseling for students with disabilities in the Office for Students with Disabilities.

Provided Accuplacer testing for special populations students as well as college tours. AVID, Genesys Works and College Possible initiatives have been provided in districts to overcome barriers to post secondary transitions for special populations.

Normandale has a Veteran's Service Center. This is a contribution in kind as our Perkins grant does not provide direct funding. The Veteran's Service Center (VRC) is a unique space on campus that Veterans and service members can call their own and feel at home. It is a great place to socialize and network with fellow students, staff, faculty, and alumni. The VRC is staffed up to 50 hours per week by well-trained, knowledgeable Normandale students who are Veterans. They offer peer support, help with VA education benefits and financial aid, and provide general referrals to on-campus resources and our library of print materials that cover a full spectrum of topics for Veterans. [Of note, these student jobs are part of VA's workstudy program, an extension of VA education benefits. Normandale's Veterans Advisor, part of the Advising & Counseling department, offers daily walk-in advising times at the Veterans Resource Center in addition to appointments for academic planning, transferring college and military credits, and education benefits.

The VRC welcomes recurring special guests each semester. A representative from the Minnesota Department of Veterans Affairs is here on a weekly basis and a patient advocate from the VA Health Care System is here monthly. We host visits from Gideon the Comfort Dog twice a semester.

According to Minnesota State data (FY17), Normandale is home to over 500 Veterans and military-affiliated students. Our Veterans Resource Center check-in sheet collects tallies 200 to 300 visits each month from our student population.

Normandale partnered with the International Institute of MN to support a Career Navigator position, which provided in and outside of the classroom assistance with technology, ESL students language development, and study groups for the special populations within our Hospitality Pathways program.

Enrollments: 66

- Completed training: 46 yes, 14 TBD (in current class), 6 no (dropped)
- Credentials earned / AHLEI – 46 yes, 14 TBD (in current cohort), 6 no (dropped)
- Placements – 40 yes, 13 TBD (in current cohort), not yet - 13

Counties of residence: Anoka-1, Brown-1, Carver-1, Dakota-6, Hennepin-36, Ramsey-18, Scott-2, Washington-1.

Single parents - 9

Primary language spoken at home: Arabic-1, Chinese-1, English-42, French-5, Indonesian-1, Mandarin-1, Portuguese-1, Somali-7, Spanish-6, Thai-1.

- Immigrants: 31
- Asian-9, Black/African American-28, Hispanic-12, Multi-13, White-18
- Veterans-2
- Disabled-19

Education:

- Bachelors/above - 10
- Associate/2 yr college - 6
- Certificate/y yr college - 3
- HS diploma/GED - 42
- less education - 5

Age at enrollment:

- 18-24 yrs - 11
- 25-30 yrs - 17
- 31-35 yrs - 16
- 36-50 yrs - 13
- 51-66 yrs – 9

PPL grants that worked respectively in Hospitality and Customer Service targeted specifically for ABE students. The Human Services Pathway program—a nine-month customized training partnership between Normandale Community College, Hennepin County, and Project for Pride and Living (PPL)—

completed the fifth cohort in 2017/2018. The Human Services Pathway program integrates non-credit essential workplace skills courses, college credit human services classes, as well as sessions on topics related to work readiness, financial literacy and independent living.

The primary focus of the program is to create a pipeline of skilled workers for the Human Services sector—specifically for roles such as Human Services Representative, Financial Worker, Program Associate, and Child Support Specialist. PPL works with students as they manage potential barriers that might impede success by providing career navigation, counseling, and support services throughout the program. Normandale Community College, Hennepin County, and most recently, Ramsey County and Dakota County participated with the last cohort by hosting students for tours, mock interviews, and job shadowing experiences.

This past year, 22 non-traditional students completed the program. Each student has the opportunity to excel by having access to ample resources and support, new connections from the cohort, and partners who are committed to their success during the training and beyond. The success of the program continues as the sixth cohort of students will begin in the fall of 2018.

Normandale's Office for Students with Disabilities. The Office for Students with Disabilities was the recipient of Perkins Grant monies in 2017-18. Funds were used to assist students with disabilities in a multiple number of ways throughout the fiscal year:

1. All registered OSD students were invited to attend a "Review of Accommodation" session before fall semester 2017 began in order to improve their success as a college student. During each session, students are given a brochure with all of their accommodations, other college resources including the Tutoring Center, Advising & Counseling, clubs and organizations, software and IT assistance including D2L, the online student platform, as well as information about self-advocacy, time management and study skills, and career programs. At the end of the "Review of Accommodation" session, students can receive free organizational materials, including Normandale planners, folders, and highlighters, so they begin their semester with needed organizational tools.
2. OSD Staff Salaries. A portion of Geri Wilson and Lauren Schumann's salary were paid through the grant. The tasks they performed include the following responsibilities:
 - Lauren researched, planned, and implemented a new program for OSD students who experience significant educational barriers called the Access Program. The goal is to provide an additional level of assistance to as many as 40 OSD students. She assisted all of the students in her program with registration, study strategies, organization and time management, and encouragement to use college resources.
 - Geri provided ASL interpreting services for students and/or hired interpreters for Deaf students who enrolled in career and technical education courses. She assists students with the job application process who are in career and technical education majors: Completion of resumes, interviewing skills, timelines, and communication processes.
 - She also oversees the captioning process to assure all videos shown in courses for students who are Deaf or hard of hearing are captioned either by using an outside captioning company or by captioning videos herself.
 - Training for Lauren Schumann. Lauren attended the "Neuroscience and the Learning Brain: Developing the Pre-Frontal Cortex for Academic and Social-Emotional Success" conference in Santa Barbara, CA from July 9-13, 2018. She learned about the four-neurocognitive abilities that are critical to students' academic and social-emotional success and how to match those abilities to specific instruction methods. She will implement the strategies she learned at this training when she works with her Access Program students while they are Normandale Community College students.
 - Provide a computer for Lauren Schumann's new office space and the Access Program.

RCEP: One of the distinct aspects of Normandale Community College is the support provided to Early/Middle College efforts. One of the ways this is evident is through our partnership with the Richfield College Experience Program (RCEP). The goal of RCEP is to support students transitioning from high school to college through instruction, advising, and college and career planning. The unique aspect of this partnership is that RCEP students are dually enrolled at Normandale and in RCEP and have access to all services on campus traditional Normandale students do i.e. the library, tutor center, writing lab, and more. RCEP serves approximately 50 students a year. Additionally, Normandale is committed to supporting this partnership by providing a liaison, through the Pre-Collegiate program office, who works directly with the instructors, staff and students to provide support. The role of the liaison includes, but is not limited to:

- Attending planning meeting with RCEP staff to facilitate the dual enrollment process with Admissions, Registrar's, Payments and Billing, acquiring Normandale student ID's, etc.
- Attending weekly RCEP Advisory meetings to serve as a resource for students and provide counsel as needed regarding all aspects of the college course registration process.
- Assisting with paperwork to solidify the RCEP students dual enrollment process
- Serving as the college advisor to RCEP students as they work towards high school graduation and become a full time college student
- Exposing students to CTE pathways and career opportunities

Metro South ABE: In the fall of 2012, Normandale entered a partnership with Metro South Adult Basic Education (MSABE), allowing the college to offer free basic-education college-readiness courses in Reading, Writing and Math. The MSABE program is housed on the college's campus and is designed to help students who want to take classes at the college but need to raise their Accuplacer test scores in order to do so. Normandale shows their commitment to students by providing a liaison, through the Pre-Collegiate Program Office, who serves as an advisor to students. The liaison meets closely with students enrolled in MSABE and checks in with staff on a regular basis to monitor students' Accuplacer preparation progress. By students taking advantage of this opportunity, they are able to retake the Accuplacer at no cost to them when they have completed their studies, which is also facilitated by the liaison. Additionally, while students are studying at MSABE they are simultaneously working with the liaison, who serves in an advisor capacity, to complete all aspects of the enrollment process. The advisor also discusses class sequencing and degree options including CTE possibilities.

Workforce Center: Normandale's Continuing Education and Customized Training (CECT) department has strong relationships with many community-based organizations and agencies that support adult learners. CECT partners with local workforce centers by co-sponsoring resource fairs, job clubs, and career events both on-campus and at the workforce center. This collaborative working relationship between CECT and these partnering organizations offers adult job seekers additional resources and referrals to appropriate services and educational pathways. CECT also partakes in WIB board meetings

and other workforce initiatives, and contributes to various workforce committees to create a bridge between the workforce and education. The partnership with ABE provides CECT with an opportunity to exchange information, services and expertise as each organization works towards the same goal—to serve students—which helps adult learners gain access to additional resources so that their educational goals can be achieved. Through this effort we have interacted with ~ 500 individuals.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

PS uses EPM11 data to discover that we are exceeding our goals in non-trad for females we are woefully underserving our male non-trad students. This indicates that we need to continue our efforts of working with our non-trad females but increase our efforts working with non-trad males. To this end, we have a male liaison who serves the health science division. We are trying to figure out what additional strategies can be implemented to attract males into the Health Pathway.

Secondary continues to look at our performance indicators in each special population category. With the ability to constantly see them in the secure reports section of MDE it is much easier to access this information. **(THANKS TO OUR ANALYTIC MDE PARTNER, KARI ANN EDIGER and MINNESOTA STATE PARTNER SUSAN CARTER).**

Districts have started to change up typical Career Fairs - inclusive of all students - in the following ways:

- Job Olympics - engage students in a variety of job seeking activities with business and industry partners
- CTE Day - Provide the opportunity for a day, to attend a different CTE course and hear about job opportunities in that area.
- CTE Month activities highlighted and encouraged to garner publicity for CTE programs. (local newspaper stories, CTE program and/or CTSO tables set up during lunch times)
- Spotlight Speaker Series -Invite students identifying a career interest (through Naviance assessments) to the College and Career Center to hear a speaker from a particular business and industry.
- Career Advisory activities embedded in courses and activities outside of CTE courses including business tours, speakers, Advisor time, recognition of credit bearing courses completed, certificates earned.

Goal 3 Objectives

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

Goal 4 Narrative:

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

Concurrent - Normandale offered 63 concurrent classes of which 50% were CTE Courses. Normandale served 1,600 students, 50% of those students were CTE students; awarded 5,500 credits and 47% were CTE credits. The concurrent enrollment classes are heavily focused on the Health, Education and Criminal Justice pathways. Districts are offering articulated credit and concurrent enrollment through Normandale – see attached chart.

Articulation - Again, we are part of the www.CTEcreditmn.com website as well as were instrumental in getting the Southern Region to come onboard with use of this site. There are four basic areas that tend to access the articulation agreements: PLTW, Health, Education/Child Development and Business/Hospitality.

Most secondary districts offer CTE articulated credit opportunities for students through the Southern Regional Partners (SRP) and College High School Partnership (CHSP). Our districts are involved with both articulation partnerships for geographical purposes. Attached are data from CHSP by high schools and courses and a summary of high school usage. A Southwest Metro Consortium summary is also attached for SRP and the CTEcreditMN.com website usage. In addition, high schools are offering articulated credit with colleges outside the regional partnerships:

Central: Wildlife and Natural Resources articulated credit with Vermillion Community College

Orono: Financial and Managerial Accounting concurrent enrollment with North Hennepin Community College (18 students).

College In the Schools – University of Minnesota: Jordan (offering 27 college credits within the high school courses), Richfield, Shakopee (713 students)

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students' high school record and on college transcripts?

All concurrent enrollment classes are transcribed credits listed on the college transcript by class with a grade.

When students enroll into a participating college with articulated certificates the credits are listed as transfer credits on the college transcript and are not designated individually and no grade is reported.

High school transcripts do not typically record college credit. Articulated Credit is not transcribed. CIS, AP courses and Concurrent Enrollment courses are identified on secondary transcripts.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

QUESTION: What activities were conducted that help sustain the consortium?

Outstanding collaborative functions of the consortium coordinators combined with their willingness to serve their Districts as well as their MDE/Minnesota State Partners. :-)

Meeting separately with each member district representative as well as their administration, teachers, etc. whenever the need for clarification and explanation arises.

Meetings with the Carl Perkins district representatives, are held no less than 3 times a school year. Communication via electronic means as well as face-to-face meetings at district sites, have become essential. Coordinators meet together frequently, no less than once a month, before and after state meetings and Advisory Committee meetings. Planning meetings are also held outside of worksites to maximize communication.

Normandale identified an individual to be mentored as the next postsecondary director for the Perkins grant.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

Representatives from each member district are appointed from their District Administration. There is a lot of turnover within the districts so there is constant retraining done by the Coordinator's. In addition, the various secondary/postsecondary Advisory Committees, Health, Education, Hospitality, etc., offer input into the plans and activities that utilize Perkins funds. These committees are made up of district representatives, teachers, faculty, and business and industry representatives.

The Southwest Metro coordinators bring various backgrounds and experiences to the team which makes for a stronger leadership team.

The Monitoring Report and Team also recommends formalizing professional development to support and develop future CTE and Consortium leaders.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

Spending decisions and programmatic initiatives/needs may include but are not limited to:

- Performance Indicator negotiated target results
- Need assessments and data:
 - DEED
 - Student interests within comprehensive, alternative and/or intermediate high schools
 - District needs and Postsecondary needs based on Mission and Vision of individual institutions
 - From the 2017 Monitoring Report: "The Consortium is on an improvement plan this year for TSA's. In reviewing the secondary CTE programs, the Consortium's RPOS and POS; not all of the member districts are represented. We would like to see a chart of secondary CTE programs that show these programs align with the Consortium's RPOS and POS. Including this with the October APR would be ideal. Using this with member districts. This will help each to understand how their CTE programs align with the mission and vision of the South West Metro Perkins Consortium." This is being worked on but not completed by the APR due date, as suggested in the Monitoring Report.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

POS and RPOS meetings and Advisory Committee meetings include discussion of additional funding sources. Braided funding and additional grant opportunities have been found with Carlson and PPL for Hospitality and Human Service. Prior Lake and Lakeville were partners in a MnAMP grant. A MDE grant was awarded to focus on the Education Pathway working with Bloomington, SW Metro, Jordan, and Wayzata.

Collaborative funding is initiated for activities of CTSOs. (FFA, DECA, SkillsUSA, FCCLA, HOSA)

District and college Foundations have been a support for CTE activities. (Robotics and STEM initiatives)

Local non-profit organizations and clubs also are approached for funding to ensure student success. (Rotary, Lions, Chambers of Commerce)

Out-of-district and college funding sources provide interaction with Business and Industry partners and enhance community engagement. Once relationships develop, they can lead to financial support for field trips, CTSO activities and other student or CTE program directed needs (equipment, scholarships).

Goal 5 Objectives

Rigorous Program of Study

| State-Approved Rigorous Program of Study | RPOS submitted with 10 components |
|--|---|
| Restaurants and Foods/Beverage Services | wg_Restaurants and Food:Beverage Services MN Programs of Study CAREERwise.pdf |

Progress Update for Programs of Study and TSA

Please be sure to include progress on technical skill assessments in your explanation.

We continue to address the need for information about our RPOS. A summer 2017 conference was scheduled to invite interested partners and provide opportunities to learn more about Hospitality and Tourism. This was to be hosted by Normandale with hospitality partners presenting. Late summer turned out to be a less than ideal timeframe. We did however, identify the TSA aligned with Normandale's program/courses. We also met and included other partners in the planning, which lead us to offer a Hospitality Summit on May 3rd.

We are continuing to move forward to create a RPOS in Human Services: Education and Training: Teaching/Training. A concurrent enrollment course: Introduction To Education course was offered at Kennedy High School and at Intermediate District #288. Expansion of this course offering, alignment of curriculum, addition of Multiculturalism in Education and identification of a TSA continues. Normandale worked with MDE to look at the possibility of curricular alignment with the Teacher Cadet program. (See narrative in Goal 1.) Approval of the RPOS and expansion is continuing through a collaboration with other consortia.

Identification of high school curricular alignment to current POS, is continuing. Each district has been asked and is working on, identifying district relationship to the current POS. This will identify each district with a relationship to POS, possibly look at new POS since the original work was done and help to identify new TSA and/or certifications available.

We also applied for a CPIP grant to work toward district alignment to postsecondary alignment to TSA alignment.

Programs of Study Update:

There were two areas that were extremely successful. This was in the Education pathway and the Health pathway. In Education, we were able to expand to other districts and increase participation for concurrent enrollment in Education.

We initiated conversations with MDE that lead to an examination of the Teacher Cadet curriculum this year.

What we continue to see is an increase in requests for concurrent enrollment classes in the Health pathway. To facilitate this growth, the health / nursing faculty have developed handbooks that outline how to better prepare a district to participate with concurrent health classes. One specific handbook dealt with creating a Nursing Assistant program.

The pathway that we hadn't experienced as much growth or progress in was Hospitality. We had hoped to expand the number of schools participating in aligned courses. This year we have already increased that number. We also had a large cohort of secondary teachers meet with postsecondary faculty to refine and create curriculum. The Hospitality Summit was held and continuing work is being done to identify Business courses in districts, to align with the Hospitality pathway.

Programs of Study

| Career Fields | Career Clusters | Career Pathways | State-Approved Postsecondary Assessments | State-Approved Secondary Assessments | Other TSA Assessment | In which CTE Program? | At which High School? College? | In which course (use course code) or at what time in the program? |
|--|---|----------------------------|---|--|----------------------|--------------------------------|---|---|
| Human Services | Law, Public Safety, Corrections, and Security | Law Enforcement Services | National Occupational Competency Testing Institute Introduction to Criminal Justice - Minnesota | National Occupational Competency Testing Institute Introduction to Criminal Justice - Minnesota | | Criminal Justice | SWMetro Intermediate District; Normandale | Completion of two year program (4 courses) |
| Arts, Communication, & Information Systems | Information Technology | Network Systems | CompTIA CompTIA A+ | Test Out Corporation PC Pro Certification | | Computer Repair | SWMetro Intermediate District | Completion of full year program |
| Arts, Communication, & Information Systems | Information Technology | Network Systems | Certiport Microsoft .NET Fundamentals | Test Out Corporation Network Pro Certification | | Computer Networking | SWMetro Intermediate District | Completion of full year program |
| 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 | | Health Science Pathway | SWMetro Intermediate District | After completion of NAR semester, clinicals. |
| Health Science Technology | Health Science | Therapeutics Services | National Registry of Emergency Medical Technicians Emergency Medical Services Regulatory Board, Minnesota - EMT Intermediate Exam | National Registry of Emergency Medical Technicians Emergency Medical Services Regulatory Board, Minnesota - EMT Basic Exam | | Health Science Pathway | SWMetro Intermediate District; Normandale | After completion of EMT semester; program |
| Engineering, Manufacturing, & Technology | Science, Technology, | Engineering and Technology | | Project Lead The Way Principles of Engineering End of Course Assessment | | PLTW Principles of Engineering | Shakopee, Jefferson, Kennedy, | After completion of course. |

| | | | | | | | |
|--|---|---------------------------|--|---|--|------------------------|---|
| | Engineering, and Mathematics | | | | | Chaska, Chanhassen | |
| Engineering, Manufacturing, & Technology | Architecture and Construction | Design/Pre-construction | | Project Lead The Way Civil Engineering Architecture | | PLTW Civil Engineering | Jefferson, Kennedy End of course |
| Engineering, Manufacturing, & Technology | Transportation, Distribution, and Logistics | Transportation Operations | | Project Lead The Way Aerospace Engineering | | 170400 | Jefferson PLTW Aerospace Engineering |
| Human Services | Education and Training | Teaching/Training | | | | 090101 | Kennedy Introduction To Education |

Improvement Report

| Improvement Report 1 | |
|--|---|
| Indicator Not Met: | 1S1 ? Academic Attainment in Reading/ Language Arts |
| Negotiated Performance: | 69.70% |
| Actual Performance: | 64.88% |
| General strategies planned to improve performance: | |
| 93.0% | |
| Comments or context for actual performance (optional): | |
| | |
| Improvement Report 2 | |
| Indicator Not Met: | 1S2 ? Academic Attainment in Math |
| Negotiated Performance: | 61.90% |
| Actual Performance: | 57.64% |
| General strategies planned to improve performance: | |
| 93.10% | |
| Comments or context for actual performance (optional): | |
| | |
| Improvement Report 3 | |
| Indicator Not Met: | 4S1 ? Student graduation rate |
| Negotiated Performance: | 95% |
| Actual Performance: | 92.95% |
| General strategies planned to improve performance: | |
| 97.8% | |
| Comments or context for actual performance (optional): | |
| | |
| Improvement Report 4 | |
| Indicator Not Met: | 6S1 ? Nontraditional participation |
| Negotiated Performance: | 41% |
| Actual Performance: | 38.43% |
| General strategies planned to improve performance: | |
| 93.7% | |
| Comments or context for actual performance (optional): | |
| | |
| Improvement Report 5 | |
| Indicator Not Met: | |
| Negotiated Performance: | |
| Actual Performance: | |
| General strategies planned to improve performance: | |
| Comments or context for actual performance (optional): | |
| | |
| Improvement Report 6 | |
| Indicator Not Met: | 5P1 ? Nontraditional participation |
| Negotiated Performance: | |
| Actual Performance: | |
| General strategies planned to improve performance: | |
| Comments or context for actual performance (optional): | |
| | |
| Improvement Report 7 | |
| Indicator Not Met: | 5P2 ? Nontraditional completion |
| Negotiated Performance: | |
| Actual Performance: | |
| General strategies planned to improve performance: | |
| Comments or context for actual performance (optional): | |
| | |
| Improvement Report 8 | |
| Indicator Not Met: | 1P1 ? Technical Skill attainment |
| Negotiated Performance: | 92.09% |
| Actual Performance: | 84.91% |
| General strategies planned to improve performance: | |
| Comments or context for actual performance (optional): | |
| | |
| Improvement Report 9 | |

| | |
|--|--|
| Indicator Not Met: | 2P1 ? Credential, certificate, or degree |
| Negotiated Performance: | 30.00% |
| Actual Performance: | 27.19% |
| General strategies planned to improve performance: | |
| Comments or context for actual performance (optional): | |
| Improvement Report 10 | |
| Indicator Not Met: | 4P1 ? Student placement |
| Negotiated Performance: | 79.67% |
| Actual Performance: | 77.94% |
| General strategies planned to improve performance: | |
| Comments or context for actual performance (optional): | |

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target. *

1S1 At 93% attainment, *awareness* of not meeting the target is one strategy toward improvement. With the new additions to Secure Reports, helping to disaggregate the data for each district, will be the best strategy moving forward, to improve.

1S2, 4S1 and 6S1 would be targeted to have activities and strategies defined in a similar manner to 1S1. Each Performance Indicator for each district will be easier to identify to determine timelines and measurable outcomes.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports. *

A strategy for the program of work for the Perkins plan, is to meet individually with districts at their sites. It will include looking at the data in Secure Reports to understand the implications of the data and develop improvements strategies.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts? *

The use of the data to identify district improvement goals, could help to identify specific measurable outcomes.

Normandale has two improvement reports and one improvement plan to focus in this summary. The two reports were in regard to 5P1 and 5P2. The one plan was in relation to 5P1. We will briefly highlight the efforts that we undertook. Before we do this however, it is of note that we met the 5P1 and 5P2 goals in the following year. The assumption thus being that our efforts were successful.

We used a strategy of stressing non-traditional occupations to CTE secondary students and to CTE postsecondary students. This was accomplished by CTE liaisons meeting with students either individually or in groups and discussing non-traditional opportunities. We held a couple of large STEM camps where we were able to expose students to these opportunities as well.

Improvement Plan Action Steps

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

Attachments

| Description | File Name | File Size |
|---|---|-----------|
| Hospitality Pathway meeting Agenda | 2018 Hospitality Pathway Agenda.pdf | 191 KB |
| Education PPT Bloomington | 6.29.18 Education Pathways - Bloomington.pptx | 2.2 MB |
| Newspaper article-Burnsville Education Pathway | Burnsville PDF.pdf | 298 KB |
| Carlson Report | Carlson Year 2 Report Submission Review 4.22.17.pdf | 74 KB |
| Concurrent credit summary | Concurrent Summary.docx | 21 KB |
| Education pathway invitation | Education Summit - Save the Date.pdf | 138 KB |
| Articulation summary | FY18 CHSP 2018_Overall Summary.xlsx | 14 KB |
| Articulation course summary | FY18 CHSP Southwest Metro Course Summary.xlsx | 21 KB |
| Articulation Teacher report | FY18 CHSP SWMetro_Teacher_report_9-24-18.xlsx | 14 KB |
| Normandale Pathways within and outside consortium | FY18 Normandale Pathways.xlsx | 643 KB |
| Articulation report Southern Region | FY18 SRP APR ? Articulation Report SouthWest Metro.docx | |
| Hospitality pathway meeting invitation | hospitality.pdf | 465 KB |
| Newspaper article-Jordan Education pathway | Jordan PDF.pdf | 186 KB |

Budget Goal 1

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|-----------|
| Goal 1 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Budget Goal 2

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|-----------|
| Goal 2 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Budget Goal 3

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|-----------|
| Goal 3 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Budget Goal 4

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|-----------|
| Goal 4 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Budget Goal 5

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|-----------|
| Goal 5 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Goal Totals

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|-----------|
| Goal Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Verification

I have looked over these budget numbers.*

