



**Grant Details**

**01590 - FY17 Perkins IV Application**

**02014 - FY17 Southwest Metro Perkins Application**

**Perkins IV Consortium**

<b>Grant Title:</b>	FY17 Southwest Metro Perkins Application		
<b>Grant Number:</b>	01598		
<b>Grant Status:</b>	Underway		
<b>Comments:</b>			
<b>Applicant Organization:</b>	SW Metro Consortium		
<b>Grantee Contact:</b>	Cindy Walters		
<b>Award Year:</b>	2016		
<b>Program Area:</b>	Perkins IV Consortium		
<b>Amounts:</b>			
<b>Contract Dates:</b>	Contract Sent	Contract Received	Contract Executed
<b>Project Dates:</b>	08/08/2016 Proposal Date	07/01/2016 Project Start	06/30/2017 Project End
<b>Grant Administrator:</b>	Debra Wilcox-Hsu		

**Non-System Communication Log**

**Inter-System Grantee Correspondence**

**Status Reports**

ID	Type	Due Date	Submitted Date	Arrived?	Status
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**Agency List**

School District or College	Secondary Type	I.D. Number (if applicable)
Belle Plaine	01 public school district	716
Bloomington	01 public school district	271
SouthWest Metro Intermediate District	06 intermediate district	288
Central High School-Norwood	01 public school district	108
Eastern Carver County Schools	01 public school district	112
Edina	01 public school district	273
Jordan	01 public school district	717
New Prague	01 public school district	721
Orono	01 public school district	278
Prior Lake	01 public school district	719
Richfield	01 public school district	280
Shakopee	01 public school district	721
Waconia	01 public school district	110
Watertown	01 public school district	111
Westonka	01 public school district	277
Normandale Community College		

**Summary Narrative Pt. 1**

**Career and Technical Education Programs:**

*Q1) How does your plan support the career 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)] (5,000 word limit)*

**The postsecondary and 15 secondary members will continue to identify career pathway models, work with MDE and MnSCU on developing programs of study, and continue to identify technical skill assessments. Carl Perkins Core Indicator data from the member districts of the SW Metro Consortium will be used to identify strengths and challenges. Technical Skill Assessments approved at the state level will be utilized in our approved POS. There will be attention paid to increasing the number of college credit options, certificates and degrees awarded to students by improving services for all students while emphasizing participation and support for special populations. The plan also supports working with Workforce Centers and ABE coordinators to support the development of new opportunities for increasing the enrollment, retention and completion for unemployed and underemployed workers, especially due to the reauthorize of WIOA. We will collaborate with the existing Veteran's Services Coordinator to include those from the military.**

The postsecondary and 15 secondary members will engage in discussion through meetings, electronic communication and consortia coordinator(s) representation at state and local meetings; including new relationships being formed with other consortia members. Communication channels will be developed to include: existing best practices within the consortium, challenges of current structure, geographic locations, articulation and collaboration with other consortia. At the secondary and postsecondary levels, ways to gather, disseminate, analyze, and use available data will improve student success and completion. In response to the WBW legislation the SW Metro Perkins Consortium will focus on updating all district information on MNPOS website to be used as a counseling tool in addition PS liaisons will be utilized to assist districts in building on their POS at the 2 year institutions.

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

Q2) Please 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)]  
(5,000 word limit)

In order to provide meaningful accountability for improving academic outcomes and building technical and employability skills in CTE programs, based upon common definitions and clear metrics for performance the consortium will do the following:

- Discuss and analyze consortium data
- Provide support for Districts to understand their local data
- Create and develop linkages between data and local programs
- Funds may be specifically targeted to improve performance on targets

#### 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)]  
(5,000 word limit)

CTE programs supported in our plan are determined through the POS process which assists the consortium to design and implement programs of study to maintain continuity across the state and capitalize on systems already in place. The process provides guidelines to enable a consortium to design and implement POS that will benefit students of all ages, as they explore career options and plan an educational program.

Key elements in a Program of Study include:

- Competency based curricula tied to industry expectations and skill standards;
- Sequential course offerings that provide strategic entry and exit points as needed throughout a lifetime;
- Flexible course and program formats convenient for learner segments;
- Course portability for seamless progression;
- Multiple entry and exit points to support continuing education, returning adults, and dislocated workers; and
- Connections between high school and postsecondary education, skill progression, and career opportunities that align academic credentials with job advancement in high skill, high wage, or high demand occupations.

The SW Metro Rigorous Program of Study started in 2014, is focused on the career field of Business Management and Administration including the career cluster of Hospitality and Tourism.

With the current economic conditions, it is more important than ever that districts collaborate to provide programs that meet the needs of the students they serve; rigor, relevance and relationships are the keys to student success and CTE provides these according to its nature. We cannot operate effectively in silos. Collaboration is essential. The partnerships initiated through all of the Carl Perkins consortia will assist high schools and colleges in delivering education beyond their borders.

#### 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)]  
(5,000 word limit)

Consortium-wide opportunities to expose students, teachers, and faculty to AAI will be increased. Instructors identify appropriate speakers, quality job tours, shadows, mentorship and internship opportunities/experiences for students. Instructors utilize AAI Experiences template to document results of related activities. This template includes all nine aspects of AAI: Business Planning, Management, Health, Safety & Environment, Community Issues, Principles of Technology, Personal Work Habits, Technical & Production Skills, Labor Issues, and Finance.

New program models around pathways and career academies which provide opportunities for students to attend classes in local business and industry settings.

## Summary Narrative Pt. 2

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#### Comprehensive Professional Development\*

Q5) Please 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)]  
(5,000 word limit)

The purpose of the professional development is to identify activities and/or strategies to be used in a continuum of learning and understanding of federal and state CTE initiatives. Including but not limited to:

- Content knowledge and skill in a CTE discipline/program
- Teaching methods and instructional strategies
- Data collection, analysis and application to programs
- Community involvement i.e. Advisory Committees
- Funds are earmarked for participation in conferences, workshops, planning meetings, legislative updates, etc.

CTE program professional development will be developed in collaboration with local, regional and statewide consortia members and MDE and MNSCU staff. Each professional development activity will involve all participants identified throughout the strategies in the Perkins plan.

#### Recruitment and Retention\*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

Normandale continues to work with MSU, Mankato to deliver a STEM certificate for elementary education major students by delivering the "Bridging Engineering and Education" course.

SW Metro Consortium is developing a Program of Study in Introduction to Education in an attempt to fill anticipated future teaching vacancies.

In addition, alternate teacher licensing (waivers, variances, Community Experts, etc.) is utilized in areas where there are no qualified CTE teachers or a license does not currently exist. SW Metro consortium leadership is actively involved in policy and advocacy around CTE licensure.

#### Evaluate Student Performance and Programs\*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.** (5,000 word limit)

SW Metro Perkins leadership - consortium leadership and member district leadership - will continue to attend state-led informational sessions on the use of data. SW Metro Design Team meetings will offer focused discussion on the use of data within the member district, the consortium and its relationship to state and federal data. The Program Approval process directs attention to the data and its use within district professional growth models; i.e. PLC's. The post-secondary EPM 11 performance data is being disaggregated by Career Cluster and by special populations and changes tracked starting with the FY2006 cohort. The elements of certification testing, articulated credit attainment and college credit options assist the CTE program staff to evaluate student performance and improve the rigor of the programs.

Data methods were developed to extract information about the number, type, and location of articulation agreements and to their alignment with Programs of Study. Through this data mining, we were led to our choice of RPOS due to the width and breadth of impact to many different CTE programs as well as high schools. This is a continuing process as we move to develop additional Programs of Study and Rigorous Programs of Study.

#### How POS Affects Outcomes\*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified 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)] (5,000 word limit)

SW Metro utilized the above named document to self-evaluate where we are at regarding the 10 elements of rigorous POS. SW Metro will use this data to identify the POS that are of high quality, successful and replicable. Resources will be targeted to those that are found effective, and we will move to eliminate those that are ineffective.

The SW Metro Rigorous Program of Study started 2014 is focused on the career field of Business Management and Administration including the career cluster of Hospitality and Tourism. Work has begun on the development of the RPOS and ensuring that it meets the 10 elements required of a RPOS. Scoring and description of activities listed below.

#### Rating for the Rigorous Programs of Study Components Level 1 Level 2 Level 3

1. Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation. **2 Perkins dollars supported the initial planning meeting to create the work plan to implement this RPOS. Normandale and the lead high school, Kennedy in Bloomington are identified on the MNPOS website. Still at 2 due to change in staff at PS. Moved to 3 because more work has been done in continuing the alignment with WIOA, ESSA, and continued monitoring of Perkins reauthorization.**
2. Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance. **2 Coordinators and district representatives met in June 2013 to generate initial RPOS discussion. Attendees included Deans, FACS and Business/Marketing teachers, Counselors, Consortium Coordinators and Business. Still at 2. Moved to 3 due to the ongoing analysis of economic and workforce trends, identified and validated the current technical and workforce readiness skills.**
3. Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance. **2 Kennedy staff and administration and Normandale staff participated in the Hospitality and Tourism TSA meetings 2013-14. Kennedy staff continued their professional development through PLC work and district meetings. Still at 2 with the addition of Hospitality advisory meetings being held together: secondary teachers, post secondary faculty and business and industry leaders. Still a 2.**
4. Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to develop and implement POS. **2 Record of participating SW Metro secondary districts will continue to be added in the 2014-15 school year to the MNPOS website. TSA data will be available after the 2014-15 school year. Normandale will continue its work to identify all applicable certifications. Discussion will continue to identify articulation/dual credit options for high schools. Still at 2. Still a 2.**
5. College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS. **2 Standards and blueprints were identified through the TSA process. Work to articulate high school and Normandale courses continues. Still at 2. Still a 2.**
6. Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework. **2 Same as above. Identification of high school FACS and Business courses need to continue to be aligned. Still at 2. Moved to a 3 due to identification of RPOS pathway specific courses leading to concurrent enrollment.**
7. Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems. **1 Work continues through Normandale with SW Metro consortium members as well as collaboration with other consortia members. Move to 2, opportunities are in place to offer more college credits, much work still needs to be done in the area of transcribed credit. Still a 2.**
8. Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue. **2 The work**

of secondary to postsecondary transitions legislation will continue to support the work of RPOS, through the alignment of multiple data sites (i.e. mnprogramsofstudy.org and ctecreditmn.com) and initiatives. **Still at 2. Still a 2.**

9. Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework. **1 Writing time will be available to districts in the summer of 2014 and beyond. As strategies and curricular alignment progress, information will be shared for multiple district use. Closing in on a 2 - joint curriculum development has begun and is continuing in this year's plan. Now at a 2.**

10. Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS. **1 TSA identification was completed for Hospitality and Tourism in 2014. Business Education TSA need to be identified for 2014-15 alignment. Integration into high school course work will continue with the use of Perkins dollars to support testing. 2 TSA will be given at PS level in 2014-15 and working toward secondary alignment for 2015-16. Still a 2.**

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

**Goal 1 Narrative:**

The one postsecondary and 15 secondary members will continue to identify career pathway models, work with MDE and Minnesota State (MnSCU) on developing programs of study, and continue to identify technical skill assessments. Carl Perkins Core Indicator data from the member districts of the Southwest Metro Consortium will be used to identify strengths and challenges. Consortium will continue to work with the Workforce Centers and ABE providers to address the needs of adult learners. Consortium-wide opportunities to expose students, instructors and counselor/career advisors to AAI will be increased through POS/RPOS development. Technical Skill Assessments identified and approved at the state level will be given in the consortium approved POS: Law Enforcement Services: secondary, Criminal Justice NOCTI and postsecondary, MN Peace Officer License/POST; Business Information Management: Test Out, Certiport, secondary and postsecondary; Therapeutic Services: secondary, NAR and MDH Certification Test and postsecondary, NCLEX-PN; Engineering and Technology: secondary and postsecondary, PLTW end of course assessments; Manufacturing: Welding, SkillsUSA; RPOS: Hospitality and Tourism: Travel and Tourism Restaurant and Food/Beverage Services secondary and postsecondary. Secondary program improvement has started in Restaurant Food/Beverage Services. Meetings continue to align secondary and postsecondary curriculum.

State approved RPOS identified as Cluster: Hospitality and Tourism; Pathway: Travel and Tourism. Continuing work on Pathway development: Restaurants and Food/Beverage Services to align secondary and postsecondary curriculum and Normandale degrees/certificates.

**There are three new initiatives that we are in the process of creating or have created.**

- \* Human Services Training in partnership with Project for Pride in Living
- \* Hospitality with Carlson Companies - highlighted in Goal 3 (Special Populations)
- \* Elementary Education with Bloomington, SWMEC, Wayzata

o This is a program where the postsecondary course EDUC 1101: Introduction to Education is offered as a concurrent enrollment program to secondary students. This class aligns with Perkins pathways already in place at the high schools. It functions as the third class in a sequence that begins with either Child Development I & II or Child Psych I & II. EDUC 1101 is a required class in both the Elementary and Special Education teaching degrees. Normandale offers an AS in both areas. Mankato State is co-located on Normandale's campus and offers the ability to earn a bachelor's degree in both areas while at Normandale. The course may also serve students looking to work with children and families (health care occupations, coaching, etc.). A co-hort group has been created to support the work of secondary teachers and NCC staff as they align curriculum. Advisory Committees are enhanced by secondary and postsecondary attendance at meetings.

In 2015-2016, we initiated a coaching model for sustained professional development. Member districts initiate questions and challenges regarding Perkins plans and activities, to create a meeting agenda, with items added by the consortium coordinators prior to a district visit. Districts determine staff attendance prior to the site visit meeting. Consulting, mentoring and training by coordinators, support the district implementation of the Perkins plan, particular to their needs. Resources are provided through the use of SW Metro google docs and folders and through the use of state electronic resources. 6 of 15 districts were supported in sustainable professional development in this way. This model will continue in 2016-2017 and supports all goals of the SW Metro plan.

**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Use of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R10 Collaboration, R11 Articulation, P1 Advisory Committees
<b>Strategies</b>	
1-1-1. Maintain and develop additional dual enrollment agreements as a component of POS and RPOS, including TSA identification. 1-1-2. Convene meetings of all partners including secondary, postsecondary, business/industry and community stakeholders for review and revision to ensure understanding and provide input into the POS and RPOS development, accountability and TSA identification. 1-1-3. Ensure consortium representation at state and local POS and RPOS meetings. 1-1-4. PS - staffing to expand POS and RPOS plus ensure connections with Workforce Centers, ABE and Dislocated Adults.	
<b>Outcomes</b>	
1-1-1. POS and RPOS will include aligned curriculum with common assessments as evidenced by at least one dual enrollment agreement and identified TSA at secondary and postsecondary. 1-1-2. Gather and examine data focused on the effectiveness of the POS and RPOS. 1-1-3. Consortium is represented at POS and RPOS meetings. 1-1-4. Outreach to high schools, employers, workforce centers, ABE, etc. to advance the effectiveness of POS and RPOS.	
<b>Measures</b>	
1-1-1. Increase dual enrollment agreements by 8 and collect TSA data from secondary and postsecondary institutions. 1-1-2. Document quantitative and qualitative data to engage in continuous improvement. Document attendance at state and local POS and RPOS meetings. 1-1-3. POS and RPOS meeting attendance is documented. 1-1-4. Number of contact points in regard to POS and RPOS with identified target groups.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$29,969.92
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$20,000.00
<b>Post-Secondary Admin Cost</b>	\$0.00

Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$49,969.92
Secondary Required Activities	\$30,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$30,000.00
Total	\$79,969.92

**Goal 1 Objectives 2**

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality
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Strategies

1-2-1. Implement professional development to align CTE curriculum with Minnesota Academic Standards and/or Common Core Standards through MDE Program Approval and district site visits. 1-2-2. Assist districts with support for administering TSA in CTE programs. 1-2-3. ABE and other adult learners will be exposed to targeted POS. 1-2-4. Provide an opportunity for ABE/ALC students and dislocated workers to assess and document their skills at Normandale.

Outcomes

1-2-1. Standards will be cross-walked to approved CTE programs with review in the MDE Program Approval process. 1-2-2. Valid and reliable assessments will be purchased for secondary and postsecondary portions of POS. 1-2-3. Broaden the awareness of Adult Career Pathways. 1-2-4. Validate through assessment skills needed for a particular pathway.

Measures

1-2-1. Copies of cross-walked standards will be available to consortium members and shared in professional development/district site visits training and MDE Program Approval process. 1-2-2. Document approved TSAs delivered in career pathways at high school and post secondary. 1-2-3. At least one presentation/tour will be arranged for ABE/ALC students and dislocated workers to explore STEM and Health Science pathways. 1-2-4. Placement testing and career assessments will be used and documented.

Reallocation Explanation

Post-Secondary Required Activities	\$18,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$2,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$35,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$35,000.00
Total	\$55,000.00

**Goal 1 Objectives 3**

Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R9 Special Populations, P2 Counseling
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Strategies

1-3-1. Provide opportunities for students to use resources to access career and postsecondary education information. 1-3-2. Provide resources (including liaisons) to promote CTE programming and communicate opportunities to administration, deans, counselors, students, staff, parents and business community. 1-3-3. Provide resources to support statewide/regional articulation systems.

Outcomes

1-3-1. Students are aware of resources and are utilizing them for career and postsecondary education information. 1-3-2. Increase on-time graduation; encourage rigorous course taking, and improve student success. 1-3-3. Students have increased opportunities for articulated credit through consortium involvement in statewide/regional articulation systems.

Measures

1-3-1. Document the number of students using electronic career information systems. 1-3-2. 2P1 Data measures. 1-3-3. Number of articulation agreements and students receiving them is documented.

Reallocation Explanation

Post-Secondary Required Activities	\$45,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$45,000.00
Secondary Required Activities	\$16,500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$26,212.16
Secondary Admin Cost	\$0.00

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$42,712.16
Total	\$87,712.16
<b>Goal 1 Objectives 4</b>	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology
Strategies	
1-4-1. Upgrade or purchase industry-standard software and/or equipment within parameters of budget and in accordance with approved consortium plan. 1-4-2. Specific support for Health Science POS.	
Outcomes	
1-4-1. Equipment requests are considered, approved & met in accordance with plan objectives and POS. 1-4-2. Health Science faculty and students are supported in their use of technology.	
Measures	
1-4-1. Maintain required secondary database of approved equipment for 15 districts. 1-4-2. A .5 FTE lab assistant to enhance the effect of simulation and other software in Health Science (specifically Nursing).	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$16,102.77
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,102.77
Secondary Required Activities	\$40,170.53
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$40,170.53
Total	\$56,273.30

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

### Goal 2 Narrative:

The one postsecondary and 15 secondary members will continue work to strengthen advisory committee work for program improvement. All Aspects of Industry (AAI) is looked at for students and instructors to ensure programs of study in high skill, high wage or high demand occupations are achieved. Carl Perkins Core Indicator data from the consortia members of the Southwest Metro Consortium will be used to identify strengths and challenges.

We participate in numerous partnerships in varied capacities. The majority of the funding comes through Goal 5 maintaining the consortium structure. This is the category where the Perkins coordinators are paid. However a part of maintaining the structure is reaching out and creating or participating in partnerships. New models of CTE delivery include:

1. Academies of Shakopee:  
Member (Lowe) of the Master Plan writing team for the development of Shakopee's career pathway center. Models include Alexandria High School and Kansas.
2. Shakopee CAPS (Center for Advanced Professional Studies):  
Board Membership (Lowe) and concurrent enrollment partner with Shakopee High School in 3 pathways. They are Health Sciences, Hospitality and Business, and Digital Design. This program is modeled after the Kansas CAPS model.
3. Prior Lake & Lakeville MnCAPS:  
Concurrent enrollment partner in two pathways Health Sciences and Business
4. Richfield ALC (RCEP) located on the NCC campus: highlighted in Goal 3 (Special Populations)
5. St. Louis Park HS Career Academy Advisory Board:  
Board Chairperson (Lowe)and active advisory board member developing and implementing 5 career pathways.
6. Bloomington Career and College Academy

## Goal 2 Objectives

<b>Goal 2 Objectives 1</b>	
Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
Strategies	
2-1-1. Instructors identify appropriate speakers, quality job tours, shadows, mentorship and internship opportunities and experiences for students.	
Outcomes	
2-1-1. Student understanding of AAI is increased through business and education partnerships and resources.	
Measures	
2-1-1. AAI Experience Template will be used to document outcome and measure of student CTE activities.	
Reallocation Explanation	

Post-Secondary Required Activities	\$1,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$24,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$24,000.00
<b>Total</b>	<b>\$25,500.00</b>

<b>Goal 2 Objectives 2</b>	
Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality
Strategies	
2-2-1. Provide opportunities for instructional staff to tour and shadow businesses and industries or participate in business and industry exchange opportunities, attend industry-specific conferences and join industry-related professional organizations.	
Outcomes	
2-2-1. Instructor understanding of AAI is increased through business and education partnerships to ensure program content is relevant and current.	
Measures	
2-2-1. Data will be maintained regarding the number of instructors and counselors/career advisors participating in a business/education partnering experience.	
Reallocation Explanation	

Post-Secondary Required Activities	\$1,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$29,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$29,000.00
<b>Total</b>	<b>\$30,500.00</b>

<b>Goal 2 Objectives 3</b>	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences
Strategies	
2-3-1. Advisory Committees will meet twice a year. 2-3-2. Joint secondary/postsecondary Advisory Committee meetings will be convened in identified POS.	
Outcomes	
2-3-1. Advisory committees will provide input into program planning, implementation, and evaluation of POS. 2-3-2. The collaborative model for joint secondary/postsecondary Advisory Committees will be maintained.	
Measures	
2-3-1; 2-3-2. Committee rosters, attendance, agendas and minutes are on file.	
Reallocation Explanation	

Post-Secondary Required Activities	\$1,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00

<b>Total</b>	\$3,500.00
<b>Goal 2 Objectives 4</b>	
<b>Use of Funds*</b>	R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P2 Counseling
<b>Strategies</b>	
2-4-1. Continue participation between SW Metro Perkins Consortium, ABE and Workforce Centers including grant opportunities (i.e. Access & Opportunity, FastTrac, Stem-Equity, MNCEME and Trio) to provide CTE resources to high school and adult students and improve transition to postsecondary programs.	
<b>Outcomes</b>	
2-4-1. Consortium participation in partnerships with other initiatives or providers that support transitions and early college readiness assessments for high school and adult students.	
<b>Measures</b>	
2-4-1. The number of high school and adult students exposed to CTE programs and accessing early college-readiness assessments and remediation opportunities, is documented.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$500.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$500.00
<b>Secondary Required Activities</b>	\$2,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,000.00
<b>Total</b>	\$2,500.00

<b>Goal 2 Objectives 5</b>	
<b>Use of Funds*</b>	R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P5 Student Organizations
<b>Strategies</b>	
2-5-1. Provide information and resources to students and instructors to promote participation in student organizations. 2-5-2. Support staff participation in student organization conferences and events.	
<b>Outcomes</b>	
2-5-1. Career and Technical Student Organizations (CTSOs) will be supported for their ability to strengthen CTE programs and student/instructor leadership opportunities. 2-5-2. Adult (i.e. instructors, leaders, coaches) participation in CTOSs is documented.	
<b>Measures</b>	
2-5-1. Student participation in CTOSs is documented: members, state conference attendees, national attendees. 2-5-2. Adult (i.e. instructors, leaders, coaches) participation in CTOSs is documented.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$20,800.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$20,800.00
<b>Total</b>	\$20,800.00

### Goal 3: Improve Service to Special Populations

#### Goal 3 Narrative:

Carl Perkins Core Indicator data from the individual member districts and the Southwest Metro consortium will be used to identify strengths and challenges. By improving services for all students while emphasizing participation and support for special populations, the plan will support an increase in dual credit opportunities and certificates and degrees awarded.

Special populations can include participants from a number of demographic categories. It can range from students who are pursuing non-traditional occupations to students who have disabilities to students who are members of an underserved population.



## \* Hospitality Training in partnership with Carlson Companies:

o This is a program that is being offered in conjunction with Carlson companies, HIREd, Normandale, and Bloomington ABE. A special program combines ABE coursework with HSMA 1103: Introduction to Hospitality and Tourism Management. This is a required course in the postsecondary degree in this area. Students also receive foundational skills training, job shadowing, and a chance to earn the "Guest Service Gold Certification."

## \* Richfield ALC:

o Instrumental in the initiative to move Richfield's ALC to Normandale Community College. This ALC has physically moved and is now wholly located on the Normandale Campus. The ALC students will be taking their high school classes as well as PSEO college classes at Normandale. Many of these students are looking to pursue pathways in CTE areas.

**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Use of Funds*</b>	R9 Special Populations, R10 Collaboration, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats
Strategies	
3-1-1. Provide resources to instructors of special population students to improve access to equitable career guidance, exploration, and work-based learning experiences that meet their specific needs. 3-1-2. Provide college readiness testing assessment to students from special populations.	
Outcomes	
3-1-1. Resources are utilized to support professional development activities, field trips, etc. related to special populations in the areas of career guidance, exploration, and work-based learning. 3-1-2. Documentation of student progression toward transition.	
Measures	
3-1-1. Document experiences used to improve access to equitable career guidance, exploration, and work-based learning experiences for special populations. 3-1-2. Document college readiness assessments given and testing data.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$5,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$5,000.00
<b>Secondary Required Activities</b>	\$5,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$5,000.00
<b>Total</b>	\$10,000.00
<b>Goal 3 Objectives 2</b>	
<b>Use of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, P6 Mentoring/Support Services
Strategies	
3-2-1. Promote staff and student attendance at non-traditional/gender equity career seminars, training, etc. 3-2-2. Two opportunities offered at Normandale for middle school girls in STEM career pathways. 3-2-3. Make connections with Workforce Development Centers, ABE, Dislocated workers targeting non-trad students.	
Outcomes	
3-2-1. Use of state MDE data 4S1, 4S2 and MnSCU 5P1, 5P2 will be used to review, revise and improve programs where needed. 3-2-2. Increase the number of middle school girls who are xposed to STEM academic pathways and careers. 3-2-3. Positive progression toward meeting 5P1 and 5P2 negotiated targets.	
Measures	
3-2-1. # of staff and students attending non-traditional/gender equity events. 3-2-2. Track the number of middle school girls who attend these two experiences and include historical data on these two events. 3-2-3. 5P1 and 5P2 data measures.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$25,668.33
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$25,668.33
<b>Secondary Required Activities</b>	\$500.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$500.00
<b>Total</b>	\$26,168.33
<b>Goal 3 Objectives 3</b>	
<b>Use of Funds*</b>	R9 Special Populations, R10 Collaboration, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats
Strategies	
3-3-1 The Office for Students with Disabilities at Normandale will increase resources for career and technical program assistance	
Outcomes	
3-3-1 Collaborate with the Office for Students with Disabilities to increase CTE special populations student performance.	
Measures	

3-3-1 Supplementary instruction will be expanded in Perkins eligible courses and targeted at special populations of students and data collected.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$16,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$16,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$16,000.00

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

##### **Goal 4 Narrative:**

This consortium along with any other interested consortia will meet to ensure student success using the Minnesota Career Fields, Clusters and Pathways framework. The SW Metro Consortium will develop a sequential continuum of service and link services collaboratively at the secondary and postsecondary levels. This will provide a new structure to provide students with the support they need to achieve success at each level and clear processes to transition between institutions and into the workforce. Strong relationships will need to be built within the Minnesota consortium structure and their staffs to easily share POS information and to carry out the goals and strategies of this plan.

#### **Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Use of Funds*</b>	R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P10 Student Transition
Strategies	
4-1-1. Facilitate opportunities within and among consortia for successful student transitions especially in the pathways of Health Science, STEM and Hospitality/Business. 4-1-2. College campus visits will be facilitated.	
Outcomes	
4-1-1. Ensure student success through smooth transitions within their chosen career pathway through hiring of three .5 FTE liaisons. 4-1-2. Increase awareness of CTE programs at Normandale.	
Measures	
4-1-1. Opportunities for transitions from/into areas outside of consortium will be actively sought with 2 other consortia. Total number of students in Health Science, STEM and Hospitality/Business pathways will increase as will number of credentials obtained. 4-1-2. Increase the number of visits/tours targeting CTE programs.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$45,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$45,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$45,000.00
<b>Goal 4 Objectives 2</b>	
<b>Use of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
4-2-1. Continue to collaborate and develop process for inclusion with all systems that help students achieve both high school and college credit.	
Outcomes	
4-2-1. Increase in the number of opportunities available to students to earn dual credit.	
Measures	
4-2-1. Data from dual credit opportunities to be gathered regarding number of students earning credits.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$45,729.72
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00

Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$45,729.72
Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$15,000.00
Total	\$60,729.72

**Goal 4 Objectives 3**

Use of Funds*	P10 Student Transition
Strategies	
4-3-1. Military veterans will be more accurately identified so that targeted services and outcomes can be tracked. 4-3-2. Perkins partnership with NCC Customized Training department, ABE and Workforce Center is expanded.	
Outcomes	
4-3-1. Improvement of enrollment, retention and completion for military veterans. 4-3-2. Improvement of enrollment, retention and completion for underemployed, and unemployed adults.	
Measures	
4-3-1. CTE options will be publicized to returning military veterans through the Veterans' Resource Center. 4-3-2. One career event for adult learners in career transition planning will be held.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

The postsecondary and 15 secondary members, will engage in discussion through meetings, electronic communication and consortium coordinator(s) representation at meetings. Meeting agendas will be developed to include: existing best practices within the consortium, challenges of current structure, geographic locations, articulation and collaboration with other consortia. At the postsecondary level, new ways to gather, disseminate, analyze, and use available data will improve student success and completion. Through self-assessment and shared responsibility, a common CTE vision for the consortium will be developed and promoted.

**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
Use of Funds*	R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
5-1-1. Continue regular strategy meetings with partners. Broaden network of informed participants (i.e. instructors, counselors, administrators) to promote career and technical activities in the consortium and ensure quality programming. 5-1-2. Coordinator(s) work collaboratively to carry out coordination and to administer Perkins plan and dollars to achieve outcomes and measures. Self-assessment of consortium systems and operations, including fiscal and administration.	
Outcomes	
5-1-1. Multiple pathways are created for communication to be disseminated within and outside of the consortium. 5-1-2. Accurate reports are submitted according to timelines.	
Measures	
5-1-1. Continue to modify structure to ensure workability. The consortium leadership will meet a minimum of 8 times. Document meetings through attendance and minutes, distribute electronically. 5-1-2. Performance outcomes and expenditures align with the annual plan. Project budgets are reconciled with college cost code and UFARS reports.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$40,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00

Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$40,000.00
Secondary Required Activities	\$75,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$75,000.00
Total	\$115,000.00

**Goal 5 Objectives 2**

Use of Funds*	R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
5-2-1. Maintain attendance at state, national and professional organization meetings. 5-2-2 Collaborate with other consortia to ensure that objectives in state-approved POS are kept current.	
Outcomes	
5-2-1. Work collaboratively with other consortia to ensure effective use of resources and to utilize voice within the state to ensure continuance of career and technical program availability for students. 5-2-2 Objectives in state-approved POS are current.	
Measures	
5-2-1. Ensure representation of consortia (secondary and postsecondary) at all state meetings as well as professional career and technical organization meetings (i.e. MACTA). Gather strategy specific attendance data. 5-2-2 POS site is kept current and accurate for consortia	

Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$8,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$8,000.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$9,000.00

**Goal 5 Objectives 3**

Use of Funds*	R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
5-3-1. Analyze course surveys and student data at least twice a year-CSSE data. 5-3-2. Coordinators attend state data workshops and disseminate information to Consortium leaders.	
Outcomes	
5-3-1. Increase support for data analysis culminating in program improvement. 5-3-2. Better use of data for program improvement at all levels of CTE programming.	
Measures	
5-3-1. Incorporate results into continuous improvement measures. Track Specific CSSE questions. 5-3-2. Incorporate results into continuous improvement measures. Write and implement specific improvement plans when needed.	

Description	Post-secondary will use college funds.
Reallocation Explanation	
Post-Secondary Required Activities	\$8,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$8,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$8,500.00

<b>Goal 5 Objectives 4</b>	
<b>Use of Funds*</b>	Post-secondary Admin Cost, Secondary Admin Cost
Strategies	
5-4 Administrative Costs	
Outcomes	
5-4 Administrative Costs	
Measures	
5-4 Administrative Costs	
<b>Description</b>	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

<b>Goal 5 Objectives 5</b>	
<b>Use of Funds*</b>	Secondary Admin Cost
Strategies	
Secondary Admin Cost only	
Outcomes	
v	
Measures	
Secondary Admin Cost only	
<b>Description</b>	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$16,956.89
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$16,956.89
<b>Total</b>	\$16,956.89

**Administrative Cost**

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$15,350.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$16,956.89

**Verification**

I want to pull over my Goals 1-5 budget amounts. Yes

**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$92,969.92	\$0.00	\$38,102.77	\$0.00	\$0.00	\$131,072.69	\$121,670.53	\$0.00	\$26,212.16	\$0.00	\$0.00	\$147,882.69	\$278,955.38

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$77,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$77,800.00	\$82,800.00

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$46,668.33	\$0.00	\$0.00	\$0.00	\$0.00	\$46,668.33	\$5,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,500.00	\$52,168.33

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$90,729.72	\$0.00	\$0.00	\$0.00	\$0.00	\$90,729.72	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$105,729.72

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$56,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$56,500.00	\$76,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$92,956.89	\$149,456.89

**Goal Totals**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$291,867.97	\$0.00	\$38,102.77	\$0.00	\$0.00	\$329,970.74	\$295,970.53	\$0.00	\$26,212.16	\$0.00	\$0.00	\$339,139.58	\$669,110.32

**Secondary Budget Details**

Description	File Name	File Size
FY17 Southwest Metro Secondary Budget	FY17 swm Secondary-Budget-Supplemental-Sheet.xlsx	63 KB
Reuploaded Budget Spreadsheet	FY17 swm Secondary-Budget-Supplemental-Sheet.xlsx	65 KB



Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$6,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$10,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
<b>Totals</b>	<b>\$16,000.00</b>

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
<p>- Monitoring will be done as the transition is made to Single-year analysis from Multi-year analysis going forward. (Consortium Coordinators and district representatives)</p> <p>- Analysis of 2015-2016 data when reports are compiled and sent, for assessment of strategies/activities. Assess number of concentrators taking TSA. (Consortium Coordinators and district representatives)</p> <p>- TSA data includes Educational Cooperative and Intermediate District data. Collaboration with data improvement process will be ongoing with all institutions. (Coordinators with Southwest Metro districts and Intermediate 917)</p> <p>- Review selecting the right TSA for a course and its students. Accommodations may be needed but have not been accessed properly for students with IEP, 504, LEP and/or ELL needs. (Consortium and district representatives Coordinators)</p> <p>- Review state and consortium approved POS and continue to identify appropriate TSA's</p> <p>- Review data entry procedures with teachers giving TSA's and district data entry personnel.</p>	
<b>Resources Needed*</b>	- Continuing support and resources from MnSCU and MDE. - Sessions at CTE Works conference, Perkins state meetings, etc. for continuous professional development
<b>Timeline*</b>	Ongoing data assessment upon receiving Performance Indicators each year.
<b>Person(s) Responsible*</b>	Consortium Coordinators and district representatives in collaboration with district data entry personnel.
<b>How will progress be documented?*</b>	Perkins data analysis. District data analysis. Professional development meetings for accurate data entry.
<b>Sub-populations or groups where gap exists:*</b>	All sub-populations.
<b>Describe any contextual factors that might contribute to this gap:*</b>	Monitoring of CTE program reductions in districts and/or limited course offerings may impact CTE Concentrator population and number of TSA's given.
Further Information	
All consortium members are involved with the review and administration of TSA opportunities. Because TSA are built into POS, stakeholders include teachers, postsecondary institutions, business and industry partners, administration and members of Advisory Committees.	
Professional development will continue, to assist data entry processes.	
<b>Improvement Plan Supporting Documents (optional, not required)</b>	

Improvement Plan Action Steps 2	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P1 – Nontraditional participation
Action Steps to improve the performance	
<p>Program Liaisons, Advisors, and Faculty to expose students to opportunities in careers that are non-trad by gender.</p> <p>Develop outreach and support activities focused on service learning in non-trad by gender occupations.</p> <p>Encourage Asian and Caucasian males to consider non-traditional by gender occupations.</p> <p>Seek technical assistance for MnSCU system office in this area.</p>	
<b>Resources Needed*</b>	Staff time
<b>Timeline*</b>	FY '17
<b>Person(s) Responsible*</b>	CTE Liaisons, Faculty, Advisors, and Postsecondary Coordinator
<b>How will progress be documented?*</b>	Number of contacts and presentations made by staff to groups of students, occupational areas discussed and strategies identified through technical assistance.



<b>Sub-populations or groups where gap exists:*</b>	Females 181/513=35.28% Males 74/413=17.92%
<b>Describe any contextual factors that might contribute to this gap:*</b>	It is interesting to note that ethnicity plays a role in non-traditional participation. For Caucasian and Asian students participation rate is 22% & 27% respectively. Whereas all other groups above average in participation in non-traditional areas.
Further Information	
No more information.	
<b>Improvement Plan Supporting Documents (optional, not required)</b>	
<b>Improvement Plan Action Steps 3</b>	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P2 – Nontraditional completion
Action Steps to improve the performance	
Exploratory meeting with NCC staff	
Identify factors that impact this target	
Develop strategies to improve performance	
Meet with MnSCU for Technical Assistance	
<b>Resources Needed*</b>	Staff Time
<b>Timeline*</b>	FY17
<b>Person(s) Responsible*</b>	Liaisons, Postsecondary Director, Department Deans, Chairs, Faculty
<b>How will progress be documented?*</b>	Meeting dates, agendas, and strategies
<b>Sub-populations or groups where gap exists:*</b>	Female 7/174 = 4.02% Male 22/52 = 42.31%
<b>Describe any contextual factors that might contribute to this gap:*</b>	Ethnicity did not play a significant role in this target area. What is interesting is that we have a reversal in this target from the participation target. More females were participating in non-trad area; yet males were placed at a much higher % in non-trad areas than females. The most impactful CIP areas was Nursing Assistants where 147 males were participating in training yet only 12.24% of them were placed in areas. No other area has more than 16 qualified participants.
Further Information	
No further information presently.	
<b>Improvement Plan Supporting Documents (optional, not required)</b>	

### Related Improvement Plan documents

Upload any additional supporting documents here.

Planning for Students Successful Transition to Postsecondary.pdf

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

### Improvement Report

<b>Improvement Report 1</b>	
<b>Indicator Not Met:</b>	1P1 – Technical Skill attainment
<b>Negotiated Performance:</b>	92.09%
<b>Actual Performance:</b>	88.70%
General strategies planned to improve performance:	
Continue to monitor the rate at which our students are mastering the Nursing National Council License Examination and the Peace Officer License Examination. Faculty are modifying curriculum to address the gaps that might exist which are resulting in a higher percentage of non-passing scores. The Deans of these two divisions are aware of this working to increase the scores.	
Comments or context for actual performance (optional):	
There are only two tests that are included in our TSA report. The Nursing National Council License Exam (NNCLE) and the Peace Officer License Exam (POLE).	
Two years ago the NNCLE was redesigned and the result of this is depressed scores in subsequent years until the curriculum can be redesigned to address the gaps. This is in the process of happening. In 12-14 the percentage of passing students were 84.17, now in 13-15 cohort the percentage of passing students has increased to 88.70. The 12-14 cohort was at 89.34% of goal – while the 13-15 cohort was at 96.32% of goal. That is a 7% increase which suggests a positive trend.	
In regard to the POLE, the 12-14 cohort passing rate was at 82.76%, while the 13-15 cohort passing rate was 88.46%. The 12-14 cohort was at 87.85% of goal and the 13-15 cohort is at 96.06% of goal. This is about a 7.5% improvement. It is interesting to note that over a 10 year span – Normandale students scored 6% higher than the total of MnSCU schools passing scores. The chair of the department did comment that when there are low numbers of testers, even a few failures can impact your passing rates greatly. For instance in 2015, there were 26 students taking the exam and 23 passed; while only 3 did not.	
<b>Improvement Report 2</b>	

<b>Indicator Not Met:</b>	2P1 – Credential, certificate, or degree
<b>Negotiated Performance:</b>	30.00%
<b>Actual Performance:</b>	29.61%
General strategies planned to improve performance:	
The intent data gathered when students apply to Normandale is often not an accurate predictor of the eventual path or degree they may follow. The college is committed to finding better ways to inform current students of program options and gather updated intent data. This is to be accomplished through a closer partnership with both the admissions and advising departments. We have created 3 liaisons positions to facilitate the interaction with pathway participants. We have one liaison per division that has CTE pathways. We are also exploring ways to create meaningful certificates and credentials that are stackable and lead to career or further training.	
Comments or context for actual performance (optional):	
For the 12-14 cohort we had a performance rate of 27.96%, the 13-15 cohort had a 29.61% performance rate. This is an increase in performance of ~1.5%. This also reflects the 12-14 cohort's rate of 77.67% of target, whereas the 13-15 cohort's rate was 98.70% of target. This suggests a positive trend and that our efforts to improve our performance is bringing results. We also exceeded our 3P1 goals (retention or transfer) and for the 13-15 cohort was ~102% of goal. This would seem to indicate that while we are not granting as many Credentials, Degrees, or Certificates; we have more students who are continuing to pursue these outcomes.	

<b>Improvement Report 3</b>	
<b>Indicator Not Met:</b>	2S1 – Technical Skill Attainment
<b>Negotiated Performance:</b>	54.00%
<b>Actual Performance:</b>	24.63%
General strategies planned to improve performance:	
-Monitor changes from Multi-year data reporting to Single-year analysis	
-Monitor number of CTE Concentrators, in relation to TSA given	
-Meet with districts to review POS and the determination of TSA given	
Comments or context for actual performance (optional):	
11 of 15 secondary districts enter no TSA data.	
TSA data is to be enter from Intermediate District 917 (Bloomington) and SouthWest Metro (member districts participating in consortium POS) contributing to the overall TSA data.	

<b>Improvement Report 4</b>	
<b>Indicator Not Met:</b>	4P1 – Student placement
<b>Negotiated Performance:</b>	79.67%
<b>Actual Performance:</b>	73.93%
General strategies planned to improve performance:	
Discuss placement performance with CTE program area deans and liaisons. Try and determine what factors are at play in the reduced placement rates. Also check with other MnSCU institutions to see if this is a trend across the system and see what factors they may have determined are at play.	
Comments or context for actual performance (optional):	
Limited detailed data available for analysis. When looking at factors of gender, ethnicity, etc. – no demographic factor seems to be disproportional. SW Metro's historical trends are consistently being within 90% of goal, but not being able to exceed target. 13-15 cohort performance was almost identical to 12-14 performance; 73.93% & 73.97% respectively. In reviewing state wide consortium data it appears that for AY 14: 10 consortium met goal, 15 consortium were between 90% and 99%, and only 1 consortium was below 90%.	

<b>Improvement Report 5</b>	
<b>Indicator Not Met:</b>	5P1 – Nontraditional participation
<b>Negotiated Performance:</b>	31.30%
<b>Actual Performance:</b>	27.54%
General strategies planned to improve performance:	
Market opportunities in programs that are non-traditional by gender to all students. Encourage and inform students of the benefits and opportunities in non-traditional occupations. CTE divisional liaisons will meet with secondary and postsecondary students in this regard. Seek further technical assistance from the system office.	
Comments or context for actual performance (optional):	
In general, females are participating in non-traditional occupations are an above target rate. We will continue to focus on female participation but increase our effort working with males in non-traditional occupations. Caucasian and Asian students are less likely than other minorities to participate in non-traditional fields. There is no breakdown by CIP for this target area. Also of note is the fact that 13 out of the 26 consortium were below 90% goal in this target area for FY 14, while only 4 met goal.	

<b>Improvement Report 6</b>	
<b>Indicator Not Met:</b>	5P2 – Nontraditional completion
<b>Negotiated Performance:</b>	17.31%
<b>Actual Performance:</b>	12.83%
General strategies planned to improve performance:	
Detailed exploration with Normandale Perkins Postsecondary Director, Liaisons, Department Deans, Chairs, and Faculty. Attempt to identify the reasons for the steep decline and strategies to remedy this situation. Seek Technical Assistance from MnSCU.	
Comments or context for actual performance (optional):	
There has been a rather steep decline from the past reporting cycle. The 12-14 cohort exceeded the target in this area at a rate of 17.31% whereas the 13-15 cohort had a 4.5% drop in this rate.	

## Rigorous Program of Study

<b>Rigorous Program of Study 1</b>	
<b>State-Approved Rigorous Program of Study*</b>	Travel and Tourism
<b>RPOS submitted with 10 components</b>	SouthWestMetro_KennedyHS_Restaurants and Food_Beverage Services _ MN Programs of Study _ ISEEK.pdf

**Programs of Study**

<b>Programs of Study 1</b>	
Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	Business Education
At which High School? College?	Normandale
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Restaurant, Food, & Beverage Services
In which course (use course code) or at what time in the program?	Under review. See Goal 1-1-4

<b>Programs of Study 2</b>	
Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Law Enforcement Services
In which CTE Program?	Criminal Justice
At which High School? College?	Shakopee
State-Approved Secondary Assessments	NOCTI Criminal Justice Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd year

<b>Programs of Study 3</b>	
Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Law Enforcement Services
In which CTE Program?	Criminal Justice
At which High School? College?	Normandale Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Peace Officer Standards & Training (POST) - Minnesota Peace Officer License Examination
In which course (use course code) or at what time in the program?	Completion of program

<b>Programs of Study 4</b>	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business Education
At which High School? College?	Jefferson
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Accounting II end of course exam

<b>Programs of Study 5</b>	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business Education
At which High School? College?	Richfield
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Under review. See Goal 1-1-4

<b>Programs of Study 6</b>	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Management
In which CTE Program?	Business
At which High School? College?	Chanhassen
State-Approved Secondary Assessments	Skills USA - 3D Visualization & Animation
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	

what time in the program?	Adv Business
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<b>Programs of Study 7</b>	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Agriculture Education
At which High School? College?	Belle Plaine
State-Approved Secondary Assessments	Center for Agriculture & Environmental Research & Training, Inc. (CAERT) - Plant Science Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	*Under review. See Goal 1-1-4

<b>Programs of Study 8</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Health Sciences
At which High School? College?	Jordan
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of course assessment

<b>Programs of Study 9</b>	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Network Systems
In which CTE Program?	Computer Networking
At which High School? College?	Chaska High School
State-Approved Secondary Assessments	CareerTech - Computer Technology: Computer Networking Technician
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Computer Networking

<b>Programs of Study 10</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing
At which High School? College?	Normandale Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - State License Exam
In which course (use course code) or at what time in the program?	Upon graduation

<b>Programs of Study 11</b>	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Engineering and Technology
In which CTE Program?	Engineering Foundations
At which High School? College?	Normandale Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Project Lead The Way (PLTW) - Principles of Engineering End of Course Assessment
In which course (use course code) or at what time in the program?	When course is offered

<b>Programs of Study 12</b>	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Engineering and Technology
In which CTE Program?	Technology Education
At which High School? College?	Belle Plaine
State-Approved Secondary Assessments	Project Lead The Way (PLTW) - Principles of Engineering (POE) End of Course Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of course assessment

<b>Programs of Study 13</b>	
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<b>Career Fields</b>	Engineering, Manufacturing & Technology
<b>Career Clusters</b>	Architecture and Construction
<b>Career Pathways</b>	Construction
<b>In which CTE Program?</b>	Industrial Technology
<b>At which High School? College?</b>	Waconia
<b>State-Approved Secondary Assessments</b>	Project Lead the Way (PLTW) - Civil Engineering/ Architecture (CEA) End of Course Assessment
<b>State-Approved Postsecondary Assessments</b>	
<b>In which course (use course code) or at what time in the program?</b>	End of course assessment

<b>Programs of Study 14</b>	
<b>Career Fields</b>	Arts, Communication & Information Systems
<b>Career Clusters</b>	Information Technology
<b>Career Pathways</b>	Information Support and Services
<b>In which CTE Program?</b>	Computer Information Management
<b>At which High School? College?</b>	
<b>State-Approved Secondary Assessments</b>	
<b>State-Approved Postsecondary Assessments</b>	
<b>In which course (use course code) or at what time in the program?</b>	End of course assessment

### 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:\*** \$50,000.00

#### Post-Secondary

**Total percentage of time for Coordinators of Perkins:\*** 50.0%

**Coordinator Budget:\*** \$50,000.00

### Perkins Dollars

### Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Cindy Walters	Consortium Coordinator		\$25,000.00	
Debbie Belfry	Consortium Coordinator		\$25,000.00	
Robert Lowe	Postsecondary Perkins Coordinator		\$50,000.00	
Jeremy McNamara	Health Science Liaison		\$32,000.00	liaisons job description_201505150632.pdf
Joyce Baughman	Health Science Lab Assistant		\$17,000.00	
Tim LaPlanne	STEM Liaison		\$36,000.00	
Crystal Svoboda	Business/Hospitality Liaison		\$34,000.00	
Linda Cohen	Special populations instructional support		\$17,000.00	
To Be Hired	Customized Training Liaison-Workforce Centers, ABE		\$40,000.00	
Diem Vo	Administrative Assistant		\$20,000.00	
			\$296,000.00	