



Grant Details

02058 - FY18 PERKINS APPLICATION

02387 - FY18 Southwest Metro Perkins Application

Perkins IV Consortium

Grant Title: FY18 Southwest Metro Perkins Application
Grant Number: 02099
Grant Status: Underway
Comments:
Applicant Organization: SW Metro Consortium
Grantee Contact: Cindy Walters
Award Year: 2017
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 12/13/2017 Proposal Date 07/01/2017 Contract Received 06/30/2018 Contract Executed
Project Dates: 07/01/2017 Project Start 06/30/2018 Project End
Grant Administrator: Debra Wilcox-Hsu
Contract Number: 02099
Award Year: 2017

Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2017

06/30/2018

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Normandale Community College		
SouthWest Metro Intermediate District	06 intermediate district	288
Bloomington	01 public school district	271
Belle Plaine	01 public school district	716
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	720
Waconia	01 public school district	110
Watertown	01 public school district	111
Westonka	01 public school district	277

Summary Narrative Part Two

Comprehensive Professional Development

Q5) Describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)]

Coordinators attend all Minnesota State and MDE professional development related to Perkins. In addition coordinators participate in the following CTE related activities: Cindy Walters: MACTA Board, SkillsUSA Board, MFSD Board, MNACTE member, District 112 Community Education District Advisory Committee, Chaska Lions Board and various committees; Robb Lowe: MACTA Board, MNACTE Executive Board, MNCEP, President, St. Louis Park Career Academy Advisory Board, HealthForce MN Advisory Committee; Debbie Belfry: MACTA Policy and Advocacy Committee Chair, MNACTE member, MN Manufacturing Career Cluster Project, MNCME Advisory Committee, Bloomington Chamber Future Leaders Steering Committee (Business Education program), SkillsUSA Board, Bloomington Daymakers Rotary, President.

Concurrent enrollment course standards, mandate college instructors to mentor secondary teachers. With our addition of Introduction to Education concurrent enrollment with Kennedy, Waconia (through intermediate District 288) and Shakopee (through Intermediate District 288) and the development of a cohort group of these staff, professional development has been ongoing for 2 years and will continue. In addition, secondary staff have been included in the Transfer Pathway project, specific to Elementary Education Foundation Pathway work.

MDE Program Approvals were completed in 2016-2017. After each district completing the program evaluation, areas of need and improvement have been identified and will be embedded into local PLP and QComp work. These activities are monitored and evaluated by district Professional Development staff.

The consortium continues to attend professional development activities related to Business, Health Care, Law Enforcement, Hospitality and Tourism.

The SWMetro coordinators also attend multiple meetings with the Southern Region Articulation Committee to enhance opportunities for students attending MN colleges and accessing various programs.

Individualized district site visits have become a strength for the SWMetro Consortium. The Coordinators respond to a district's request for Perkins and CTE information and create an agenda. The local district invites staff and administrators to engage in question and answer format, to clarify goals and strategies of the Perkins grant. This has become an extremely effective tool to mentor new Perkins

representatives and new administration.

The SWMetro consortium also uses google docs to house Perkins and CTE information for easy access to information. This record keeping system started about 4 years ago and is the most widely used tool for information. Agendas, minutes, infographics and templates for recording Perkins expenditures can all be found in these files. The Coordinators also forward through email, all Minnesota State and MDE current professional development information including CTE professional Development Events (attached).

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)]

The SWMetro Consortium assessed the high need of CTE teachers and teacher shortage area data. The Introduction to Education concurrent enrollment course was implemented based on that information, to create a teacher pathway opportunity. Normandale has entered into discussion with MDE about integrating the Teacher Cadet program, facilitating conversations between NCC Education Chair and MDE staff.

The more integrated and developed local programs and pathways become, the more components of POS and Pathways continue to align. Activities engage staff in new ways, with students and the community. This strategy strengthens the visibility of the teaching profession and the community support becomes apparent to the schools and staff, creating positive interactions. At times, this has led to finding a Community Expert for an otherwise unfilled CTE position.

Local district postings, advisory committee members and specific association members along with CTSO activities, assist in promoting teaching openings. Lack of licensed CTE teachers has again shifted the focus to recruiting Community Experts or finding teachers working on waivers.

As much as CTE staff try to contribute with administrators regarding staffing discussions, frustrations on reducing positions to less than full time, remain. When full time positions are reduced, it is nearly impossible to fill CTE positions. Part-time teachers quickly move within a year, to full time open positions. This perpetuates the reduction in staff and thus reduces CTE programs.

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.

Local district and state assessments align to state graduation standards. CTE classes must align national standards to their programs and classes as directed by local approval of course content and assessments. Alignment through articulation meeting discussions, help to evaluate course content from district to district, district to college and college to college. Concurrent enrollment initiatives develop course and assessment alignment, too. In all cases, student performance is the subject of expectations at the high school and college level, using cut scores as data reports. Data is disaggregated to the extent possible, in relation to Perkins Indicators.

Creation of end of course TSA in Criminal Justice is being piloted in high school and college courses, to compare learning of high school students to college students. A new initiative will be considered for the same type of comparison with an end of course exam in Marketing.

Concurrent enrollment classes must reflect the rigor and pedagogy of the college course and be in compliance with NACEP standards.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]

Consortium members have been working together with the Normandale Community College Hospitality and Tourism Advisory Committee for many years. The college faculty has changed in the last 2 years and a new emphasis of programming has been defined in this program area. This year the Coordinators and NCC faculty have met specifically to identify new goals to strengthen the Consortium RPOS. Normandale brings a well connected network of businesses in the community, especially focused on hospitality and tourism along the 494 corridor.

Articulated credit and concurrent enrollment (Shakopee) through Sports Marketing and/or Entertainment Marketing, Introduction To Business, Internship In Business and Entrepreneurship and Introduction To Hospitality and Tourism Management offered in high schools aligns with Hospitality and Tourism Management and Customer Service at NCC. With more hotel rooms in Bloomington than Minneapolis and St. Paul combined, the Mall of America and hundreds of food choices, it was easy to pick Hospitality and Tourism and Food and Beverage Services as our RPOS. Through alignment with articulated and concurrent enrollment course credits, additional TSA have been identified.

Partnerships between these programs and national sporting events (Ryder Cup, Super Bowl and Final Four) cannot be separated. Continued partnerships develop based on the partners involved with these specific events throughout the metro area. This is providing and will continue to provide a spectrum of work based learning experiences for high school and college students. Opportunities for professional development abound!

New legislation has been enhancing the expansion to MOA, the Minneapolis/St. Paul Airport and transportation systems in the area. Through this expansion, opportunities for student engagement through work based learning and employment opportunities will be implemented. Between these opportunities and credit bearing courses with common assessments and TSAs, a pipeline of workers will improve the economic outlook in the area.

Accountability and evaluation is a continuing process especially in relation to workforce placement. It has become more defined to locate data through SLEDS (<http://sleds.mn.gov/>), to identify student outcomes in relation to graduation in programs. That data could be disaggregated in comparison to Perkins data. Data specialists are relied upon to assist in continuing to disaggregate and report graduation and workforce placement data.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135, (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]

5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
 6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
 7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
 8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

1. 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 Minnesota NOCTI Exam and postsecondary, Criminal Justice Minnesota NOCTI Exam/MN Peace Officer License/POST; Business Information Management: Test Out, Certipoint, 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; 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. We are starting a cohort group to ensure alignment is occurring and which will work on the TSA - AMLEI Guest Services Gold Certification.

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, SWMetro, Wayzata
- 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 2017-2018 and supports all goals of the SW Metro plan.

2. Normandale provides opportunity for early college credit through a number of vehicles; including concurrent enrollment, articulated college credit, PSEO and working with high schools to create an MDE approved early/middle college program. There are agreements with all consortium members in one or more of these models. Richfield Alternative Learning Center is co-located on Normandale's campus which allows for alternative students access to college classes and environment. This includes needs assessment, college orientation, and pathway planning in CTE areas. We anticipate working with over 2000 students who will earn over 20,000 in early college access opportunities in 2017-18.

3. We involve secondary teachers, post secondary faculty and counselors in many of our CTE program advisory boards. As we refine our programs of study we gather input jointly from secondary and post secondary stakeholders. Based on these discussions we modify curriculum and pathway offerings. Concurrent enrollment mandates that college faculty mentor secondary teachers in the delivery of college level classes on the secondary campuses.

4. We assess and examine student data through academic testing and class progress (especially in the sequence of courses taken by students). Through use of technical skill assessments we are measuring student's technical skill growth. We use this data to improve the curriculum and identify program strengths and areas for improvement...in addition to improving the student's performance.

5. The Districts in compliance with State professional development requirements provide access for all teachers to meet licensure requirements. The coordinators work with the Districts to assist teachers in understanding how to obtain appropriate CTE licensure and what professional development would be beneficial for them to undertake. Teachers and faculty are invited to be involved in all POS development (see #3 above). The consortium leaders and others also participate in much of the CTE Professional Development Events put on by Minnesota State.

6. The consortium participates in TSA meetings and encourages Districts to participate in the TSA testing in all areas where appropriate. Dollars are set aside to assist Districts in compliance. 3 teachers and 1 faculty member from the consortium worked with NOCTI and Minnesota State to develop a Minnesota TSA in the area of Criminal Justice. This was piloted in FY2017. Data will not be available until 2018. We are exploring developing other end of course assessments; i.e. Marketing. This will allow us to compare how secondary and post secondary students perform on the same assessment.

7. Trying to identify the needs of adult learners and align the needs with Labor market analysis. Two examples of projects being done next year follow:

Pathways to Prosperity (P2P) Grant Project

P2P Partners: Project for Pride in Living (PPL), Normandale Community College, Adult Basic Education and Hennepin County.

Primary Funder: Minnesota Department of Employment and Economic Development

Program Focus: Health and Human Services Pathway

Program Overview: The program is designed to meet the unique needs of 35 adult learners. P2P projects are designed to align limited resources in ways that maximize outcomes for all involved. The project is focused on supporting adults who are managing many responsibilities in their lives, yet committed to pursuing a career that has opportunities for personal and professional growth. P2P partners recognize that greater success can be achieved when an educational/career journey is thoughtfully integrated. The project calls on the partners to make important contributions to help each individual move into a living wage career that offers a plan to advance in that career as well. This project will create life-changing opportunities for the participants. Together they will complete job training, earn college credits that are part of a well-defined degree plan, participate in an internship, and acquire the life/college/work skills needed to persist and succeed as a Human Services Representative (HSR) at Hennepin County.

Carlson Grant in conjunction with HIRED, Carlson Companies and Normandale

Unique features of the program will include:

- Designed for adult students: Based upon best practices in adult learning, Hospitality Pathways will incorporate hands-on, experiential learning through problem-based "hospitality labs" that give students opportunities to practice the concepts discussed in class. Students will apply concepts to problems that simulate the real-world situations encountered daily in the hospitality industry. The program will mirror the workplace through expectations for appropriate dress, attendance and punctuality. Scheduling will be one day or evening a week to better accommodate the needs of working students.

- Continual business involvement: The project will identify and recruit a select group of hospitality businesses to be involved in various aspects of program design and implementation. Business partners will provide input on competencies, host field trips to expose students to the variety of hospitality businesses and careers in the Twin Cities, provide internship and job shadowing opportunities, and act as mentors.

- Consistent support and assistance to ensure student success: Hospitality Pathways will be a cohort program, meaning that students will progress through the program of study together. The peer support and ongoing relationships lead to greater engagement and persistence. Throughout the program, a HIRED program navigator will provide additional support, instruction in soft skills, career exploration, and job placement assistance. Intrusive advising through both the program navigator and the hospitality program academic advisor will follow up with students who are struggling or who miss class.

- Rigorous and intentional internships to guide students in their career choices: Following the coursework, students will have a four-credit internship in the focus area of their choice. Internship sites will be carefully selected to be customized to both student and business needs. Whenever possible, student interns will be matched with a mentor from that business to further support the student's success.

Graduates of the program will have several options available to them, from immediate employment, to continued coursework at Normandale toward a certificate or two-year degree, and/or transfer to a four-year institution.

We propose a three-year pilot to test and modify the project concept as needed, with a gradual scale-up to determine the optimum number of individuals and cohorts to be served per year. The pilot will enroll approximately 90 students during the pilot phase (18 in year one, 36 in year two, and 36 in year three).

8. The All Aspects of Industry Framework (attached) is a template to assist teachers and Work Based Learning staff to support learning prior to experiential opportunities. Curriculum content prepares student for experiences as defined on the Spectrum of Work-Based Learning Experiences chart (attached). Through the various pathway models being developed in member districts, many classes embed work-based learning experiences including but not limited to: field trips to business and industry, (MN Manufacturing Month, Construct Tomorrow, local business experiences related to specific pathways - Carver County jail, Target Field,) internship/mentorship opportunities (BestPrep, BrandLab, hours required in Introduction To Education and NAR courses, Valley Fair, Canterbury Park, Shutterfly, St. Francis Medical Center, etc.), business and industry speakers (various local business partners), job shadowing, paid work experience (various local businesses), entrepreneurship (school stores run by Business and Marketing Education students), service learning (CTSO activities, local food shelves, etc.) and student participation on Advisory Committees.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences
Strategies	
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.	
Outcomes	
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 with focus directed towards Education, Hospitality/Business, STEM and Health Science pathways.	
1-1-2. Gather and examine data focused on student interest, labor market needs, curricular alignment to plan for and evaluate 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 center, ABE, etc. to advance effectiveness of POS and RPOS.	
Measures	
1-1-1. An increase in dual enrollment agreements in the specific pathways of Education, Hospitality/Business, STEM and Health Science and collect TSA data from secondary and postsecondary institutions. Increase number of course offerings in Education, Hospitality/Business, STEM and Health Sciences by 5%.	
1-1-2. Evaluation of data gathered to engage in program development and continuous improvement.	
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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$30,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$13,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$43,000.00
Secondary Required Activities	\$27,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$27,000.00
Total	\$70,000.00
Goal 1 Objectives 2	
Required/Permissive Uses 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
Strategies	
1-2-1. Meet with districts individually to update MnPOS website.	
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. Accurately reflect current pathway activities.	
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. Courses reflected in the MnPOS website are current and aligned from secondary to post secondary.	
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. These numbers will be tracked and reported to create a baseline for future improvement.	
Reallocation Explanation	PS Reallocation both Reserve and Basic will be used to purchase TSAs to cover additional programs of study work.
Post-Secondary Required Activities	\$18,519.17
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$11,173.14
Post-Secondary Reallocation Basic	\$5,827.55
Post-Secondary Reallocation Reserve	\$5,495.18
Post-Secondary Total	\$41,015.04

Secondary Required Activities	\$32,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$32,000.00
Total	\$73,015.04

Goal 1 Objectives 3

Required/Permissive Uses 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
------------------------------------	--

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	\$30,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$13,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$43,000.00
Secondary Required Activities	\$16,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$25,572.56
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$42,072.56
Total	\$85,072.56

Goal 1 Objectives 4

Required/Permissive Uses 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	\$15,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$15,000.00
Secondary Required Activities	\$38,529.31
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$38,529.31
Total	\$53,529.31

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

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

1. The All Aspects of Industry Framework (attached) is a template to assist teachers and Work Based Learning staff to support learning prior to experiential opportunities. Curriculum content prepares student for experiences as defined on the Spectrum of Work-Based Learning Experiences chart (attached). Through the various pathway models being developed in member districts, many classes embed work-based learning experiences including but not limited to: field trips to business and industry, (MN Manufacturing Month, Construct Tomorrow, local business experiences related to specific pathways - Carver County jail, Target Field,) internship/mentorship opportunities (BestPrep, BrandLab, hours required in Introduction To Education and NAR courses, Valley Fair, Canterbury Park, Shutterfly, St. Francis Medical Center, etc.) business and industry speakers (various local business partners), job shadowing, paid work experience (various local businesses), entrepreneurship (school stores run by Business and Marketing Education students), service learning (CTSO activities, local food shelves, etc.) and student participation on Advisory Committees.

2-3. 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 have had joint advisory committees for years in the area of Hospitality and Tourism and Education. We are now using these advisory committees to advance POS and the cohort model of teachers working together to develop POS with concurrent enrollment opportunities. The pathway models lend themselves to the development of effective advisory committees.

4. 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 Pathways Model (DRAFT)
7. Intermediate District 288 offers programs not available in small local districts due to lack of resources. Students have the opportunity to experience additional CTE programs and pathways through enrollment at the Intermediate District site.

Specific CTE certification classes have been developed for ABE students in the SouthWest Metro Intermediate area. These include Serve Safe, NAR classes and Citizenship. Also, ABE adults are able to enroll in high school CTE courses when room is available. Adults have accessing Computer Repair, Cosmetology, Health Science Pathways, and Graphic Design.

Additional partnerships were highlighted in Goal area 1 Programs of Study. Please refer to that Narrative for further information on specific partnership programs.

5. We have many collaborative partnerships and partner with a variety of entities with a goal of improving CTE programs. Some previously mentioned include: Carlson Companies, HIRED, Project for Pride in Living, and Hennepin County. In addition we work with Scott and Carver County WorkForce Centers, ABE programs to determine paths and offer CTE programming for Adult Career Pathways. Consortium leaders are members of many civic and local organizations including Chambers of Commerce, Lions Clubs, Community Education Advisory Councils and use these partnerships to assist in development of POS and workforce development.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, 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. Opportunities are available through the local Intermediate District to expand program choices and experiential learning for small districts.	
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*	Reallocated dollars to be used to reimburse districts for work in this goal area.
Post-Secondary Required Activities	\$1,250.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,250.00
Secondary Required Activities	\$24,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$3,000.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$27,000.00
Total	\$28,250.00
Goal 2 Objectives 2	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R6 Assessment , 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*	Reallocated dollars to be used to reimburse districts for work in this goal area.
Post-Secondary Required Activities	\$1,250.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,250.00
Secondary Required Activities	\$30,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$4,000.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$34,000.00
Total	\$35,250.00

Goal 2 Objectives 3	
Required/Permissive Uses 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. These may be a collaborative committees including out-of-district members due to regional grants and partnerships.	
2-3-2. Joint secondary/postsecondary Advisory Committee meetings will be convened in identified POS. This will enable small districts to participate when local members are not available.	
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	\$1,250.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,250.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$4,250.00

Goal 2 Objectives 4	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P2 Counseling
Strategies	
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.	
Outcomes	
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.	
Measures	
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.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$1,250.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,250.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$2,250.00

Goal 2 Objectives 5	
Required/Permissible Uses of Funds*	R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P5 Student Organizations
Strategies	
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.	
Outcomes	
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.	
Measures	
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.	
Reallocation Explanation*	Reallocated dollars to be used to reimburse districts for work in this goal area.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$22,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$5,000.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$27,000.00
Total	\$27,000.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

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

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

All programs are open to and marketed to all students regardless of gender. Normandale designed and delivers summer camps for students in nontraditional areas. The students also fill out surveys regarding their experiences. Female Faculty in STEM areas speak to groups of students to explain the opportunities available in their areas. Liaisons at Normandale include non trad by gender in Health Sciences, Business and Law Enforcement, in essence trying to provide role models that are non traditional by gender. The liaisons are tasked with presenting to the high schools and middle schools regarding careers in their specific programs of study.

EPM 11 data revealed a surprising fact in regard to non-traditional gender participation. Females are participating in non-traditional occupations at a 35.28%. This is above our negotiated target rate of 31.30%. However, the offsetting discovery is that males are participating at a 17.92% rate. Which is well below our negotiated target. We will continue to encourage non-traditional participation for both genders but will explore how to increase male participation in 2 pathways: Health and Education.

Consortium is involved in all areas and projects put out by MDE and Minnesota State. All communications are pushed out to member districts' representatives as well.

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. Following are three prime example of how we are addressing these questions.

* 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."

* Project for Pride in Living:

o The program is designed to meet the unique needs of 35 adult learners. P2P projects are designed to align limited resources in ways that maximize outcomes for all involved. The project is focused on supporting adults who are managing many responsibilities in their lives, yet committed to pursuing a career that has opportunities for personal and professional growth. P2P partners recognize that greater success can be achieved when an educational/career journey is thoughtfully integrated. The project calls on the partners to make important contributions to help each individual move into a living wage career that offers a plan to advance in that career as well. This project will create life-changing opportunities for the participants. Together they will complete job training, earn college credits that are part of a well-defined degree plan, participate in an internship, and acquire the life/college/work skills needed to persist and succeed as a Human Services Representative (HSR) at Hennepin County.

* 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.

All CTE programs in the consortium are looked at with the lens of providing high-skill, high-wage or high-demand occupations that lead to self-sufficiency. Why would this be different for the area of special populations? The consortium uses labor market data and information from community partners and advisory committees to ensure we are providing these programs.

If a learner intends on gaining college credit or a teachers intends to award college credit for work completed in a high school CTE class the expectations would need to be consistent for all learners. There can be differentiation and special accommodations, but in the end the learner needs to be prepared for the workforce. Good CTE teachers and counselors are able to maintain high expectations and assist the learner in finding their place in the world of work.

Nondiscrimination

in Employment and Educational Opportunity

Minnesota State Colleges and Universities is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination/harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Normandale Community College will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

The System Office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

The complete Minnesota State Colleges and Universities (MnSCU) policy can be found by visiting the MnSCU Board Policy website.

All K-12 schools have a non-discrimination policy.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations
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	
Post-Secondary Required Activities	\$26,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$26,000.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$31,000.00

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	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.	
3-2-4. Explore ways to encourage male participation in the Health and Education Pathways.	
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.	
3-2-4. Creation of two initiatives to encourage male participation in Health and Education Pathways.	
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 post attendance survey results on these two events.	

3-2-3. 5P1 and 5P2 data measures.

3-2-4. Documentation of two new initiatives being created and participation documented.

Reallocation Explanation	
Post-Secondary Required Activities	\$25,840.28
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$25,840.28
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$500.00
Total	\$26,340.28

Goal 3 Objectives 3	
Required/Permissible Uses of Funds*	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	
Post-Secondary Required Activities	\$26,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$26,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$26,000.00

Goal 4 Narrative

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

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

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

[5,000 word limit]

1. This is demonstrated by the number of different types of early college credit available to students within the consortium. In terms of concurrent enrollment - this allows high school students to take a non-duplicative sequence of courses which allows students to gain both college and high school credit while remaining in their home high school. A fee is paid to the college but the student's enrollment and ADM stays with the high school. This is important to K-12 schools in our consortium as they are trying diligently to hold on to every student they can. PSEO - allows students flexibility in scheduling their classes and choice of formats including seat time, online and/or hybrid courses. Students are granted dual credit. MDE directs ADM dollars to the college and the K-12 District gets the remainder. Some colleges are starting to do a PSEO by contract method which is more similar to concurrent in that the K-12 District keeps the ADM and pays the college according to the contract. Articulation agreements are the prime vehicle through which students are able to pursue career pathways and dual credit in CTE areas. No dollars exchange hands.

2. Pathways are built on the non-duplicative sequence of course offerings which prepare students to pursue careers. Early college credit allows students who typically could or would not necessarily be successful in college to experience success. There are many programs in the beginning stages of Early Middle College...The ultimate goal would be for students to leave high school with a 2 year Associate's Degree. Normandale is working with Richfield High School on such a model and is also in discussions surrounding entering into an Early College arrangement with Exploration Academy focusing on STEM careers which may ultimately be co-located on Normandale's Campus.

3. Normandale's liaisons: will do outreach to secondary CTE classes and discuss career options and academic opportunities; assist students with completing online applications and accuplacer testing; orienting students to college expectations. PSEO and concurrent students have access to academic support and advising/counseling services. Normandale has a Director of Pre-Collegiate programming who goes out to high schools and talks with students regarding how to make the transition from high to college in a very concrete, planful way. Some Districts (112, 271, and 288) have career and college counselors in their high schools to assist students with their career and college planning.

4 and 6. Previously talked about with ABE and the two grants that Normandale is working on.

5. 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.

Specific examples include: Inclusion of Wayzata in the Education and Training Career Field: Teaching/Training Pathway along with member districts; working with St. Louis Park, Burnsville and Lakeville in the Health Profession Pathways.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	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, Education, 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 use 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, Education, STEM and Hospitality/Business pathways will increase as will number of credentials obtained. The number of students participating in these pathways will increase by 5%.	
4-1-2. Increase the number of visits/tours targeting CTE programs. The number of students participating in these visits will increase by 5%.	
Reallocation Explanation	
Post-Secondary Required Activities	\$30,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$30,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$30,000.00

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	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. The number of students participating in dual enrollment will increase by 5%.	
Reallocation Explanation	
Post-Secondary Required Activities	Reallocated basic/reserve dollars to be used to reimburse districts for work in this goal area.
Post-Secondary Permissible Activities	\$26,519.17
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$26,519.17
Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$2,424.88
Secondary Reallocation Reserve	\$1,115.98
Secondary Total	\$18,540.86
Total	\$45,060.03

Goal 4 Objectives 3	
Required/Permissive Uses 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. These numbers will be tracked and reported to create a baseline for future improvement.	
4-3-2. Grant obtained to work with underserved and underemployed adult population. These numbers will be tracked and reported to create a baseline for future improvement.	
Reallocation Explanation	
Post-Secondary Required Activities	\$30,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$30,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$30,000.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

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

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

[5,000 words]

Through self-assessment process it was determined that the consortium leadership will move timelines to be more reflective of those within MDE and Minnesota State. The use of google docs has assisted in bringing new consortium members up to date with timelines, and ensuring they have the most current information available. Checks and balances are in place within the consortium to monitor fiscal and administrative systems. We are planning to spend much time during this next grant year to go through the MnPOS website and ensure accuracy with all member districts.

At the postsecondary level, in depth examination of EPM11 data helps track progress against negotiated targets; assists in identifying areas of targeted improvement. Local district and state assessments align to state graduation standards. CTE classes must align national standards to their programs and classes as directed by local approval of course content and assessments. Alignment through articulation meeting discussions, help to evaluate course content from district to district, district to college and college to college. Concurrent enrollment initiatives develop course and assessment alignment, too. In all cases, increasing student performance is the subject of discussion at the high school.

Accountability and evaluation is a continuing process especially in relation to workforce placement. It has become more defined to locate data through SLEDS (<http://sleds.mn.gov/>), to identify student outcomes in relation to graduation in programs. That data could be disaggregated in comparison to Perkins data. Data specialists are relied upon to assist in continuing to disaggregate and report graduation and workforce placement data.

Individualized district site visits have become a strength for the SWMetro Consortium. The Coordinators respond to a district's request for Perkins and CTE information and create an agenda. The local district invites staff and administrators to engage in questions and answer format, to clarify goals and strategies of the Perkins grant. This has become an extremely effective tool to mentor new Perkins representatives and new administration.

The SWMetro consortium also uses google docs to house Perkins and CTE information for easy access to information. This record keeping system started about 4 years ago and is the most widely used tool for information. Agendas, minutes, infographics and templates for recording Perkins expenditures can all be found in these files. The Coordinators also forward through email, all Minnesota State and MDE current information.

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.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R5 Professional Development , 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.

Reallocation Explanation	
Post-Secondary Required Activities	\$30,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$30,000.00
Secondary Required Activities	\$75,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$75,000.00
Total	\$105,000.00

Goal 5 Objectives 2

Required/Permissive Uses of Funds* R2 Programs of Study, R5 Professional Development , 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.

Reallocation Explanation	
Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$11,000.00

Goal 5 Objectives 3

Required/Permissive Uses of Funds* R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration

Strategies

5-3-1. Analyze course surveys and student data at least twice a year.
 5-3-2. Coordinators attend state data workshops and disseminate information to specific District representatives.

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.
 5-3-2. Incorporate results into continuous improvement measures. Write and implement specific improvement plans when needed.

Reallocation Explanation	
Post-Secondary Required Activities	\$14,269.66
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$14,269.66
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

Secondary Total	\$0.00
Total	\$14,269.66
Goal 5 Objectives 4	
Required/Permissive Uses of Funds*	Post-secondary Admin Cost, Secondary Admin Cost
Strategies	
5-4 Administrative Costs	
Outcomes	
5-4 Administrative Costs	
Measures	
5-4 Administrative Costs	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$16,500.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$16,636.92
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$16,636.92
Total	\$33,136.92

Administrative Cost

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

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$93,519.17	\$0.00	\$0.00	\$37,173.14	\$5,827.55	\$5,495.18	\$142,015.04	\$114,029.31	\$0.00	\$0.00	\$25,572.56	\$0.00	\$0.00	\$139,601.87	\$281,616.91

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	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	\$0.00	\$5,000.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$92,000.00	\$97,000.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$77,840.28	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$77,840.28	\$5,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,500.00	\$83,340.28

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total

Goal 4 Total	\$86,519.17	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$86,519.17	\$15,000.00	\$0.00	\$0.00	\$0.00	\$2,424.88	\$1,115.98	\$18,540.86	\$105,060.03
--------------	-------------	--------	--------	--------	--------	--------	-------------	-------------	--------	--------	--------	------------	------------	-------------	--------------

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$54,269.66	\$0.00	\$16,500.00	\$0.00	\$0.00	\$0.00	\$70,769.66	\$76,000.00	\$0.00	\$16,636.92	\$0.00	\$0.00	\$0.00	\$92,636.92	\$163,406.58

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$317,148.28	\$0.00	\$16,500.00	\$37,173.14	\$5,827.55	\$5,495.18	\$382,144.15	\$290,529.31	\$0.00	\$16,636.92	\$25,572.56	\$14,424.88	\$1,115.98	\$348,279.65	\$730,423.80

Secondary Supplemental Budget Sheet

Description	File Name	File Size
FY18 SWMetro Secondary Budget worksheet	SWMetro perkins-budget-summary-spreadsheet-fy18-for-secondary.xlsx	38 KB
FY18 SWMetro Secondary Budget worksheet	SWMetro perkins-budget-summary-spreadsheet-fy18-for-secondary.xlsx	38 KB

Secondary Budget Reallocation

Description	File Name	File Size
SWMetro FY18 budget spreadsheet including reallocated dollars	SWMetro perkins-budget-summary-spreadsheet-fy18-for-secondary.xlsx	38 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	\$20,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$18,500.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$26,500.00
Totals	\$65,000.00

Coordination Time for Perkins Grant

Secondary

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

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

Coordinator Budget:* \$50,000.00

Post-Secondary

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

Coordinator Budget:* \$46,270.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Cindy Walters	Consortium Coordinator		\$25,000.00	wg_CW position description.docx
Debbie Belfry	Consortium Coordinator		\$25,000.00	wg_Belfry CDD&VC Perkins positions August 2016.doc
Robert Lowe	Postsecondary Perkins Coordinator		\$46,270.00	wg_Lowe PD Revision V160321.doc
Jeremy McNamara	Health Science Liaison		\$34,904.00	wg_Liaison - Jeremy.pdf
Tim Lapanne	STEM Liaison		\$38,736.00	wg_Liaison - Tim.pdf
Crystal Svoboda	Business/Hospitality Liaison		\$37,400.00	wg_Liaison - Crystal.pdf
Geri Wilson	Special populations instructional support		\$13,382.00	wg_OSD - Geri.pdf
To Be Hired	Customized Training Liaison		\$39,000.00	wg_Liaison Adult Learner WF Focus.pdf
Diem Vo	Postsecondary Perkins Assistant		\$23,448.00	wg_DiemRevisedPDV160517.doc
			\$283,140.00	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
Based on individual district discussions, electronic communication and MDE direction, the TSA record numbers will increase. An issue may be that many TSAs are now being given but not all students are Concentrators.	
Identification of Concentrators within State Approved POS is disaggregated as to POS and TSA given and the district course.	
Continue to communicate through the SWMetro Consortium, the requirement for TSA data to be entered.	
Work with MDE on communications to districts as to the requirement of TSA data needed to be entered.	
Resources Needed	Support by MDE to communicate the need and process for TSA data entry.
Timeline	Ongoing but specifically with an emphasis on communication during the school year.
Person(s) Responsible	MDE staff Consortium Coordinators
How will progress be documented?	Increase in TSA data entered by districts. Monitoring of data entered in relation to successful passing score.
Sub-populations or groups where gap exists:	
Describe any contextual factors that might contribute to this gap:	
Further Information	

Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
Program Liaisons, Advisors, and Faculty to expose students to opportunities in careers that are non-traditional by gender	
Focus increased attention on Males entering non-traditional careers by gender during liaison contacts. Ask what barriers might be preventing these students from entering non-traditional fields.	
There are 5 career areas that can provide	

opportunities for impactful improvement in non-traditional participation. Three of the areas are underrepresented by females and two are underrepresented by males. For females the areas are: computer science, computer technology, and criminal justice. For males the two areas are: elementary education, and nursing assistant.	
Focus on these career fields when recruiting non-traditional participation.	
Seek technical assistance from Minnesota State system office in this area	
Resources Needed	Staff Time
Timeline	FY2018
Person(s) Responsible	CTE Liaisons, Faculty, Advisors, and Postsecondary Director
How will progress be documented?	Number of contacts and presentations made by staff to groups of students. Number of students who expressed increased interest in non-traditional careers. Highlighting reasons why males are not pursuing non-traditional careers. Strategies identified through technical assistance
Sub-populations or groups where gap exists:	Females 157/503 = 31.21% Males 75/474 = 15.82%
Describe any contextual factors that might contribute to this gap:	Female participation rate exceeds our target by 2.41% which is 8.37% over goal. Male participation continues to decline. It is under target by 12.98% which is 45.07% under goal.
Further Information	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met: *	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	68.47%
Actual Performance: *	66.70%
General strategies planned to improve performance:	
Efforts will continue to identify communication to districts, through their Perkins representatives, to be aware of this Performance Indicator.	
Many districts use QComp strategies and PLP (Personalized Learning Plans) models to address district goals. Since Reading is one such district comprehensive goal, professional development strategies and attention to high school scores, is continually monitored to provide a successful student outcome. Program tutoring and collaboration between departments work to integrate reading strategies in all courses. CTE courses help to integrate technical skills and academic skills in reading. For students on IEPs appropriate accommodations are identified to help remove barriers to student success.	
Comments or context for actual performance (optional):	
10 of 15 districts in the SWMetro fell below the Negotiated Target of 68.47%. 3 districts fell more than 10% points lower than the Negotiated Target. The disaggregation of the data shows a high percentage of Sepc Ed students contributing to the data, not meeting the Negotiated Target. It is positive to note that due to a possible IEPs, students are receiving direct services for reading skills and that students are engaged in CTE courses to develop technical and foundational skills.	
Improvement Report 2	
Indicator Not Met: *	2S1 – Technical Skill Attainment
Negotiated Performance: *	38.87%
Actual Performance: *	32.31%
General strategies planned to improve performance:	
11 or 15 districts entered no TSA data. Last year it was determined that at least 4 of those districts offered PLTW courses and therefore, should have been entering TSA data. Coordinators contacted the districts and offered technical assistance in person. We will be watching the results of that individualized attention in the 16-17 data.	
Work with MDE to continue to address the need for districts to link the TSA data entry to required data inputs by the districts.	
When districts attend to entering TSA data, the fields in electronic gradebooks would be activated and allow teachers to see the two TSA columns and at the end of a term and enter their TSA data immediately while they are grading.	
Comments or context for actual performance (optional):	
Coordinators have made this a priority in meeting Agendas, a presentation by Kari-Ann Ediger this year to all Perkins representatives and district site visits.	
Improvement Report 3	
Indicator Not Met: *	5P1 – Nontraditional participation
Negotiated Performance: *	28.70%
Actual Performance: *	23.75%
General strategies planned to improve performance:	
Market opportunities in programs that are non-traditional by gender to all students. Engage 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. CTE divisional liaisons in two of the three divisions represent non-traditional role models. Identify specific occupational pathways that have the greatest number of disparity in terms of % and numbers of students. See further technical assistance from the system office.	
Comments or context for actual performance (optional):	
There are five career areas that can provide opportunities for impactful improvement in non-traditional participation. Three of the areas are underrepresented by females and two are underrepresented by males. For females the areas are: computer science, computer technology, and criminal justice. For males the two areas are: elementary education and nursing assistant.	
Improvement Report 4	
Indicator Not Met: *	5P2 – Nontraditional completion
Negotiated Performance: *	16.00%
Actual Performance: *	14.55%
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 lower completion and strategies to remedy this	

situation. Explore opportunities for creating meaningful certificates that may increase non-traditional participation. Seek Technical Assistance from Minnesota State.
Comments or context for actual performance (optional):
Last year had a 4.5% difference which was 25.88% under goal. This year we had a difference of 1.45% which is only 9.06% under goal. This hopefully indicates a trend that would support our efforts as having a positive effect.

Statement of Assurances & Certifications

Description	File Name	File Size
Secondary Statements of Assurance	FY18 all statements of assurance_201705120656.pdf	4.1 MB
Normandale Statements of Assurance	Normandale.pdf	125 KB

Attachments

Description	File Name	File Size
All Aspects of industry check list	All Aspects of Industry check list.doc	32 KB
All Aspects of industry check list	All Aspects of Industry check list.doc	32 KB
Bloomington Pathways DRAFT	Bloomington Pathways DRAFT.docx	19 KB
Bloomington Pathways DRAFT	Bloomington Pathways DRAFT.docx	19 KB
Personalized Learning - District 112	District 112 welcome to personalized learning.docx	112 KB
Personalized Learning - District 112	District 112 welcome to personalized learning.docx	112 KB
Revised FY18POS TSA planning sheet.	FY18POS.TSA.planning.SouthwestMetro_6-14-17 Revised.docx	35 KB
Normandale/Carlson/HIRED Hospitality Pathways Program	Hosp Pathways Flyer Fall 2017.pdf	185 KB
Normandale/Carlson/HIRED Hospitality Pathways Program	Hosp Pathways Flyer Fall 2017.pdf	185 KB
MnCAPS information	mncaps-welcome-brochure.pdf	922 KB
MnCAPS information	mncaps-welcome-brochure.pdf	922 KB
Intro to Education Pathway	Pathways to Teaching at Normandale Community College.docx	105 KB
Intro to Education Pathway	Pathways to Teaching at Normandale Community College.docx	105 KB
District Site Visit Agenda	Perkins Site Visit Agenda.docx	59 KB
Comprehensive Minnesota State Professional Development	Professional development.pdf	1.1 MB
Comprehensive Minnesota State Professional Development	Professional development.pdf	1.1 MB
Shakopee academy model	Shakopee CAPS program.pdf	2.3 MB
Shakopee academy model	Shakopee CAPS program.pdf	2.3 MB
Work Based Learning Experiences	Work Based Learning Experiences.pdf	426 KB
Work Based Learning Experiences	Work Based Learning Experiences.pdf	426 KB

