



# MINNESOTA STATE

## Career and Technical Education

### Grant Details

#### 02416 - FY19 PERKINS APPLICATION

#### 02613 - FY19 SOUTHWEST METRO PERKINS APPLICATION

#### Perkins IV Consortium

**Grant Title:** FY19 SOUTHWEST METRO PERKINS APPLICATION  
**Grant Number:** 02430  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** SW Metro Consortium  
**Grantee Contact:** Cindy Walters  
**Award Year:** 2018  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:**

Contract Sent	Contract Received	Contract Executed
08/08/2018	07/01/2018	06/30/2019
<small>Proposal Date</small>	<small>Project Start</small>	<small>Project End</small>

**Grant Administrator:** Jeralyn Jargo  
**Contract Number** 02430  
**Award Year** 2018  
**Contract Dates**

Contract Sent    Contract Received    Contract Executed    Contract Legal

**Project Dates** 07/01/2018

06/30/2019

Project Start    Project End

#### Comments

### Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
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 One

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### Career and Technical Education Programs:

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***Q1) How does your plan support the career and technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)]***

Ongoing planning for POS, take into consideration the elements of RPOS. As districts work to establish World's Best Workforce plans, Personal Growth Plans, and Academy and/or Pathway models, alignments are being considered in relation to POS and RPOS definitions and elements.

Program model attachments: Shakopee CAPS, Prior Lake MnCAPS, Bloomington Pathways, District 112, Jordan Summit Program which features Business and Education Pathways (Introduction to Education, Multicultural Education and Freshman Composition - providing an alignment between CTE and Academic courses.) Interested districts exploring the addition and/or expansion of the Education Pathway for 2018-2019 include Prior Lake, Richfield, Edina, Shakopee within our consortium and Burnsville, St. Louis Park and Eden Prairie outside the consortium.

Alignment of POS/RPOS secondary and postsecondary education elements:

Human Services: Education and Training: Teaching/Training

- Specific classes: Introduction To Education; Multicultural Education and Human Relations in Schools
- Spectrum of Work-Based Learning Experiences

Health Science Technology: Health Science: Therapeutic Services

- Specific classes: Medical Terminology, NAR, EMR, EMT, Health Care Core
- Spectrum of Work-Based Learning Experiences

Business Management and Administration: Hospitality and Tourism: Restaurants and Food/Beverage Services

- Specific Classes: Culinary, Principles of Food Production and Sanitation
- Spectrum of Work-Based Learning Experiences

Business Management and Administration: Hospitality and Tourism: Travel and Tourism

- Specific Classes: Introduction to Business, Introduction to Hospitality and Tourism Management
- Spectrum of Work-Based Learning Experiences

Business, Management and Administration: Marketing: Marketing Management

- Specific Classes: Introduction to Marketing, Principles of Marketing

Human Services: Law, Public Safety, Corrections and Security: Law Enforcement Services and Corrections Services

- Specific classes: Criminal Justice - Intro to Criminal Justice, Juvenile Justice, Intro to Corrections, Police and Community
- Spectrum of Work-Based Learning Experiences

Engineering, Manufacturing and Technology: Architecture and Construction: Construction

- Specific Classes: PLTW: POE, IED CEA and Construction
- Spectrum of Work-Based Learning Experiences

Engineering, Manufacturing and Technology: Science, Technology, Engineering and Mathematics: Engineering and Technology

- Specific Classes: PLTW: POE, IED, CEA, CIM and Robotics
- Spectrum of Work-Based Learning Experiences

Engineering, Manufacturing and Technology: Transportation, Distribution and Logistics: Transportation Operation

- Specific Classes: PLTW Aerospace Engineering
- Spectrum of Work-Based Learning Experiences

Arts, Communications and Information Systems: Information Technology: Information Support and Services

- Specific Classes: Tech Help Desk, Computer Repair, Microsoft Office, Information Technology Concepts and Business Software

- Spectrum of Work-Based Learning Experiences

#### Arts, Communications and Information Systems: Network Systems

- Specific Classes: Networking, Intro to Computer Technology, Data-Based Management Systems

Focused initiatives including developing and expanding cohort groups in Education, Hospitality, and Health Sciences. Concurrent enrollment of Introduction to Education will expand and collaboration with the Teacher Cadet program has been initiated in the Teaching/Training POS. This has involved postsecondary faculty reviewing Teacher Cadet curriculum and identifying gaps between South Carolina's curriculum and Minnesota's required curriculum. Secondary students and institutions have been seeking a way to build upon child development and child psychology classes. These classes are perfect preparatory classes for a teacher pathway and allow for the inclusion of two post secondary classes: Introduction to Education and Multicultural Education and Human Relations in Schools at Normandale. These two classes are required coursework for the completion of the Associate or Bachelor's degree in education through Mn State.

A cohort group in Hospitality has been assembled to move the consortium RPOS forward. The goal is to bolster our RPOS and encourage student participation. In Health Services new initiatives include Introduction to Exercise Science and EMR/EMT which will open up new pathways for students.

A review and update of the consortium POS will be occurring to support the initiatives that are able to be measured and evaluated. Possibilities to earn college credit will be evaluated (Articulated Credit, Concurrent Enrollment, PSEO) as well as coursework leading to an industry recognized credential or certificate, Associate or Baccalaureate degree.

The RPOS were selected to ensure that every district was able to participate, from the smallest to the largest. In our region Hospitality and Tourism is an identified need for employees and every district can participate in the business of Hospitality and Tourism through their Business, FACS and/or Ag programs.

## Meeting State and Local adjusted levels of Performance

***Q2) Describe the process you used to analyze and interpret performance on accountability indicators and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]***

Consortium Coordinators continued to hold consortium meetings. Agendas and additional supporting CTE and Perkins documents are shared in a google folder for easy access to information. With the expansion of local district access to district Perkins data, localized information will be improved. District representatives are encouraged to discuss data with curriculum committees and evaluation coordinators locally. Representatives are provided with written and verbal supporting documentation through google docs and email communication to provide accurate information to local staff and committees. Representatives may be asked to attend School Board meetings to share accountability indicators and data reporting. In addition, site visits by Perkins Coordinators to districts are encouraged to provide specific guidance on local Perkins appropriated dollars and to discuss local district data. This strategy of making site visits, has proven to be effective in the past and will continue in the future. Due to many districts changing student information systems, visits include the verification on accurate TSA reporting. Perkins Coordinators regularly attend all state meetings for further information on data reporting and disaggregating data. The SW Metro Coordinators often volunteer to test MDE data systems and the grant tracking system and their use. This is seen as an opportunity to gain access to additional professional development.

Analysis of SLEDS data and EMP 11 data have provided valuable insight into specific indicators and the factors that influence these indicators. This information has helped guide strategies and expenditures. For example, EPM 11 data helped in the understanding of the 5P1 results. The significant finding was that females were above the negotiated target rate while males were well below. This allows us to continue supporting initiatives that focus on female non-traditional occupations but increase our attention on male non-traditional occupational exposure and opportunities.

## How students participating in CTE are provided programs

***Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE***

***programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3)]***

Needs assessments with collaborating partners and agencies - locally and regionally have been increasing in recent years. Concurrent enrollment classes require high school teachers to be mentored by college faculty to ensure rigor and quality are met. In addition, high school teachers must fully meet the Higher Learning Commission credentialing standards for college faculty or be in the process of obtaining the necessary coursework. The in-process activities are highlighted in a professional development plans. All concurrent enrollment classes are designed to be aligned with NACEP standards. MN has required that all postsecondary institutions be NACEP accredited by 2020. This is an assurance of a non-duplicative pathway of courses and the content of those courses.

Based on the local pathway and academy models (attached), districts have been deliberately engaging with community and business and industry partners to redefine new models of curriculum delivery through locally identified needs. These ongoing meetings include members of stakeholder groups including district staff identifying state MDE standards and requirements for high school graduation.

More awareness is apparent in decisions to include opportunities for high school students to earn credit, articulated credit, credentials or TSAs in high school and particularly CTE courses.

Increased work based learning opportunities are increasing to support identification of industry standards. Many of these opportunities have been developed through Advisory Committees and day-long Pathway meetings (CPIP), increasing the development of relationships between educational institutions and businesses. The collaboration with RealTime Talent staff has contributed to our increased usage of data, specific to our region. Training completed by Coordinators and instructors by way of webinars, in person meetings and at the CPIP supported Hospitality and Tourism Pathway meeting, has increased knowledge and usage of these newly introduced tools.

## **How students are provided with experience**

***Q4) Describe how students are provided with strong experience in— and understanding of—all aspects of the industry. [Sec.134 (b)(3)(C)]***

The 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 students 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 with participating companies, 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 and regional business partners), job shadowing, paid work experience (various local businesses), entrepreneurship (school stores run by Business and Marketing Education students. Richfield, Bloomington, Shakopee), service learning (CTSO activities, local food shelves, etc.) and student participation on Advisory Committees.

## **Summary Narrative Part Two**

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### **Comprehensive Professional Development**

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

Coordinators attend all Minnesota State and MDE professional development related to Perkins. In addition coordinators participate in the following CTE related activities: Cindy Walters: SkillsUSA Board, MFSO Board, MnACTE member, District 112 Community Education District Advisory Committee, Chaska Lions Board and various committees; Robb Lowe: MACTA Board, MnACTE Executive Board, ACTE Region III Policy Committee Representative, MNCEP - President, St. Louis Park Career Academy Advisory Board, MN State Healthforce Center of Excellence Advisory Committee; Debbie Belfry: MACTA/MnACTE Policy and Advocacy Committee Chair, MACTA/MnACTE member, MN Manufacturing Career Cluster Project, MN State Engineering Center of Excellence Advisory Committee, Mentor/Mentee Program, Bloomington Chamber Future Leaders Steering Committee (Business Education program), SkillsUSA Board, Bloomington Rotary member.

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. Many times initiation of Perkins activities are identified through district and consortium discussions, Advisory Committee meetings and work in collaboration with local communities toward program improvement.

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

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.

RealTime Talent professional development opportunities will be expanded in 2018-2019 through the continuation of Pathway model meetings (CPIP). The next Pathway meeting will target Education. Invited attendance will continue to be encouraged by multiple consortia members. This will increase the collaboration of the use of RealTime tools between secondary and postsecondary institutions, CTE staff, College and Career Readiness Counselors, Perkins representatives, local and regional Chambers of Commerce and business and industry partners.

## Recruitment and Retention

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

The 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 curriculum into the Introduction to Education curriculum with the purpose of increasing the likelihood of a revised Teacher Cadet curriculum being able to carry college credit. This has prompted numerous conversations between Normandale's Education Chair and MDE staff.

The more integrated and developed local programs and pathways become, the more the components of POS and Pathways continue to align. Pathway 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 open full time positions. This perpetuates the reduction in staff and thus reduces CTE program enrollment.

## 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 also 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 and assessments 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 performance achievement (cut scores on assessments) as a baseline for 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 Introduction to Education.

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 few years and a new emphasis of course content has been defined in this program area. This year the Perkins 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. The area south of the Minnesota River (RiverSouth partners of Canterbury Park, Renaissance Festival, Valley Fair and Mystic Lake Casino) is becoming more targeted also, due to consortium members in that region.

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 as a segment of Hospitality and Tourism in the local economy, 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 through Precision Exams, NOCTI, AAFCS, National Restaurant Association (ServSafe), National Restaurant Association Education Foundation (ProStart), and/or American Hotel & Lodging Association.

Continued partnerships develop based on the partners involved with specific events (Ryder Cup, Super Bowl, NCAA Tournament) 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 and the spectrum of work based learning opportunities for instructors and students are endless!

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/>), DEED and now RealTime Talent, 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.

A new RPOS has been identified in the Education and Training pathway, moving it from a defined and state approved POS.

**Programs of Study** as defined by Perkins legislation, at a minimum, must:

- Incorporate and align secondary and postsecondary education elements,
- Include academic and CTE content in a coordinated, non-duplicative progression of courses,
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Each local recipient of Perkins funds must offer at least one career and technical Program of Study.

**RPOS** Elements and brief descriptions identifying changes :

1. Legislation and Policies - Continuing to identify new teacher licensure Rules, Perkins Reauthorization
2. Partnerships - Normandale Education Advisory Committee and collaboration with Mankato State, multiple consortia, numerous school districts
3. Professional Development - Education and Training Pathway meeting (CPIP) model, cohort training for concurrent enrollment teachers including collaborative curriculum development methodologies, and assessment.
4. Accountability and Evaluation Systems - Increased use of data tools including but not limited to SLEDS, RealTime Talent, EMP 11
5. College and Career Readiness Standards - More definition and purpose by way of World's Best Workforce plans, development of Pathway and Academy models
6. Course Sequences - Introduction to Education, Multicultural Education, Internship. Also reviewing course sequencing in Hospitality and Tourism as well as in other POS.
7. Credit Transfer Agreements - Continued use of Dual Enrollment Systems including Concurrent Enrollment, Articulated Agreements, and PSEO.
8. Guidance Counseling and Academic Advisement - Concurrent enrollment and Articulated Agreement options identified in high school course catalogs. Also these options are reinforced through classroom presentations, registration orientations, and counseling / advising visits.
9. Teaching and Learning Strategies - Concurrent Enrollment participation by secondary and postsecondary partners. Cohort model for secondary teachers support. This is also stressed in our day-long pathway meetings.
10. Technical Skill Assessments - Multiple assessments for topical learning with work to be done in 2019-2020 to identify an end of course exam.

## Goal 1 Narrative

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### Narrative for Goal 1: Designing and Implementing Programs of Study

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*Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)*

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

4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

**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)]**

The Southwest Metro Perkins consortium will continue to identify career pathway models, work with MDE and Minnesota State 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, Certiport, secondary and postsecondary; Therapeutic Services: secondary, NAR and MDH Certification Test and postsecondary, NCLEX-PN; Engineering and Technology: secondary and postsecondary, PLTW end of course assessments; RPOS: Hospitality and Tourism: Travel and Tourism Restaurant and Food/Beverage Services secondary, ServSafe, Precision Exams - Customer Service and postsecondary, various American Hotel and Lodging Association certifications. 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 initiatives that we are in the process of expanding, through the work RPOS benchmarks:

- Human Services Training in partnership with Project for Pride in Living
- Elementary Education with Bloomington, SWMetro, Wayzata, Jordan, Shakopee, Burnsville, and possibly Buffalo. This is a program where the postsecondary course EDUC 1101: Introduction to Education, EDUC 2222: Multiculturalism in the classroom and Human Relations in the Schools, and EDUC 2096: Internship in Education are 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 cohort 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.
- Therapeutic Services with SWMetro and Waconia. This entails the inclusion of an Emergency Medical Responder class, Health Professions Terminology and Nurse Assistant. This is in addition to the courses which Shakopee High School have included in their Health Careers focused academy, Health Professions Terminology, Healthcare in the U.S., Internship in Health, and Nursing Assistant.

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 during 2016-2017 and 8 districts in 2017-2018. This model will continue in 2018-2019 and supports all goals of the SW Metro plan.

## **2. Describe opportunities for early college credit [Sec. 135. (c) (10)]**

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 2,500 students who will earn over 30,000 in early college access opportunities in 2018-19. Note answer in #1.

## **3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]**

We involve secondary teachers, postsecondary 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. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]**

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.

A unique highlight to 3 of our programs of study is the inclusion of general education curriculum. The 3 programs of study involved are:

- Business
- Health
- Education

What make these POS unique is that CTE classes are being offered in conjunction with general education classes and are being offered as a paired set. Students cannot take just one of the classes; they must take both. These classes are team taught by a CTE instructor and the corresponding general education instructor. Anecdotal feedback is that this concept not only supports the integration of CTE and general education but also acts as an attractive incentive for students to take a CTE class. Often students have limit space to take elective classes and this concept provides a way to reduce that bind. All three of the programs of study referenced above are being paired with a dual enrollment freshman composition class. The compositions that are being written are within the context of that particular program of study.

## **5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]**

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. 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)]**

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. We are exploring developing other end of course assessments; i.e. Education. This will allow us to compare how secondary and post secondary students perform on the same assessment.

## **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)]**

Trying to identify the needs of adult learners and align the needs with Labor market analysis. A continued example of a project being done next year is as follows:

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.

#### **8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]**

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.

#### **9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].**

Through electronic tools in districts (MCIS, Naviance), secondary career guidance has improved to meet requirements for World's Best Workforce legislation. The electronic tools now offer improved and additional interest and skills assessments. Guidance directed toward students using these tools is offered, not only by Counselors, but within Advisory groups, Homeroom models and/or Small Learning Communities. Students benefit from this inclusive model but all teachers also benefit from this learning and information. Also, CTE classrooms are visited by Normandale Liaisons who discuss pathway courses and career opportunities.

#### **10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].**

Development of Academies and/or Pathways models in various districts, encourage advisement strategies into courses relevant to not only CTE programs, but support a comprehensive, rigorous level of course taking in middle school and high school. Focused advising starting in middle schools, support the transitions to deliberate course taking in high schools. These options may be AP courses, Concurrent Enrollment, College in the Schools and PSEO. In addition, advisement would include articulated credit courses for CTE. An example of a successful implementation of this concept will be Jordan High School. They are using a learning community model where Introduction to Education is paired with Freshman Composition. Prior Lake also will be using this model in their MnCAPS program. They combine classes in the Health professions with Freshman Composition.

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

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**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	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
<b>Strategies</b>	
1-1-1. Maintain and develop additional dual enrollment agreements as a component of POS and RPOS, including TSA identification.	
1-1-2. Convene meetings of all partners including secondary, postsecondary, business/industry and community stakeholders for review and revision to ensure understanding and provide input into the POS and RPOS development, accountability and TSA identification.	
1-1-3. Ensure consortium representation at state and local POS and RPOS meetings.	
1-1-4. PS - staffing to expand POS and RPOS plus ensure connections with Workforce Centers, ABE and Dislocated Adults.	
<b>Outcomes</b>	
1-1-1. POS and RPOS will include aligned curriculum with common assessments as evidenced by at least one dual enrollment agreement and identified TSA at secondary and postsecondary with focus directed towards Education, Hospitality/Business, STEM and Health Science pathways.	
1-1-2. Gather and examine data focused on student interest (Naviance, MCIS, GPS, etc.), 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.	
<b>Measures</b>	
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. Data gathered will be used to engage in program development, continuous improvement and future RPOS development.	
1-1-3. POS and RPOS meeting attendance is documented.	
1-1-4. Number of contact points in regard to POS and RPOS with identified target groups.	
<b>Post-Secondary Required Activities</b>	\$30,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$31,816.00
<b>Post-Secondary Total</b>	\$61,816.00
<b>Secondary Required Activities</b>	\$30,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$30,000.00
<b>Total</b>	\$91,816.00

<b>Goal 1 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality
<b>Strategies</b>	
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.	
<b>Outcomes</b>	
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.

<b>Post-Secondary Required Activities</b>	\$14,222.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$7,533.18
<b>Post-Secondary Total</b>	\$21,755.18
<b>Secondary Required Activities</b>	\$32,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$32,000.00
<b>Total</b>	\$53,755.18

**Goal 1 Objectives 3**

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

1-3-1. Provide opportunities for students to use resources to access career and postsecondary education information.

1-3-2. Provide resources (including liaisons) to promote CTE programming and communicate opportunities to administration, deans, counselors, students, staff, parents and business community.

1-3-3. Provide resources to support statewide/regional articulation systems.

Outcomes

1-3-1. Students are aware of resources and are utilizing them for career and postsecondary education information.

1-3-2. Increase on-time graduation; encourage rigorous course taking, and improve student success.

1-3-3. Students have increased opportunities for articulated credit through consortium involvement in statewide/regional articulation systems.

Measures

1-3-1. Document the number of students using electronic career information systems.

1-3-2. 2P1 Data measures.

1-3-3. Number of articulation agreements and students receiving them is documented.

<b>Post-Secondary Required Activities</b>	\$34,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$34,000.00
<b>Secondary Required Activities</b>	\$10,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$27,069.53
<b>Secondary Total</b>	\$37,069.53
<b>Total</b>	\$71,069.53

**Goal 1 Objectives 4**

<b>Required/Permissive Uses of Funds*</b>	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology
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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).

<b>Post-Secondary Required Activities</b>	\$40,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$40,000.00
<b>Secondary Required Activities</b>	\$38,622.27
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$38,622.27
<b>Total</b>	\$78,622.27

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

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**Goal 2 Objectives**

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	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.	
<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$2,000.00
<b>Secondary Required Activities</b>	\$25,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$25,000.00
<b>Total</b>	\$27,000.00
<b>Goal 2 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	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.	
<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$2,000.00
<b>Secondary Required Activities</b>	\$35,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$35,000.00
<b>Total</b>	\$37,000.00
<b>Goal 2 Objectives 3</b>	
<b>Required/Permissive Uses of Funds*</b>	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.

<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$2,000.00
<b>Secondary Required Activities</b>	\$3,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,000.00
<b>Total</b>	\$5,000.00

#### Goal 2 Objectives 4

<b>Required/Permissive Uses of Funds*</b>	R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P2 Counseling
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#### 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.

<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$2,000.00
<b>Secondary Required Activities</b>	\$1,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,000.00
<b>Total</b>	\$3,000.00

#### Goal 2 Objectives 5

<b>Required/Permissive Uses of Funds*</b>	R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P5 Student Organizations
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#### 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 CTSOs is documented.	
Measures	
2-5-1. Student participation in CTSOs is documented: members, state conference attendees, national attendees.	
2-5-2. Adult (i.e. instructors, leaders, coaches) participation in CTSOs is documented.	
<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$2,000.00
<b>Secondary Required Activities</b>	\$30,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$30,000.00
<b>Total</b>	\$32,000.00

### Goal 3 Narrative

#### Narrative for Goal 3: Improve Service to Special Populations

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

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

#### 1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]

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.

We will continue to monitor the EPM 11 data which revealed a surprising fact in regard to non-traditional gender participation last year.

#### 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)]

The Southwest Metro 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 is 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.

### **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.)]**

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 two prime example of how we are addressing these questions.

- **Project for Pride in Living:** 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:** 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.

### **4. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)]**

Determining district Programs at the secondary level is accomplished through a course review process within the districts. Some districts look at a continuum of courses within Academy, Pathway and/or Personal Learning Plans models and strategic planning. Review committees include, but are not limited to, teachers, administration, School Board members, parents, community members and business and industry partners. Students with 504 Plans, IEP's, Gifted and Talented and/or twice exceptional and ELL designations, etc. work toward outcomes within a program without discrimination of any particular accommodation, therefore enabling the special populations to progress toward the local adjusted levels of performance.

At the postsecondary level, special population students meet with personnel in the Office for Students with Disabilities (OSD). In conjunction with OSD staff, students create modification and accommodation plans that are consistent with the policies of Minnesota State Colleges and Universities.

### **5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]**

#### **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.

#### **6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]**

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 teacher 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.

#### **7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].**

Minnesota Statute 120B.11 defines district requirements for reviewing curriculum, instruction and student achievement; striving for the World's Best Workforce, including definitions of performance measures, adopting plans and budgets, district advisory committee, site committee, reporting and annual evaluation. Homeschooled, special education and nonpublic students are included in definitions of instruction under Compulsory Instruction, including shared time instruction as stated on the MDE website.

All concurrent enrollment classes must meet the rigor and standards of the on campus classes. This is achieved by following the standards set by NACEP. One of the key elements of this is to have a Normandale faculty mentor work closely with high school instructors in regard to curriculum, assessments, and methodologies. Normandale is in the process of applying for NACEP accreditation and has been following these standards for many years.

### ***Goal 3 Budget: Improve Service to Special Populations***

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**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	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.	
<b>Post-Secondary Required Activities</b>	\$30,507.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$30,507.00
<b>Secondary Required Activities</b>	\$5,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$5,000.00
<b>Total</b>	\$35,507.00
<b>Goal 3 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, P6 Mentoring/Support Services
Strategies	
3-2-1. Promote staff and student attendance at non-traditional/gender equity career seminars, training, etc.	
3-2-2. Two opportunities offered at Normandale for middle school girls in STEM career pathways.	
3-2-3. Make connections with Workforce Development Centers, ABE, Dislocated workers targeting non-trad students.	
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 exposed 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.	
<b>Post-Secondary Required Activities</b>	\$25,000.00
<b>Post-Secondary Permissible</b>	\$0.00

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

<b>Goal 3 Objectives 3</b>	
<b>Required/Permissive Uses of Funds*</b>	R9 Special Populations, R10 Collaboration, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services, P9 Alternative Formats
Strategies	
3-3-1 The Office for Students with Disabilities at Normandale will increase resources for career and technical program assistance.	
Outcomes	
3-3-1 Collaborate with the Office for Students with Disabilities to increase CTE special populations student performance.	
Measures	
3-3-1 Supplementary instruction will be expanded in Perkins eligible courses and targeted at special populations of students and data collected.	
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 Total	\$30,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
<b>Total</b>	<b>\$30,000.00</b>

## 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]
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)]

#### 1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]

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. **Of interest is the fact that over 50% of concurrent enrollment offerings are in the CTE area. This is an extraordinarily high number when compared with other community colleges % rates.**

**2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]**

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.

**3. Describe student services that enhance student transition [State Plan].**

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. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)].**

**6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]**

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

**5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]**

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

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**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P10 Student Transition
Strategies	
4-1-1. Facilitate opportunities within and among consortia for successful student transitions especially in the pathways of Health Science, 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%.	
<b>Post-Secondary Required Activities</b>	\$59,122.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$59,122.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$59,122.00
<b>Goal 4 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
4-2-1. Continue to collaborate and develop process for inclusion with all systems that help students achieve both high school and college credit.	
Outcomes	
4-2-1. Increase in the number of opportunities available to students to earn dual credit.	
Measures	
4-2-1. Data from dual credit opportunities to be gathered regarding number of students earning credits. The number of students participating in dual enrollment will increase by 5%.	
<b>Post-Secondary Required Activities</b>	\$27,400.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$27,400.00
<b>Secondary Required Activities</b>	\$15,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00

Secondary Reserve	\$0.00
Secondary Total	\$15,000.00
Total	\$42,400.00
<b>Goal 4 Objectives 3</b>	
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.	
Post-Secondary Required Activities	\$1,100.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,100.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,100.00

## 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]

#### 1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]

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.



## **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)]**

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.

## **3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]**

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. As mentioned above, EPM 11 data is helpful when analyzing targets. This is especially the case in relation to 2P1, 3P1, 5P1, & 5P2 targets.

Shared responsibility reaches beyond data. Succession planning in its basic form, is a way to identify and develop professionals entering a leadership position. Management changes require effective communication, fosters understanding and provides opportunities for partnerships and support from all stakeholders. Identifying successors is only a fraction of the process. Preparation to assume future responsibilities, developing successors to ensure long-term organizational stability and success are pieces to assure smooth transitions. This model of succession planning found online, helps to identify steps in developing a succession plan including Identify (needs and goals), Document (current skills and future skills), Assess (candidates and gaps), Transition (people and roles) and Develop (abilities and support). Strategies identified in this plan around succession planning will continue at a district level and for Coordinators. One of the key elements in support of the consortium structure is ensuring that there are systems and personnel in place to understand and perform the functions necessary to operate the Perkins program. To this end, Normandale has identified an individual to cross train in all aspects of the Perkins program operation. She is being funded partially under Goal 5 and is attending many of the Perkins consortium functions and meeting weekly with the postsecondary coordinator. As a further support to this process, detailed narratives of the Perkins processes are being developed and shared by the postsecondary Coordinator.

## **4-5. Describe collaborative budget development [State Plan] Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)].**

Individualized district site visits have become a strength for the Southwest Metro 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 Southwest Metro consortium also uses google docs to house Perkins and CTE information for easy access to information. This record keeping system started about 5 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 Southwest Metro Consortium members engage in discussion through meetings, electronic communication and consortium coordinator(s) representation at meetings. Meeting agendas are developed to include existing best practices within the consortium, challenges of current structure, geographic locations, articulation and collaboration with other consortia.

Specifically in relation to budget development and collaborative initiatives we use the following processes:

- Analysis of secondary and postsecondary target achievement
- Analysis of relevancy of consortium POS and RPOS
- Analysis of student interest by way of registration numbers in courses
- Analysis of labor market information
- Analysis of individual district needs

Based on the above factors, we jointly (secondary and postsecondary) create and write the Perkins plan and develop the Perkins budget.

#### **6. Describe promotion of consortium CTE vision [State Plan].**

Promotion of the Minnesota State CTE Vision takes place at all levels leadership. Our Carl Perkins consortium meetings create a space to share the vision, and examine all RPOS and POS and partnerships within the secondary and postsecondary organizations. Secondary and postsecondary consortium leaders meet frequently and connect via email regularly to manage the multitude of Consortium activities. Southwest Metro Consortium instructors and teachers are invited to attend the CTE Works! Conference to interact with a broadly represented CTE group and learn best practices in CTE. Consortium Coordinators meet with Administration, School Board Members, and new CTE teachers to review the Consortium model and vision of CTE. Consortium leadership meets with postsecondary CTE administration and faculty, as well as Student Support Services to promote the guiding principles for CTE in Minnesota.

#### **CTE Guiding Principles**

- Career & Technical Education and academic education must be integrated in a more comprehensive way.
- College and work readiness skills are one and the same.
- Each student needs at least some education or advanced training past high school, whether community and technical college, university, industry certification, or advanced training through work.
- Federal Perkins funding for Career & Technical Education is not an entitlement at either the state or local level.
- All education spending must be connected with student success outcomes.
- High schools and colleges should continue Career & Technical Education programs and activities that have worked well.
- Career & Technical Education must be strategically placed within the broader vision, mission and goals for education within the State of Minnesota.

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

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**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	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.	
<b>Post-Secondary Required Activities</b>	\$48,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$48,000.00
<b>Secondary Required Activities</b>	\$80,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$80,000.00
<b>Total</b>	\$128,000.00
<b>Goal 5 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	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.	
<b>Post-Secondary Required Activities</b>	\$8,960.85
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$8,960.85
<b>Secondary Required Activities</b>	\$1,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00

<b>Secondary Total</b>	\$1,000.00
<b>Total</b>	\$9,960.85
<b>Goal 5 Objectives 3</b>	
<b>Required/Permissive Uses of Funds*</b>	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.	
<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$2,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$2,000.00
<b>Goal 5 Objectives 4</b>	
<b>Required/Permissive Uses of Funds*</b>	Post-secondary Admin Cost, Secondary Admin Cost
Strategies	
5-4 Administrative Costs	
Outcomes	
5-4 Administrative Costs	
Measures	
5-4 Administrative Costs	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$20,000.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$20,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$17,536.40
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$17,536.40
<b>Total</b>	\$37,536.40
<b>Goal 5 Objectives 5</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10
Strategies	
5.5.1 Succession Planning - Bring personnel on board to start learning consortium operations on a part-time basis.	
Outcomes	
5.5.1 When Coordinators retire there would be consistency in operations moving consortium forward.	
Measures	

5.5.1 Having individual in place and competent in role.

<b>Post-Secondary Required Activities</b>	\$20,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$20,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$20,000.00

### **Administrative Cost**

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<b>Row</b>	<b>Amount</b>
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**

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Do you want to calculate all budget goals?\*

Yes

**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$118,222.00	\$0.00	\$0.00	\$39,349.18	\$157,571.18	\$110,622.27	\$0.00	\$0.00	\$27,069.53	\$137,691.80	\$295,262.98

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$94,000.00	\$0.00	\$0.00	\$0.00	\$94,000.00	\$104,000.00

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$85,507.00	\$0.00	\$0.00	\$0.00	\$85,507.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00	\$91,007.00

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$87,622.00	\$0.00	\$0.00	\$0.00	\$87,622.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$102,622.00

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$78,960.85	\$0.00	\$20,000.00	\$0.00	\$98,960.85	\$81,000.00	\$0.00	\$17,536.40	\$0.00	\$98,536.40	\$197,497.25

**Goal Totals**

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$380,311.85	\$0.00	\$20,000.00	\$39,349.18	\$439,661.03	\$306,122.27	\$0.00	\$17,536.40	\$27,069.53	\$350,728.20	\$790,389.23

**Secondary Supplemental Budget Sheet**

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Description	File Name	File Size
Loaded by Michelle K.	Southwest Metro (Normandale) FY18-19 Allocation.xlsx	53 KB
Loaded by Michelle K.	Southwest Metro (Normandale) FY18-19 Allocation.xlsx	53 KB
Secondary budget worksheet for Southwest Metro Perkins Consortium	SouthwestMetro(Normandale)FY18-19Allocation.xlsx	38 KB
Changes made	SouthwestMetro(Normandale)FY18-19Allocation.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	\$10,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$24,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$26,500.00
Totals	\$60,500.00

## Coordination Time for Perkins Grant

### Secondary

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

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

Coordinator Budget:\* \$50,000.00

### Post-Secondary

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

Coordinator Budget:\* \$47,719.21

## Perkins Dollars

## Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Debbie Belfry	Consortium Coordinator		\$25,000.00	wg_Belfry CDD&VC Perkins positions August 2016.doc
Robert Lowe	Postsecondary Perkins Coordinator		\$47,719.21	Lowe PD Revision V160321.doc
Cindy Walters	Consortium Coordinator		\$25,000.00	wg_CW position description.docx
Jeremy McNamara	Health Science Liaison		\$37,328.56	Liaison - Jeremy.pdf
Tim Lapanne	STEM Liaison		\$41,414.20	Liaison - Tim.pdf
Crystal Svoboda	Business/Hospitality Liaison		\$59,923.14	Liaison - Crystal.pdf
Lauren Schumann	Special Populations Instruction Support		\$20,212.87	Access Program Coord PD.DOCX
Velvet Walker	Customized Training Liaison		\$48,000.00	Liaison Adult Learner WF Focus.pdf
Diem Vo	Postsecondary Perkins Assistant		\$24,895.75	DiemRevisedPDV160517.doc
			\$329,493.73	

## Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information

## 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:*	1P1 ? Technical Skill attainment
Negotiated Performance: *	92.09%
Actual Performance: *	84.91%
General strategies planned to improve performance:	
Continue to monitor the rate at which our students are mastering the Nursing National council License Examination. Faculty are modifying curriculum to address the gaps that might exist which are resulting in a higher percentage of non-passing scores. The Dean and Faculty of the Nursing program are aware of this and working to remedy the situation.	
Comments or context for actual performance (optional):	
There is only one test that is included in our TSA report. The Nursing National Council License Exam (NNCLE). NNCLE was recently redesigned and the result of this is depressed scores in subsequent years until the curriculum can be redesigned to address the gaps. In regard to the POLE, we were not able to get this data this year which the state is in the process of trying to resolve. We had an additional Certiport TSA that was given. See the attached results (Certiport TSA Results). The passing percentage was 91% for the 57 students who took the exams.	
Improvement Report 2	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	69.70%
Actual Performance: *	64.88%
General strategies planned to improve performance:	
We will look at individual district data to identify populations not meeting the target including: Male, Female, American Indian/Alaskan native, Asian, Hispanic, Black Non-Hispanic, Multi, females, F&R, Non-Trad, individuals with disabilities and LEP, in relation to their district performance.	
Comments or context for actual performance (optional):	
At 93.08% we will also be focusing also on the successes of students, including but not limited to, White: Non-Hispanic 70.42%.	
Improvement Report 3	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	61.90%
Actual Performance: *	57.64%
General strategies planned to improve performance:	
We will look at individual district data to identify populations not meeting the target including: Males, Females, American Indian/Alaskan Native, Asian, Hispanic, Black: Non-Hispanic, White: Non-Hispanic, Multi, Individuals with Disabilities, Economically Disadvantaged, Non-Trad and LEP and compare to district data for the general population.	
Comments or context for actual performance (optional):	
At 93.11%, we will also be focusing also on the successes of students.	
Improvement Report 4	
Indicator Not Met:*	2P1 ? Credential, certificate, or degree
Negotiated Performance: *	30.00%
Actual Performance: *	27.19%
General strategies planned to improve performance:	
The intent data gathered when students apply to Normandale is often not an accurate predictor of the eventual path they may follow. We will be stressing the need for our Perkins liaisons to work with students to clarify their intent and determine the steps they may need to take to get a degree or certificate or reclassify their intent. We will also be looking at creating meaningful certificates or finding existing ones that would provide a value added benefit to our students.	
Comments or context for actual performance (optional):	
2P1 is inversely proportional to 3P1. We exceeded our goal in 3P1. The total percentage of 2P1 and 3P1 targets is 80.30%. The actual total percentage of these two indicators are 78.83%. We are still below target when the two are taken together. However, this does help mitigate the difference in 2P1.	
Improvement Report 5	

<b>Indicator Not Met:*</b>	4P1 ? Student placement
<b>Negotiated Performance: *</b>	79.67%
<b>Actual Performance: *</b>	77.97%
General strategies planned to improve performance:	
In reality, we have little control over job placement as we have no placement department. The strategy that we can use again will rely upon the Perkins Liaisons. Our liaisons will discuss placement options and processes with student participants that are close to degree completion or may be in the job hunting market.	
Comments or context for actual performance (optional):	
We are at 97.83% of goal achievement. Close but no cigar. And again we don't have a great deal of demographic or detailed information that we can analyze.	
<b>Improvement Report 6</b>	
<b>Indicator Not Met:*</b>	4S1 ? Student graduation rate
<b>Negotiated Performance: *</b>	95.00%
<b>Actual Performance: *</b>	92.95%
General strategies planned to improve performance:	
We continue to look at individual district data to identify populations not meeting the target including: males, females, American Indian/Alaskan Native, Asian, Hispanic, Black: Non-Hispanic, White: Non-Hispanic, multi, Individuals with disabilities, economically disadvantaged, Non-trad, LEP in relation to their district performance.	
Comments or context for actual performance (optional):	
At 97.84% we will also be focusing also on the successes of students.	
<b>Improvement Report 7</b>	
<b>Indicator Not Met:*</b>	6S1 ? Nontraditional participation
<b>Negotiated Performance: *</b>	41.00%
<b>Actual Performance: *</b>	38.43%
General strategies planned to improve performance:	
We continue to look at individual district data to identify populations not meeting the target including: Females, Hispanic, White: Non-Hispanic, Multi, Individuals with disabilities, economically disadvantaged, Non-trad, LEP, in relation to their district performance.	
Comments or context for actual performance (optional):	
At 93.73%, we will also be focusing also on the successes of students including but not limited to Male - 42.44%, American Indian/Alaskan Native - 46.15%, Asian - 41.43%, Black: Non-Hispanic 43.24%, Hawaiian/Pacific Islander- 41.18%.	

## Statement of Assurances & Certifications

Description	File Name	File Size
All included. Will mail originals.	19 soa.pdf	3.4 MB
Missing one statement from Shakopee District 720. Will bring all signed statements to plan review.	swmetro statements of assurance.pdf	3.1 MB

## Attachments

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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
Certiport TSA results	certiport tsa.pdf	119 KB
Certiport TSA results	certiport tsa.pdf	119 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
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
Jordan Summit Academies	JCE_Spring_2018_PRINT_web_journ 3.pdf	277 KB
Jordan Summit Academies	JCE_Spring_2018_PRINT_web_journ 3.pdf	277 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
District Site Visit Agenda	Perkins Site Visit Agenda.docx	59 KB
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

