

CARL D. PERKINS ACT of 2006 (Perkins IV)
CONSORTIUM APPLICATION COVER SHEET FY10 (2009-2010)
Southwest Metro Consortium

Please complete the following:

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CARL PERKINS - Secondary
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***District #930 District Type 53**
(*for electronic payment purposes)

CARL PERKINS - Postsecondary
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District/Agency Name/College	Secondary Type & Number
Belle Plaine	716-01
Bloomington	271-01
Carver-Scott Educational Cooperative	930-53
Central High School, Norwood	108-01
Chaska	112-01
Edina	273-01
Jordan	717-01
New Prague	721-01
Orono	278-01
Prior Lake	719-01
Richfield	280-01
Shakopee	721-01
Waconia	110-01
Watertown	111-01
Westonka	277-01
Normandale Community College	

(*Use extra rows or sheets if necessary)

Programs of Study Status Report

INSTRUCTIONS – Enter the information below. Indicate the “Status” and “Review by State” with its corresponding letter. (Add more rows as needed)

Career Field	Cluster	Pathway(s)	High School	Status	Review by State
				A = Approved C = Complete I = Incomplete	R = Ready for Review P = In Progress
Human Services	Law, Public Safety, Corrections, and Security	Law Enforcement Services	Belle Plaine, Chaska, Jordan, Shakopee	A	
Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology	Jefferson, Kennedy, Shakopee, Chaska	I	
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development	Jefferson, Kennedy, Shakopee, Chaska	I	
Health Science Technology	Health Science Technology	Therapeutic Services	Jefferson, Kennedy, Shakopee	I	
Agriculture, Food and Natural Resources	Agriculture, Food and Natural Resources	Food Products and Processing Systems	All member high schools	I	
Business Management and Administration	Business, Management and Administration	Undecided	All member high schools	I	

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

Topics for consideration

Program of Study (POS) Design and Implementation- Plans for FY10	Opportunities for early college credit
Continuum of Service Provisions (Brokering)	Improvement of academic and technical skills of CTE learners
Secondary teacher and postsecondary faculty and counselor involvement	Measurement of technical skill attainment for POS
Professional development needs of teachers and faculty in POS as well as other programs	Marketing POS
High skill, high wage, or high demand occupations	Inclusion of adult learners, adult basic education non-credit training in Adult Career Pathways

Goal 1 Narrative: The 15 secondary and one post-secondary members will continue to identify career pathway models, work with MDE and MnSCU on developing programs of study, and continue to identify technical skill attainment models. Carl Perkins Core Indicator data from the member districts of the Southwest Metro Consortium will be used to identify strengths and challenges. Data from the previous West Suburban Consortium districts (5) will be collected in FY09.

Objective(s)	Strategies	Outcomes and Measures (FY10)	<u>Projected Budget by Objective</u>
<p>1-1. Identify and develop one program of study to be implemented in FY10. Completed Law Enforcement Services pathway.</p> <p>Continue with work on following pathways: Engineering, Manufacturing and Technology: Science, Technology, Engineering and Mathematics including the alignment of curriculum.</p> <p>Business, Management & Administration</p> <p>Health Science Technology: Therapeutic Services</p>	<p>1-1-1. Identify considerations for planning, implementing and evaluating POS using state guidelines and documents.</p> <p>1-1-2. Convene meetings of instructors, counselors, administrators and advisory committee and other relevant parties for review and revision to ensure understanding and provide input into the POS process. Information on MN Career Framework and POS will be presented to middle school, high school and college personnel at 16 institutions.</p> <p>1-1-3. Provide funds to support instructors in planning, designing and identifying the alignment of curriculum within the POS.</p> <p>1-1-4. Ensure the consortium has representation at state POS meetings. Attendance at POS meetings will be documented.</p> <p>1-1-5. Maintain and develop existing consortium curricular models and advance standing agreements.</p>	<p>FY 2009 Outcome Targets: FY 2010 Outcome Targets: Continue with outcome targets.</p> <p>Ongoing discussions to explore POS development within our consortium in 5 career clusters will lead to creation of at least one POS with relevant and necessary POS documentation to be completed for implementation in 2009-2010. Process for development of additional POS will be created for 2010-2011 implementation.</p> <p>Work on additional POS as indicated in Objective.</p> <p>POS will include articulated curriculum with common assessments as evidenced by at least one advanced standing agreement.</p> <p>Counselors, administrators, business/industry advisory committees and/or staff from the 16 consortium members jointly representing secondary and post-secondary, have participated in development and endorse POS.</p> <p>80% of licensed CTE teachers will attend at least one meeting with Normandale faculty in their career field to establish curricular models and advance standing agreements.</p> <p>FY 2010 Outcome Targets: 20 licensed CTE teachers and 10 Normandale faculty from related career fields will meet to establish curricular models and advance standing agreements.</p> <p>Document meeting participation and outcomes.</p> <p>See Appendix for Data Chart.</p>	<p style="text-align: center;">SWM \$35,000</p> <p style="text-align: center;">NCC \$55,000</p>

<p>1-2. Strengthen career, technical, and academic integration and incorporate skill and industry standards by integrating national, state and local standards into curriculum.</p>	<p>1-2-1. Identify existing industry skill attainment certificates, diplomas, and/or degree opportunities to be documented on the POS website.</p> <p>1-2-2. Support dialogue regarding integration of science, math, engineering, technology (STEM) and academic instruction into career and technical courses.</p> <p>1-2-3. Participate in the process defined by Minnesota CTE Assessment project.</p> <p>1-2-3. Create baseline for industry certification in consortium.</p> <p>1-2-4. Create baseline for certification exams.</p> <p>1-2-5. Add 3 new individual or regional articulations. (Relates to Goal 4)</p>	<p>FY 2009 Outcome Targets: FY 2010 Outcome Targets: Continue with outcome targets.</p> <p>Student achievement, skill indicators and post-secondary skill assessments show increasing preparation for post-secondary education. Maintain interest in attending post-secondary education while increasing the realism of plans and preparation for transitions.</p> <p>Baseline data will be collected and recorded on FY09 APR to develop relationship to Core Indicator Data. (i.e. 1S1 data: 2007 Carver Scott 92.41%. 1S2 data: 2007 Carver Scott 88.36%. # Students enrolled in CTE courses baseline 2007: Carver Scott 6,504). FY09 APR Data Appendix will be created and maintained for reporting.</p> <p>Utilize POS process for developing STEM integration opportunities using POS advisory committee member's input.</p> <p>See Appendix for Data Chart.</p>	<p>SWM \$20000</p>
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<p>1-3. Support academic and career guidance counseling that improves graduation rates and career planning.</p>	<p>1-3-1. Provide instruction and opportunities for students to use resources to access career and post-secondary education information.</p> <p>1-3-2. Provide resources to promote CTE programming and communicate opportunities to deans, counselors, students, staff, parents and business community.</p> <p>1-3-3. Provide training to integrate electronic Career Information sites with POS site to increase use of both systems.</p> <p>1-3-4 Normandale resources will be offered to at least one high school to enhance existing school career exploration curriculum and follow-up opportunities for parents, students, homeroom teachers, registration advisors, counselors and other educational professionals.</p> <p>1-3-5 Provide resources to recruit/retain students in post-secondary certificate and degree programs.</p> <p>1-3-2. Provide opportunities for counselors/deans to review career guidance curriculum, making necessary changes to counsel students appropriately. Normandale Community College personnel with expertise in career exploration practices will work with school personnel to enhance existing school career exploration curriculum and follow-up opportunities for parents, students, homeroom teachers, registration advisors, counselors and other educational professionals.</p> <p>1-3-4. Create a process for links to the articulation options outside the consortia (i.e. St. Cloud website, Southern MN database). Gather baseline for guidance/dean meetings and outcomes. (This is moved to goal 4)</p>	<p>FY 2009 Outcome Targets: FY 2010 Outcome Targets: Continue with outcome targets.</p> <p>At least 5,000 students completing CTE courses have current electronic accounts and can demonstrate the ability to successfully access career and post-secondary information and opportunities through technology. Need to develop baseline for new consortia.</p> <p>POS is in place to enhance planning process for students by FY09. POS are being utilized to enhance planning process for student career plans.</p> <p>12 of 18 consortia sites will participate in training to integrate the use of Career Information systems and POS system.</p> <p>Normandale will support at least four new events/programs focused on high school/college transition and preparedness.</p> <p>At least two Normandale career programs will incorporate Mn-efolios and the Goal/Plan/Succeed (GPS) system.</p> <p>Increase in the # of students participating in CTE programs through the use of secondary/post-secondary guidance models identified and developed.</p> <p>Identify an articulation system(s) for the consortium.</p>	<p>SWM \$33,000</p> <p>NCC \$30,000</p>
<p>1-4. Ensure programs are utilizing technology and equipment that is current with industry standards.</p>	<p>1-4-1. Upgrade or purchase industry-standard software and/or equipment within parameters of budget and in accordance with approved consortia plan. Document equipment supporting POS.</p>	<p>FY 2009 Outcome Target: FY 2010 Outcome Targets: Continue with outcome targets.</p> <p>Equipment requests are considered, approved & met in accordance with plan objectives and POS. Create required secondary database of approved equipment for 15 districts.</p>	<p>SWM \$62,000</p> <p>NCC \$30,000</p>
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name. Required: 1-Academic Integration, 2-POS, 4-Technology, 6-Assessment, 7-Technology, 8-Size, 10-Collaboration, 11-Articulation Permissible: 2-Counseling, 6-M/S Services, 7-Equipment, 8-Teacher Prep, 9-Alt. Formats, 10-Student Transition</p>			

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

Topics for consideration	
Employer and Community Partnerships	Education Partnerships
High skill, high wage, or high demand occupations within the region	Improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults
Collaboration that leads to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers)	Business, labor, secondary teachers and postsecondary faculty included in the design, implementation, and evaluation of career and technical education programs, including Programs of Study
<i>All Aspects of the Industry</i> , including work-based experiences and internships	Colleges and universities engagement in consortium wide initiatives
Consortium-wide program advisory committees	Transition of adult learners into the workforce

Goal 2 Narrative: The 15 secondary and one post-secondary members will continue work to strengthen advisory committee work for program improvement. Data specific to member district's participation in their community organizations will be collected. All Aspects of Industry (AAI) is looked at for students and instructors to ensure programs of study in high skill, high wage, or high demand are achieved. Carl Perkins Core Indicator data from the consortia members of the Southwest Metro Consortium will be used to identify strengths and challenges.

Objective(s)	Strategies	Outcomes and Measures (FY10)	<u>Projected Budget by Objective</u>
2-1. Student understanding of All Aspects of the Industry (AAI) is increased through business and education partnerships.	<p>2-1-1. Instructors identify appropriate speakers, quality job tours, shadows, mentorship and internship opportunities/experiences for students.</p> <p>2-1-2. Incorporate instructor learning experiences and assessment requirements into curriculum.</p> <p>2-1-3. Develop template for Instructors utilize AAI experiences template to document results of activities. to be used for FY09 APR reporting.</p>	<p>FY 2009 Outcome Targets: FY 2010 Outcome Targets: Continue with outcome targets.</p> <p>At least 2,000 students completing CTE courses participate in a partnering experience & demonstrate to others through presentation, project or other appropriate assessment, an understanding of AAI in at least one business.</p> <p>Minimum of 2 work-based learning experiences provided in each career field per secondary district and post-secondary institution.</p> <p><i>AAI template will be used to document outcomes of student CTE activities. See Appendix for Data Chart.</i></p>	<p>SWM \$20,000</p> <p>NCC \$4,000</p>
2-2. Instructor understanding of All Aspects of the Industry is increased through business and education partnerships.	<p>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.</p> <p>2-2-2. Incorporate instructor learning experiences and assessment requirements into curriculum.</p> <p>2-2-2. Provide follow up reflection, evaluation, sharing, and course revision meetings for participants, including time for instructors to share about their experiences with peers and advisory committee members regarding how they have revised curriculum due to the experience. Develop template for instructor AAI experiences to document results of activities to be used for FY09 APR reporting.</p> <p>2-2-3. Provide time for instructors to work together in Professional Learning Communities (PLC's) related to their area of instruction in relation to AAI.</p> <p>2-2-3. Broad-based community support of career and technical education programs is demonstrated through active participation of: parents, students, instructors, business and Industry representatives, labor, and special populations on advisory committees.</p> <p>2-2-4. Encourage membership in professional organizations and subscriptions to professional journals.</p> <p>2-2-5. Consortium members will create a measurement tool to gather strategy specific data.</p>	<p>FY 2009 Outcome Targets: FY 2010 Outcome Targets: Continue with outcome targets.</p> <p>At least 50 CTE teaching staff participate in a business/education partnering experience, and review and revise their curriculum as necessary to reflect knowledge gained from the experience. FY09 Data Appendix will continue to be developed.</p> <p>Each district and post-secondary institution will have 2 representatives in professional organizations relating to CTE and/or engineering POS.</p> <p><i>AAI template will be used to document outcomes of staff CTE activities. See Appendix for Data Chart.</i></p>	<p>SWM \$50,000</p> <p>NCC \$5,000</p>

<p>Combine with next goal 2-3. Increase the business/industry partners willing to actively partner with education. (Active partnering may include: providing opportunities for work based learning for students, participation on Advisory Committees, providing resources for classrooms, collaboration to create POS, etc.)</p>	<p>2-3-1. Develop, renew and/or expand business, industry, labor and professional business organization partnerships jointly, for enhanced advisory committees.</p> <p>2-3-2. Create POS advisory committees specific to engineering, business and health science.</p>	<p>FY 2009 Outcome Targets Increase in the number of business/industry partners from baseline data for new consortia. FY09 Data Appendix will continue to be developed.</p> <p>POS advisory committees will meet twice a year with minutes and committee rosters on file. Meetings will include input for the development and implementation of POS</p>	
<p>2-3. Broad-based community support of career and technical education programs is demonstrated through active participation of: parents, students, instructors, business and Industry representatives, labor, and special populations on advisory committees.</p>	<p>2-3-1. Parents, students and community members will provide input into program planning, implementation, and evaluation of POS. Document community involvement on Advisory Committees.</p> <p>2-3-2. Develop, renew and/or expand business, industry, labor and professional business organization partnerships jointly, for enhanced advisory committees. (Move from 2-3)</p> <p>2-4-2. Create marketing materials to promote CTE and POS and use as a model for other consortium members. Assist in marketing endeavors. Refer to Goal 1-3-3</p> <p>2-4-3. Collaborate to provide opportunities for speakers, work based learning experiences and activities. Refer to Goal 2-1-1</p>	<p>FY 2009 Outcome Targets: FY 2010 Outcome Targets: Continue with outcome targets. Increase by 2/district in the number from all sectors actively participating on Advisory committees to implement FY09 plan strategies. FY09 Data Appendix will continue to be developed.</p> <p>Increase in the number of business/industry partners from baseline data for new consortia. FY09 Data Appendix will continue to be developed.</p> <p>POS advisory committees will meet twice a year with minutes and committee rosters on file. Meetings will include input for the development and implementation of POS.</p> <p>See Appendix for Data Chart.</p>	<p>SWM \$8000</p> <p>NCC \$5,000</p>
<p>2-4. Marketing and Document effectiveness and market participation of in career and technical student organizations is increased.</p>	<p>2-4-1. Students involved in student organizations demonstrate leadership and skills attained through the organizations to promote benefits of involvement to other students.</p> <p>2-4-2. Identify skill attainment models (i.e. SkillsUSA) to be used to document skill attainment.</p> <p>2-4-3. Provide information and resources to students and staff to promote participation in student organizations. Document impact of student organization involvement within school and/or district.</p> <p>2-4-4. Coordinate and share activities between secondary and post-secondary student organizations.</p> <p>2-4-5. Support staff participation in student organization conferences and events. Gather data of staff participation in student organizations.</p> <p>2-4-6. Create baseline data for student and staff participation in student organizations. FY09 Data Appendix will continue to be developed.</p>	<p>FY 2009 Outcome Target: FY 2010 Outcome Targets: Continue with outcome targets. Increase by 2, the number of districts with student organizations.</p> <p>2 districts will use the SkillsUSA skill attainment model and report results.</p> <p>The number of faculty and students involved in post-secondary career clubs/organizations will increase.</p> <p>See Appendix for Data Chart.</p>	<p>SWM \$25,000</p> <p>NCC \$6,000</p>
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name. Required: 1-Academic Integration, 2-POS, 3-AAI, 5-Professional Development, 6-Assessment, 8-Size, 9-Special Populations Permissible: 1-Advisory Committees, 3-Work-based, 5-Student Organizations, 7-Equipment</p>			

Goal 3: Improve Service to Special Populations

Topics for consideration

- Access and inclusion of non-traditional programs by gender and of special populations in learning, leadership and other activities of the consortium
- Initiatives for student success among special populations including students in programs that are nontraditional by gender
- Data measures for the success of students and initiatives including students in programs that are nontraditional by gender

Goal 3 Narrative: The 15 secondary and one post-secondary member districts will continue with best practices identified in Perkins III. Carl Perkins Core Indicator data from the individual member districts and the Southwest Metro consortium will be used to identify strengths and challenges. Data for the new Southwest Metro consortium will need to be developed.

Objective(s)	Strategies	Outcomes and Measures (FY10)	<u>Projected Budget by Objective</u>
<p>3-1. Develop and implement accommodations and support services and career and educational planning resources to guide career choices for special populations (including individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and students identified as at risk for dropping out of secondary or post-secondary school) and students in courses non-traditional for their gender.</p>	<p>3-1-1. Provide resources and/or training to instructors of special population students to improve access to equitable career guidance, exploration, contextual learning and work-based learning experiences that meet their specific needs.</p> <p>3-1-2. Coordinate with programs that serve special populations to create a network of identified resources and services. Establish instructor/counselor meetings for the use of student data, resources and services to the extent of appropriate privacy constraints.</p> <p>3-1-3. Provide college readiness testing assessment to students from special populations. Document college readiness assessments given and use of testing data.</p> <p>3-1-4. Promote staff and student attendance at non-traditional/gender equity career seminars, training, etc. (i.e. STEM Equity Pipeline Project)</p> <p>3-1-5. Review and evaluate all regional and district promotional materials for gender and cultural equity.</p> <p>3.1.6. Offer "A Day at College" so that special education students understand what is needed to be ready for the post-secondary level and are comfortable with the environment.</p> <p>3-1-7. Develop consortia baseline for special pop numbers and WBL.</p>	<p>FY 2009 Outcome Target: FY 2010 Outcome Targets: Continue with outcome targets. Percentage and number of secondary and post secondary CTE students who successfully complete courses and programs. Refer to MDE 2S1 and MnSCU 2P1 as relates to special populations. 10 instructors will attend sustained professional development activities related to special populations. Expand the series of professional development activities for Special Education teachers on the topic of Transition, to 3 new districts. Instructor participation in staff development activities related to POS will increase by 10.</p> <p>FY 2009 Outcome Target: Course enrollment and completion rates for students in courses non-traditional for their gender will increase each year. Refer to MDE 4S1 and 4S2 and MnSCU 4P1 and 4P2.</p> <p>A minimum of two new initiatives will be added to recruit and retain multicultural students, those served by TRIO, and those with limited English language skills into post-secondary career programs</p> <p>The % of males in elementary education and health sciences will increase and the percent of females in computer science and technology, management, manufacturing, engineering,, law enforcement and criminal justice will increase.</p> <p>See Appendix for Data Chart.</p>	<p>SWM \$17000</p> <p>NCC \$32,000</p>

Use of Funds: List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name.

Required: 6-Assessment, 9-Special Populations, 10-Collaboration, 11-Articulation

Permissible: 2-Counseling, 3-Work-based, 4-Additional Special Pops, 6-M/S Services, 7-Equipment, 8-Teacher Prep, 10-Student Transition

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

Topics for Consideration

STUDENTS	SERVICE PROVISION
Adaptation to needs of students for smooth transitions with POS	CSP implementation relative to (a) programs of study; (b) early college credit opportunities
Inter consortium collaboration impact upon student success	Student services that enhance student transition

Goal 4 Narrative: This consortia along with any interested other consortia will meet to ensure student success using the Minnesota Career Fields, Clusters and Pathways framework. The Southwest Metro Consortium will develop a sequential continuum of service and link services collaboratively at the secondary and post-secondary levels. This will provide a new structure to 15 secondary districts and a post-secondary institution to provide students with the support they need to achieve success at each level and clear processes to transition between institutions. Strong relationships will need to be built within the new consortium structure and their staffs to easily share POS information and leaning, and to carry out the goals and strategies of this plan. FY09 collaborative data will be created.

Objective(s)	Strategies	Outcomes and Measures (FY10)	Projected Budget by Objective
4-1. Ensure student success through smooth transitions within their chosen career pathway.	4-1-1. Facilitate opportunities within and among consortia for successful student transitions. 4-1-2. Evaluate entry and exit points to determine ease of transitions for students. 4-1-3 Support high school CTE students whose academic levels are at risk of delaying their ability to progress to post-secondary career programs.	<p>FY 2009 Outcome Target: FY 2010 Outcome Targets: Continue with outcome targets. Normandale Consortia members will discuss opportunities about 4 of the following clusters with 2 other consortia: Business/Marketing, Health Sciences, Manufacturing, Engineering, Hospitality/Tourism, Criminal Justice/Law Enforcement, and Education, providing opportunities for all students to enter and exit between POS and MN institutions.</p> <p>Opportunities for transitions in areas outside of consortia will be actively sought with 2 other consortia.</p> <p>In at least one POS, supplemental academic support will be provided for technical courses offered to high school students through concurrent enrollment. whose math, reading, and/or writing levels are below college level.</p>	SWM \$6656.39 NCC \$15,000
4-2. Provide students with seamless transitions from secondary to post-secondary through the use of POS and advanced standing opportunities. TP college credit, articulated credit, concurrent enrollment, College in the Schools, etc.	4-2-1. Inventory and maintain existing articulation agreements. 4-2-2. Develop new articulation agreements. 4-2-3. Participate in regional articulation projects. Develop meeting structure to discuss concurrent enrollment, College in the Schools, PSEO and articulation agreements with other metro consortia. 4-2-4. Continue looking at concurrent enrollment models (concurrent enrollment is generic while College in the Schools is specific to the U of M) for career and technical students. 4-2-5 Assist high school students in their understanding of college credit options.	<p>FY 2009 Outcome Target: FY 2010 Outcome Targets: Continue with outcome targets. Continue to collaborate and develop process for inclusion with St. Cloud Technical College/South Regional articulation system.</p> <p>See Goal 1 Measures for POS.</p> <p>3 new articulation/concurrent enrollment agreements are signed within the consortium.</p> <p>Opportunities for earning college credit in CTE areas are included in four '09-'10 high school Course Registration Guides.</p> <p>For a minimum of two POS's, Normandale visits for high school students will be arranged so that they can see facilities and meet faculty and students.</p> <p>A minimum of two program-specific workshops (with ongoing support) for high school CTE teachers and college collaborators preparing for concurrent enrollment offerings will be sponsored.</p> <p>Opportunities for earning college credit in CTE areas are included in six '10-'11 high school Course Registration Guides.</p> <p>See Appendix for Data Chart.</p>	SWM \$10,000 NCC \$5,000

Use of Funds: List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name.
 Required: 1-Academic Integration, 2-POS, 4-Technology, 6-Assessment, 10-Collaboration, 11-Articulation
 Permissible: 6-M/S Services, 10-Student Transition

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Topics for Consideration

Self-assessment of systems and operations	Identification and measurement of technical skill attainment		
Shared responsibility among all partners for collaboration and accountability for success	Collaborative budget development		
Fiscal/administrative rules for operations	Promotion of consortium CTE vision		
Fostering consortium relationships	Collaborative initiatives between high school and college		
Goal 5 Narrative: The 15 secondary and one post-secondary members, will engage in discussion through meetings, electronic communication and consortia coordinator(s) representation at meetings. All districts will be informed of discussions occurring at all meetings held, regarding consortia. Meeting agendas will be developed to include: existing best practices within the consortia, challenges of current structure, geographic locations, articulation and collaboration with other consortia. FY09 collaborative data will be created.			
Objective(s)	Strategies	Outcomes and Measures (FY10)	Projected Budget by Objective
5-1. Continue to work within the new consortium to determine the best structure for operations.	5-1-1. Continue regular strategy meetings with partners. 5-1-2. Broaden network of informed participants (i.e. instructors, counselors, administrators) to promote career and technical activities in the consortium and ensure quality programming. 5-1-3. Develop processes and communication systems within the new consortium. 5-1-4. Coordinator(s) work collaboratively to carry out coordination and to administer Perkins plan to achieve outcomes and measures.	FY 2009 Outcome Target: FY 2010 Outcome Targets: Continue with outcome targets. Continue to modify structure to ensure workability. The consortium leadership will meet a minimum of 8 times. Document meetings through attendance and minutes.	SWM \$50,000
		Create Southwest Metro Perkins "Talking Points" to be used at various district and consortium meetings and distributed to instructors in career areas. Communication...communication...communication.	NCC \$40,000
5-2. 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.	5-2-1. Maintain attendance at state, national and professional organization meetings.	FY 2009 Outcome Target: FY 2010 Outcome Targets: Continue with outcome targets. Ensure representation of consortia (Secondary and Post-Secondary) at all state meetings as well as professional career and technical organization meetings (i.e. MACTA). Gather strategy specific attendance data.	SWM \$10,000 NCC \$5,000
Use of Funds: List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name. Required: 4-Technology, 5-Professional Development, 6-Assessment, 7-Technology, 8-Size, 10-Collaboration Permissible: 10-Student Transition			

APPENDIX – CORE DATA FOR SOUTHWEST METRO CONSORTIA
Minnesota Secondary Data
FY2005-06

Minnesota Secondary Data
FY2006-07

Minnesota Secondary Data
FY2007-08

#	Type	District Name	Males	Females	Total	Academi c 1S1	MCA Reading 10	MCA Math 11	Skills 2S1	Completion 3S1	NCLB Grad Rate 4S1	NT Participation 6S1	NT Completion 6S2
		SW Metro Consortia	3,803	3,007	6,810	94.64%	63.71%	26.41%	91.32%	97.93%	95.72%	52.85%	55.78%
271	1	Bloomington	1,508	1,423	2,931	16.22%	73.06%	68.72%	97.07%	72.96%		19.44%	12.07%
271	1	Bloomington	1,894	1,707	3601	88.18%	87.65%	46.10%	94.58%	48.16%		40.84%	38.31%
271	1	Bloomington											
273	1	Edina	886	864	1,750	10.71%	82.86%	81.25%	99.14%	90.89%		20.34%	16.67%
273	1	Edina	1,006	922	1928	96.99%	94.13%	50.09%	97.82%	79.37%		30.77%	54.55%
273	1	Edina	192	187	379		72.00%	33.33%	93.33%	96.88%	98.87%	56.74%	50.00%
277	1	Westtonka/Mound	355	290	645	12.96%	70.83%	68.98%	96.27%	84.72%		37.67%	27.78%
277	1	Westonka/Mound	274	216	490	81.97%	64.00%	44.12%	93.87%	28.38%		42.08%	7.69%
277	1	Westonka/ Mound	126	65	191		41.67%	4.00%	83.10%	93.75%	96.45%	57.93%	57.14%
278	1	Orono	311	302	613	4.42%	82.32%	84.53%	98.69%	92.27%		18.18%	11.11%
278	1	Orono	372	354	726	96.06%	92.23%	57.22%	95.45%	85.84%		46.46%	52.17%
278	1	Orono											
280	1	Richfield	662	604	1,266	22.73%	48.74%	44.95%	95.89%	54.80%		27.43%	4.35%
280	1	Richfield	786	706	1492	77.48%	69.97%	17.32%	93.70%	43.46%		48.15%	67.24%
280	1	Richfield	341	280	621	33.33%	38.46%	20.00%	78.06%	95.83%	89.66%	44.94%	47.22%
108	1	Norwood	96	73	169	8.51%	61.70%	42.55%	71.01%	95.74%		0.00%	0.00%
108	1	Norwood	121	54	175	88.57%	76.67%	21.21%	76.57%	76.57%		15.63%	0.00%
108	1	Norwood	75	52	127	31.25%		6.06%	96.00%	100.00%	100.00%	31.43%	33.33%
110	1	Waconia	327	223	550	12.86%	78.57%	82.14%	88.55%	91.43%		53.36%	54.12%
110	1	Waconia	363	249	612	98.73%	86.75%	37.28%	87.23%	87.23%		58.74%	55.65%
110	1	Waconia	307	188	495		67.21%	39.20%	97.75%	100.00%	97.38%	57.77%	74.40%
111	1	Watertown-Mayer	202	198	400	17.24%	80.17%	72.41%	98.50%	90.52%		66.02%	66.67%
111	1	Watertown-Mayer	254	205	459	95.12%	94.55%	44.44%	96.51%	96.51%		67.23%	67.02%
111	1	Watertown-Mayer	220	180	400	73.33%	72.90%	38.89%	95.75%	100.00%	95.45%	89.45%	95.65%
112	1	Chaska	870	722	1,592	12.16%	82.60%	75.68%	83.61%	89.31%		45.45%	55.71%
112	1	Chaska	995	788	1783	93.93%	88.75%	28.91%	86.82%	88.82%		51.48%	61.11%
112	1	Chaska	750	547	1,297		69.90%	32.21%	93.38%	98.60%	97.58%		63.40%
716	1	Belle Plaine	161	104	265	7.95%	71.59%	52.27%	99.62%	88.64%		44.91%	43.86%
716	1	Belle Plaine	211	154	365	89.57%	70.69%	21.62%	96.15%	96.15%		42.04%	39.76%
716	1	Belle Plaine	154	130	284		51.28%	17.11%	97.66%	100.00%	95.93%	34.15%	51.56%
717	1	Jordan	74	31	105	20.63%	63.49%	55.56%	83.81%	85.71%		15.87%	19.23%
717	1	Jordan	51	40	91	97.01%	76.27%	23.33%	93.41%	93.41%		9.84%	7.69%
717	1	Jordan	53	26	79		66.67%	4.76%	90.32%	100.00%	95.00%	14.04%	0.00%
719	1	Prior Lake-Savage	607	464	1,071	15.33%	70.07%	64.96%	82.26%	90.15%		40.53%	45.99%
719	1	Prior Lake-Savage	686	458	1144	88.37%	53.33%	30.43%	78.15%	78.15%		41.95%	58.33%
719	1	Prior Lake-Savage	375	295	670		50.77%	30.30%	85.29%	98.61%	96.19%	38.14%	28.81%
720	1	Shakopee	625	594	1,219	19.79%	59.89%	63.06%	97.46%	69.39%		15.69%	10.61%
720	1	Shakopee	755	686	1441	91%	83%	34%	96%	95.98%		15.47%	9.09%
720	1	Shakopee	172	131	303		52.00%	12.96%	88.25%	92.73%	91.15%	30.22%	32.43%
721	1	New Prague	124	98	222	10.71%	71.43%	70.24%	77.03%	96.43%		12.87%	18.18%
721	1	New Prague	156	112	268	97.98%	94.00%	34.80%	90.67%	90.67%		32.52%	37.04%

721	1	New Prague	110	71	181		64.91%	12.07%	91.30%	100.00%	99.06%	34.78%	30.77%
930	53	Carver-Scott	143	173	316	32.89%	25.00%	25.66%	86.71%	31.58%		18.75%	4.76%
930	53	Carver-Scott	195	202	397	74.29%	52.83%	19.01%	83.38%	32.98%		17.48%	24.24%
930	53	Carver-Scott	76	76	152		45.45%	0.00%	78.38%	82.14%	80.70%	48.65%	55.56%

GOAL: 1:2

Carver-Scott data	FY03	FY04	FY05	FY06	FY07
Total students enrolled in CTE	5,901	5,937	3,847 Data incorrect	5,710	6,504

GOAL: 2

Carver-Scott data	FY03-04 Business/ Industry Partners	FY04-05 Business/ Industry Partners	FY05-06 Business/ Industry Partners	FY06-07 Business/ Industry Partners	FY07-08 Business/ Industry Partners	FY03-04 Students part. in WBL	FY04-05 Students part. in WBL	FY05-06 Students part. in WBL	FY06-07 Students part. in WBL	FY07-08 Students part. in WBL	FY03-04 Businesses providing resources to classrooms	FY04-05 Businesses providing resources to classrooms	FY05-06 Businesses providing resources to classrooms	FY06-07 Businesses providing resources to classrooms	FY07-08 Businesses providing resources to classrooms
CS Consortia	556	579	392	417	322	1,181	1,432	2,396	3,088	973	252	216	260	417	390
Belle Plaine	6	6	10	39	23	10	127	23	61	31	6	4	6	39	11
Chaska	15	15	25	51	13	318	500	943	1001	290	32	32	54	51	0
Carver-Scott	450	460	113	16	35	352	300	167	229	264	27	29	55	16	69
Jordan	0	0	0	0	0	25	10	9	5	6	5	5	0	0	0
New Prague			16	23	12		0	490	800	0			7	23	12
Norwood	21	20	11	11	3	50	184	130	285	34	21	6	22	11	3
Prior Lake	42	55	55	60	70	58	18	81	81	76	3	30	30	60	107
Shakopee	7	7	97	81	54	48	41	74	158	32	98	98	43	81	53
Waconia	5	4	36	112	86	200	100	299	332	221	55	5	6	112	79
Watertown	10	12	29	24	26	120	152	180	136	19	5	7	37	24	56

GOAL: 2:1

Carver-Scott data	FY03	FY04	FY05	FY06	FY07	FY08
Students participate in partnering experience & demonstrate AAI understanding	256	1,016	1,215	2,000	3,088	2,458

GOAL: 2:2

Carver-Scott data	FY03	FY04	FY05	FY06	FY07	FY08
Bus./Ed. Partnering Exp.	11	30	36	26	36	36

GOAL: 2:3

Carver-Scott data	FY03	FY04	FY05	FY06	FY07	FY08
Parents on Advisory Committees	8	12	15	38	43	33
Students on Advisory Committees	25	10	13	34	46	16
Teachers on Advisory Committees	20	30	35	42	60	38
Business and Industry reps. on Advisory Committees	98	111	118	111	120 incl. labor	89
Labor reps. on Advisory Committees	30	30	31	8		
Sp. Pops. on Advisory Committees	5	8	9	7	10	8

GOAL: 2:4

Carver-Scott data	FY 03	FY04	FY05	FY06	FY07	FY08
Total students participating in CTE student organizations	1,331	740	739	640	946	802
State Competitors		296	243	288	326	
Nat'l Competitors		53	54	61	62	
Number of CTE student organizations available	12	12	13	13	13	12

GOAL: 3:1

Carver-Scott	FY02	FY03	FY04	FY05	FY06	FY07	FY08
Number of special pop. students receiving credit in CTE	1,308	1,244	1,739	1,896	2,668	3,325	
Number of special pop. students obtaining work experience opportunities			390	517	530	243	460

GOAL: 4:2

Carver-Scott data	FY04-05 Articulated Courses	FY05-06 Articulated Courses	FY06-07 Articulated Courses	FY07-08 Articulated Courses	FY04-05 Students earning TPCC	FY05-06 Students earning TPCC	FY06-07 Students earning TPCC	FY07-08 Students earning TPCC
Consortia	68	82	76	112	369	302	394	588
Belle Plaine	2	4	4	3	6	0	5	0
Chaska	3	5	5	10	128	0	49	0
CSEC	8	10	30	31	80	139	68	187
Jordan	0	0	1	1	0	0	0	0
New Prague	0	2	2	3	0	10	33	15
Norwood	1	2	4	3	50	26	0	2
Prior Lake	33	33	4	5	23	17	0	120
Shakopee	10	11	11	21	4	32	6	75
Waconia	8	11	11	21	45	14	187	37
Watertown	3	4	4	14	33	64	46	152

CONSORTIUM BUDGET NARRATIVE FY10

Budget For Each Broad Goal	Description (Include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)	Secondary Budget		
		Secondary Budget	Post-Secondary Budget	Total Budget
Programs of Study	.6 FTE salary/benefits for faculty		\$52,000	\$265,000
	.25 FTE salary/benefits to support GCDF training		24,000	
	Meeting expenses	3,000	1,000	
	Professional Development registration/travel	2,000	1,000	
	Out-of-state Professional Development registration/travel	8,000		
	Marketing		1,000	
	4 events/programs to aid secondary/PS transitions		4,000	
	e-folio/GPS/MCIS technical services	20,000	2,000	
	PLTW membership		5,000	
	3 faculty STI PLTW workshops including honoraria		12,000	
	3 required faculty laptops for PLTW		6,000	
	PLTW software	16,000	7,000	
	Equipment to implement POS	62,000		
	Substitute costs for implementation of POS	5,000		
	Member district coordination of POS activities	25,000		
Supplies for POS	4,000			
Academic/CTE course integration	5,000			
Employer, Community and Education Partnerships	Transportation for non-trad/technical/PS tours	15,000	\$1,500	\$123,000
	Honoraria for speakers for related to AAI	500	1,500	
	Honoraria for coordinating AAI activities		1,000	
	Membership dues to professional organizations	1,500	1,000	
	Professional Development registration/travel	50,000	4,000	
	Advisor expenses/travel for CTSO	21,000		
	CTSO supplies	3,000		
	CTSO student transportation	3,000		
	Supplies for Employer, Community, Education Partnerships	3,000		
	Advisory board meeting expenses	6,000	5,000	
	Honoraria for high school teachers who sponsor Future Teacher Clubs		6,000	
Service to Special Populations	20 hours of staff time to prepare for A Day At College for sp. Pops teachers and students		\$5,000	\$49,000
	Supplies for special population	10,000	3,000	
	.5 FTE salary/benefits for recruitment specialist		24,000	
	Transportation for special pops	3,000		
	Professional Development registration/travel related to sp. Pops	3,000		
Substitute costs for equity activities	1,000			
Continuum of Service Provision (Brokering)	.25 FTE salary/benefits CTE academic support staff		\$15,000	\$36,656.39
	Transportation for secondary/PS transitions		3,000	
	Campus visit expenses and supplies		2,000	
	Technology services for articulation	4,000		
	Substitute costs for continuum of service (COS) meetings	1,000		
	Travel costs related to COS	1,000		
	Meeting costs related to COS	2,000		
	Marketing/Printing costs related to COS	3,000		
	Concurrent Enrollment Fee(s)	5,000		
Supplies for COS	656.39			
Sustaining the Consortium	Coordinator salary/benefits	\$50,000	\$45,000	\$105,000
	Professional Development registration/travel MACTA, etc.	5,000		
	Design team meeting costs	5,000		
Total All Goals		\$346,656.39	\$232,000	\$578,656.39

List any other relevant information not specified above here:

Note: the Total Budget for each broad goal must equal the budget specified on the Goals/Objectives/Strategies/Outcomes/Budget page for each corresponding goal

SECONDARY BUDGET

FY10 (July 1, 2009– June 30, 2010)

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

GOALS	FEDERAL/STATE USES OF FUNDS Refer to the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY10		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$88,000	\$62,000	\$150,000
2	Employer, Community and Education Partnerships	\$78,000	\$25,000	\$103,000
3	Service to Special Populations	\$17,000		\$17,000
4	Continuum of Service Provision (Brokering)	\$16,656.39		\$16,656.39
5	Sustaining the New Consortium	\$60,000		\$60,000
Subtotals for each column		\$259,656.39	\$87,000	\$346,656.39
Administration not to exceed 5%		\$18,245		\$18,245
Total Perkins Secondary Budget		\$277,901.39	\$87,000	\$364,901.39

Additional Informational Items:

1. Coordination Time for Perkins Grant	% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	50%	\$48,000
2. Perkins Grant Collaboration with WorkForce Centers for FY10		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		0
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		
Perkins budget spent in collaboration with WorkForce Centers for FY10 [A + B]		\$

POSTSECONDARY BUDGET

FY10 (July 1, 2009– June 30, 2010)

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

GOALS	FEDERAL/STATE USES OF FUNDS Refer to the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY10		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$85,000	\$30,000	\$115,000
2	Employer, Community and Education Partnerships	\$14,000	\$6,000	\$20,000
3	Service to Special Populations	\$24,000	\$8,000	\$32,000
4	Continuum of Service Provision (Brokering)	\$20,000		\$20,000
5	Sustaining the New Consortium	\$45,000		\$45,000
Subtotals for each column		\$188,000	\$44,000	\$232,000
Administration not to exceed 5%				\$11,248
Total Perkins Postsecondary Budget		\$188,000	\$44,000	\$243,248

Additional Informational Items:

1. Coordination Time for Perkins Grant		
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	% of Total Time	Total Budget
	50%	\$45,000
2. Perkins Grant Collaboration with WorkForce Centers for FY10		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		0
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$2,500
Perkins budget spent in collaboration with WorkForce Centers for FY10 [A + B]		\$2,500