



Mid-Minnesota Perkins Partnership

Prepared by Mid Minnesota Consortium
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Jodi Jordon

Submitted on 07/01/2022 1:19 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2022.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohrn, Interim State Director for CTE, Minnesota State

Agency Contact Phone

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Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

Additional Information

Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name

Mid-Minnesota Perkins Partnership

Award Requested

\$561,745.75

Total Award Budget

\$561,745.75

Primary Contact Information

Name

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(320) 222-6072

Project Description

Consortium Membership List

Consortium Membership List

Consortium Membership

List the college(s) and all of the secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

[Download a .doc CLNA Framework Template](#)

Enter response to CLNA here:

From the inception of the consortium, Mid-Minnesota consortium members have relied on data to guide decisions regarding use of funds; DEED data, surveys, annual school district report, Perkins data, diversity annual report, and others. Six of the programs of study that were selected in 2006 based on DEED data, continue to be the same areas for workforce development in 2022 -24. In the sixteen years, however, business and industry have taken a greater lead in workforce development and provide more feedback and intentional participation in developing the strategies for workforce development. Moreover, surveys and evaluations have been conducted for all Perkins funded activities to guide continuous improvement strategies. As such, it was decided by consortium members to continue to build on the initiatives that have been successful in the past and continue to improve areas that are identified as gaps or high priority through the Comprehensive Local Needs Assessment process. The Comprehensive Local Needs Assessment will provide a more organized data collection repository for program development and evaluation. For the most part, the Comprehensive Local Need Assessment supports and affirms initiatives already in process and will be used as a guide for continuous quality improvements for high-quality programs of study. The data was reviewed by the consortium review group and posted on the consortium website for all involved to review. The Perkins coordinators provided a CLNA data presentation to Ridgewater College staff and instructors for feedback. Priorities for FY 23 include:

- Increase recruitment and career awareness for health careers at secondary level.
- Continue to build manufacturing programs both at college and high school level
- Continue to build all CTE programs with updated and safe equipment for both secondary and post-secondary institutions with special focus on expanding auto tech and auto body POS both at the college and at the high school.
- Increase funding for professional development including TECH UP and more program specific workshops for college and high school staff
- Continue to build relationship with Somalian people in the Willmar area. Increase the number of Somalian students who matriculate to and complete technical programs at Ridgewater College. More Somalian students take CTE courses at Willmar High School and RC Somalian students progress academically. Initiatives include:
 - 1) **As the listening sessions in FY 22 were unsuccessful, the consortium coordinators working in partnership with the Ridgewater DEI Director will continue with the listening sessions but using a different venue such as going to employers with large numbers of Somalian employees, Jennie-O foods, for example. We will leverage our relationship with the Community Liaisons at Willmar Public schools to make additional in-roads and connections. The listening sessions were designed to not only develop relationships with Somalian leadership but to develop Somalian liaisons that could communicate the importance of technical programs and laddering of different skill sets. The measure is that Somalian leaders will support technical programs as a viable career option for matriculating Somalian students (surveys and informal conversations). The relationships will also bridge a gap for Somalian students to feel more comfortable in seeking help from the RC staff and thereby, increasing enrollment and retention.**
 - 2) **We will continue to review student success data and highlight the success of our diverse students to create marketing profiles that highlight success in technical fields.**

An3) Another on-going strategy is for early alert on Somalian students who are not attending class and/or academically lagging. The technical program advisor will use the Star Fish system for early alerts and work with the college instructor and Somalian student to provide early intervention resulting in retention and successful academic achievement. The advisor for technical programs in partnership with other college resources such as the Community Resource Specialist and others will provide wrap-around services/connections to resources necessary for college success (food, IT assistance, connections to multicultural club, financial aid assistance, etc.)

4) Equity By Design strategy although currently reviewing liberal arts programs will eventually include a microscopic look at technical programs for “hidden” barriers for students’ success for students of color.

- Increase male participation and concentrators in health-related fields and females in manufacturing fields.
- Provide more career awareness for all consortium students with special focus on ALC’s and DREAM academy (charter school).

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your completed CLNA Framework

Mid-MN Final FY 23 24 CLNA.pdf

Narrative 2: Programs of Study

Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

- For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium's CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. [Go to Perkins Operational Handbook, page 18.](#)

Enter your responses to Narrative #2 in the space provided below:

The CLNA POS career pathways (refer to POS excel for consortium) include the careers that are considered high pay, high skill and/or in-demand- ranked in order of priority for the consortium. Special population learners will learn about opportunities through their counselors, teachers and cultural liaisons (see special population Narrative #5 for more details) Based on CLNA surveys, updated and safe equipment including software is listed as a major barrier for school districts to develop courses for all areas; therefore, Perkins funds will be budgeted to continue to update and build POS programs at consortium schools. CLNA surveys also indicate that teachers, counselors want more workshops to increase knowledge base and skill sets. Post-secondary has earmarked **\$7,685.11** for professional development for POS. Secondary is included in Narrative #8.

#1 SR -POS Health Therapeutic is the number one workforce need for our region and this consistent in all data sources. This has been an increase through two years of the pandemic with many health career workers leaving the profession (work stress/vaccine mandates) and at the same time, the need for more health care workers increased. The Health Therapeutics career pathway careers most in need are nurses, nursing assistants, and medical assistant; careers that are offered at Ridgewater College (DEED rank include nurses #1, nursing assistants #3, and medical assistants#2) CLNA data/Real Time Talent shows a -61 gap between the number of candidates for the nursing positions and the number of opening. Only one school district (Sibley -East) has an approved health program/CTE licensed instructor; therefore, **Reserve funds will be used for school district to provided focuses career exploration in health careers** . PS will use Perkins funds (\$35,000) to purchase mobile sim equipment for secondary career exploration.

#2, #3 SR-POS Manufacturing Production Process/Process - Although this was a mixed bag; DEED has the careers in high need and Real Time Talent/Career Wise actually has this sector as decreasing in need. However, looking at the epicenters of the consortium Hutchinson and Willmar; the manufacturing provides approximately 40% of careers/related careers for the Hutchinson area. The consortium will use **\$36,000** of secondary and **\$35,000** of post-secondary funds to continue to build the program of study at high schools and at the college. Ag- Power, Structures and Technologies as an interdisciplinary program for welding, robotics, machining will also access Perkins funds to further build student skills at the high schools.

#4, #5 SR-POS Agriculture – Plant Systems & Animal Systems – CLNA -Data for agriculture careers is difficult to separate from other career pathway (for example, agribusiness would be included in finance, accounting, marketing/sales, others) Therefore, using the DEED data, Real Time talent, economic development information, Ag Centric data; it was determined that plant and animal system continue to be central to economic growth for the region more targeted to the Willmar area as Jennie O Foods (turkey production) and Willmar Poultry are the largest industrial employers in the area. Furthermore, high skill, technology career related to the poultry industry continue to grow through the Mn West Technology

business network. Meat cutting is a high demand, high skill, high pay career for the region; Ridgewater College will start a new program Fall 2022. Perkins funds (\$22,000) will be used at secondary to continue to build plant and animal systems. Post-secondary will use Perkins funds to purchase an Advanced X-Ray technology (\$30,000) equipment for the Vet Tech program.

#6 SR-POS Teaching/Training Early Childhood Ed –CLNA findings: according to First Children’s Finance (2021) 1,553 day care slots are needed in Kandiyohi Co; 279 slots are needed in Meeker Co; 154 slots in Renville Co and McCleod Co (data not current). According the MN Child Care Coalition, lack of quality day care is a major barrier for economic growth. The pandemic greatly stressed the child care system as well as providers. Perkins funds (\$10,000) will be earmarked for early child ed curriculum, CDA, Sim Babies, puppets and other equipment used in day care/pre-school settings.

#7 SR – POS Accounting –CLNA: according to DEED data accountants are ranked 28th of all jobs in the economic region 6E and bookkeepers rank 30th in workforce need of all jobs in region 6E. Although Real Time talent show a decline in workforce need for accountants and bookkeepers; 2020 data shows that there were 245 candidates for 323 accounting positions in SW MN and 98 candidates for 131 bookkeeping jobs in SW MN. 776 consortium students were enrolled in an accounting/finance course (2021 Perkins data) and yet Ridgewater College only had 11 concentrators in the accounting programs. Perkins funds will be earmarked to market the RC accounting program to secondary students and to purchase accounting/bookkeeping, point of sale types of software. (\$5,000)

#8 – POS Restaurant/Hospitality/culinary –CLNA-although fast food service workers are the #3 workforce need for the region, the job does not meet the high skill, high pay criteria for Perkins programs of study. However, the consortium has included funding for secondary to offer Safe Serv certification to provide a credential for the career (\$2,000) According to DEED data, restaurant cooks are ranked at 17th workforce need and food prep cooks at 32 for all jobs in the region. Ridgewater College does not offer a culinary program and therefore must broker with South Central Technical College, St. Cloud Technical College and Hennepin Tech. Perkins funds will be used for high school students to explore brokered culinary programs and for school districts to purchase commercial grade equipment (\$13,000).

#9 – POS Construction –CLNA -DEED data has carpenter ranked at 67, electrician ranked at 76, and plumber ranked at 97 of all jobs in the region. Real Time Talent data reveals that there is a -16 gap between the number of opening for carpenter jobs and the number of candidates, -6 gap for electricians and -9 gap for plumbers. Although Ridgewater College offers electrician and plumbing programs, carpentry is brokered through MN West, Alexandria Technical College and South Central Technical College. Ag- Power, Structures and Technologies can access Perkin funds for this category as an interdisciplinary program. Basic secondary Perkins funds (\$17,000) will be earmarked to build the construction POS. RESERVE Funds are earmarked for secondary to build plumbing curriculum and career exploration.

#10 – Transportation Operations – CLNA - DEED data ranks automotive technician careers as 56th. Real Time Talent has a -13 gap between number of candidates and the number of job openings for the region. Although the Ridgewater College offers programs in Auto Body Technician and Automotive Technician, only three high school offer courses that are basic engine courses. Ag Power, Structures & Technologies programs also offer course work in small gas engine and some large engine and can access. Both Ag programs(interdisciplinary) and Trades & Industry courses can access Perkins funds for equipment (\$5,801.84). RESERVE funds are earmarked for high schools to develop curriculum and provide career exploration for auto tech and auto body careers.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that

result in increasing student achievement on performance indicators.

- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

Mid-Minnesota Consortium--State-Recognized and Funding Priorities--Spring 2022.xlsx

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

WIOA Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

The local Career Force offices are located on Ridgewater College Hutchinson and Willmar campuses with workforce specialists ready to assist students with questions regarding employment. Mid-MN consortium will collaborate with the Central MN Jobs & Training (CMJT) staff to develop and implement several career explorations events that focus on special population learners; the CMJT special population youth focus is broader (WIOA guidelines) than the Perkins model and can include students from age 14 – 24. (See RESERVE FUNDS for budget info) The collaboration will focus on the nontraditional by gender piece for males in health careers and females in the trades. (Scrubs Camp, Trades Camp). CLNA data indicated that males were underrepresented in health careers and females in the trades specifically in manufacturing careers. The annual Counselor Encounter (see Narrative #7) participants include DEED specialists, Career Force staff, Private Industry Council staff, and high school/college counselors. The CMJT, DEED staff as well as business/industry representatives participate in the regional career exploration events. CMJT/ Career Force specialist serves on the Perkins Partners board. Consortium members have agreed to continue to fund MCIS for consortium school districts. MCIS use by students continues to increase in logins and career plans. MCIS for member school districts will continue and be funded through Perkins based on discussions and feedback from high school counselors at the annual Counselor Encounter; furthermore, 48% of students surveyed indicated MCIS was main source for career information. Counselors report that students have greatly increased use of the portfolio feature and are recording information regarding internships, plans, career goals, etc. (\$10,000). MCIS data: 7-1-21 thru 6-21-22: 358 portfolios created, 17,468 log-ins to the portfolios, 23,138 total logins to MCIS. 17 school districts including Willmar ALC use the system (BLH & Litchfield do not use it) Field trips (travel and sub pay), classroom speaker/presenter (stipend), business tours (travel, sub pay (\$4,000). The Perkins funded position Retention Specialist for Technical programs works with adult learners and special population learners for smooth transition and retention in CTE college programs. The Vocational Rehabilitation Services representative is located on the Ridgewater College campuses. The RR Specialist utilizes the Starfish early alert system as well consultation with Vocational Rehab and Disability Services staff for early intervention for program completion. (See Narrative #5 for more information and funding). Post-secondary Perkins funds (\$6,500) will be earmarked for stipends for college instructors to participation in off-contract events/camps and professional development for special population/adult learner workshops. Work-base learning will also be a focus for FY 23; CLNA data/Perkins performance indicator for secondary indicated that although the consortium has many approved programs for work-base learning; the consortium has few CTE work-base learning endorsed teachers. The consortium will earmark funds for teacher professional development on WBL endorsements. (See Narrative 6 for more information). All events/activity participants are evaluated/surveyed for continued improvements. Perkins initiatives that align/partner with CMJT are the following:

- Regional career events on both Ridgewater College campuses
- Operation Exploration – both Hutchinson and Willmar for special population students to explore health careers and careers in the trades. Somali students would be included in the targeted student group.

- CMJT offices are located on both Ridgewater College campuses to not only provide career guidance for all college students but to also build relationships with college staff/instructors.
- CMJT area director serves on the Mid-MN Perkins Partnership board.
- CMJT staff and/or DEED staff provide professional development for consortium teachers, counselors, administrators at various meetings
- CMJT staff serve with Perkins coordinators on the Regional LYFT Advisory board
- Some of the CMJTS related programming has and will continue to include outreach for non-traditional career fields such as forklift training, and basic manufacturing skills training to support growing the base of women in the manufacturing workforce. The specific strategies for outreach will include more intentional planning & scheduling, marketing via co-branding and outreach throughout the range of regional partners.
-

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- Not Applicable

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your response here:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students? The consortium will continue with strategies that were begun pre-pandemic and will be revived and expanded such as TECH UP (skills training for secondary by post-secondary instructors for curriculum development and skills training on industry equipment/software); secondary to initiate a Tech Math project that again was pre-pandemic but not initiated (curriculum development for secondary to embed more contextual math concepts into CTE programs); regional and local articulation meetings provide both secondary/post-secondary the opportunity to review & develop new agreements and discuss trends in programs of study. Although the consortium has met all the performance indicators for FY 22, the CLNA indicated that there are individual school districts that are underperforming; underperforming school districts will be required to include strategies that will improve performance. The consortium will also provide professional development on work-based endorsement to increase teacher participation (secondary included in Narrative #6). According to the CLNA, nontraditional by gender in a career area, will also be a strategy with funding to increase males in nursing and child education and the females in the trades (manufacturing expo, Ag expo, Health careers camps, regional career events, etc.). (Post-secondary funding \$1,000, secondary funding \$1,000 with additional funding included in RESERVE funds, Narrative #8 and Narrative #7)

- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards? Perkins coordinators inform all teachers/instructors including the Perkins partners (members of the governing board) of upcoming events, activities. Secondary coordinators send out a local plan document with specific details and instructions for participation. Counselors are informed of strategies at the annual Counselor Encounter (see Narrative #7). School districts include articulation information in their student registration guides. All consortium members have access to the Perkins website and the CTEcreditMN articulation website for consortium information.

How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)? All student including special population learners are included in all activities. In FY 23 and based on CLNA data, the consortium will be partnering more with the Central MN Jobs and Training Youth staff to provide career exploration opportunities for special population learners through CMJT camps. To reach the Somali prospective students (CLNA data, see Narrative #5 for more info), the consortium will specifically target student at the Willmar ALC, Willmar charter school and the tech programs at Willmar High school working with the liaisons and counselors for both Latino and the Somali people. All activities will be evaluated for continuous improvement for CLNA data mining.

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- 4. Support integration of academic skills into CTE programs and programs of study.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified. CLNA findings focus primarily on the Somali people in the Willmar area.
- CLNA findings focus primarily on the Somali people in the Willmar area. The gap is by far the most significant in terms of numbers of students in technical programs (Lack of career awareness); the number of post-secondary Somali students who complete technical programs compared to total enrolled; and the academic success for achieve at the post-secondary. The strategies include continuing to do listening sessions with stakeholders and developing better ways for communication by going directing to places of engagement such as Jennie-O Foods. From the listening sessions, it was discovered that many Somali potential students are not aware of CTE programs other than law enforcement or nursing therefore, Perkins funds have been earmarked to work with CMJT to provide more career outreach to tech programs at Willmar High School, Willmar Charter school DREAM Academy and the Willmar ALC. (Secondary -\$2,000 and also included in RESERVE funds) At post-secondary, the Recruitment and Retention Specialist (Perkins Funds – PS -\$83,000) will work closely with RC office of Diversity, Equity and Inclusion to carryout the mission of the Equity By Design & the Equity 2030 initiatives as well as with the Perkins coordinators for under-performing Perkins indicators (completers, and nontraditional by gender).
 - Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. Perkins funds have earmarked only for those programs that are considered state recognized programs of study or consortium recognized programs of study (see Mid-MN POS excel and Narrative #1). The collaboration with CMJT will focus on health careers and careers in the trades ((auto tech, welding, machining, construction, plumbing, robotics, agriculture careers) plus early child education, culinary and accounting.
 - Develop new initiatives to better prepare CTE participants for non-traditional fields. The collaboration with CMJT will focus on the nontraditional by gender in a program for high school females and males to explore health careers and careers the trades. RC will also provide a Scrubs careers camp focusing on males in health careers. The Ag Expo and Manufacturing Expo are geared to attract females in a smaller group setting. The regional career events provide an opportunity for all students to try a nontraditional field. (See RESERVE funds for both post-secondary and secondary)
 - Ensure members of special pops will not be discriminated against. Non-discrimination policies posted in students hand books both at post-secondary and secondary. All printed materials at post-secondary and Perkins generated marketing materials include non-discrimination statement.

Perkins initiatives that align/partner with CMJT are the following:

- **Regional career events on both Ridgewater College campuses which includes business/industry and all students; special population learners.**
- **Operation Exploration – both Hutchinson and Willmar for special population students to explore health careers and careers in the trades. Somali students would be**

included in the targeted student group. Measures will include an increase in the number of Willmar, DREAM students who matriculate to Ridgewater College and enroll in technical programs.

- CMJT offices are located on both Ridgewater College campuses to not only provide career guidance for all college students but to also build relationships with college staff/instructors.
- CMJT area director serves on the Mid-MN Perkins Partnership board and discusses the various programs available to consortium school districts that focus on special population learners (Somalian students, students with disabilities, ELL students, etc.)
- CMJT staff and/or DEED staff provide professional development for consortium teachers, counselors, administrators at various meetings to provide a knowledge and a better understanding of workforce culture for special population students (Somalian, people with disabilities, ELL) and the programs available for special population students to transition into the workforce.
- Some of the CMJTS related programming has and will continue to include outreach for non-traditional career fields such as forklift training, and basic manufacturing skills training to support growing the base of women in the manufacturing workforce. The specific strategies for outreach will include more intentional planning & scheduling, marketing via co-branding and outreach throughout the range of regional partners.
-

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- Not Applicable

Narrative 6: Work-based Learning

Work-based Learning Narrative

Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows, are not captured in the performance indicator data.

Enter your response here:

- **Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.** At the secondary level, students are engaged in formal work base learning opportunities primarily through Ag and business programs – although many of these opportunities did not occur during the pandemic. Student are also as PSEO students for nursing assistant engage in clinical component of program. Willmar School and Litchfield Schools partner with local businesses for service learning opportunities. Willmar Schools partners with Goodwill for early work prep programs mainly for special population learners. At post-secondary most of the technical program require an internship before completing the program (CLNA data).
- **Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.** Due to the pandemic restrictions, the data for work-base learning from FY 20-21 does not reflect the robust work based learning opportunities that were in process pre-pandemic. Although the numbers were small, data from the CLNA and the Perkins data indicates that the special population students were most engaged.
- Describe how your consortium will partner will employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels. Both secondary teachers and post-secondary instructors participate in Externship opportunities to better establish relationships with business/industry to increase work-base learning or services learning opportunities for students (see Post-secondary & secondary Narrative #8 for funding and description) Advisory boards at both secondary and post-secondary provide opportunities to build relationships with employers – this is most evident for post-secondary and most evident for secondary agriculture programs. The consortium is also part of the LYFT regional grant program and the Career Navigator program was funded in FY 21 to assist students/teachers in work-base learning initiatives.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities. Secondary, although the consortium has many

work-based learning programs that are program approved, the consortium has few teachers who have the endorsement (CLNA data). Therefore, the consortium will need to increase the number of teachers who are endorsed to provide WBL. Perkins funds will be budgeted to support work base learning professional development opportunities for teachers- WBL conference, regional teacher in service through the LYFT project to recruit more teachers for endorsement. (Secondary - \$2,000 – sub pay, travel or stipend if off-contract). **The goal for FY 23 is for three additional endorsements in WBL.** The strategies will be evaluated for effectiveness for CLNA mining and continuous improvement.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 7: Early College

Early College Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your response here:

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Mid-Minnesota Perkins Partnership is part of the MN Southern Region Articulation group. The Southern region reviews career clusters every two years. The region meets via Zoom at four sites with nine consortium high school teachers and college instructors attending the meetings. The consortium partners agreed to combine the articulation meetings with the program of study reviews. Although this did not occur during the pandemic but will resume in FY 23. The articulation/POS meeting includes reviewing regional, local articulation agreements that align with program of study career pathways. For the consortium, articulated college credits are available to consortium students with 72 regional and local agreements. Although, the use of articulated college credits is low (only 6 certificates presented to Ridgewater College FY 21); the consortium partners consider it a valuable exchange of ideas, curriculum review and feedback from post-secondary to secondary instructors. The articulation meetings have morphed into a program of study meeting. The consortium partners continue to market the articulated college credit initiative. Several consortium schools have awarded the certificate at the high school award event. Other school districts request the list of students who have earned certificates but may not applied for the certificates and encourage students to get the certificate. Other initiatives include having the CTEcreditMN website coordinator develop systems for accessing student data regarding use of certificates. (Secondary Perkins funding \$2,500 – consortium fee for website, tech support/coordination). All consortium school districts include information in the student registration guide of early college credit opportunities (concurrent, articulated, AP, others). Ridgewater College includes information on articulation in the college registration guide.

Consortium school districts have also developed early college credit opportunities through concurrent agreements; Entrepreneurship, Animal Science, Agronomy, & Welding with Ridgewater College.

College-In-the-Schools CTE courses are also offered at many consortium high schools: Willmar- Microeconomics, ACGC Intro to Ag, Intro to Health Professions, Medical Terminology, Intro to Computers, Computer Assisted Drafting, Child Development, Legal Environment, Print Reading, Intro to Criminal Justice, Principles of Nutrition; MACCRAY- Medical Careers, Intro to Manufacturing, Intro to Education, Information Technology Concepts & Industrial Construction Methods; BOLD- Digital World, Intro to Business Management,

Intro to Computer Science, Essentials of Computing. PSEO - 48 high school students in the nursing assistant program funded through the LYFT grant. Three consortium high school continue to offer Project Lead the Way courses. The Intro to Engineering courses is offered as dual credit with University of Minnesota. Ridgewater College high school to college transition staff work with school district teachers on how to become credentialed through Minnesota State College & University system. The recency requirement for technical credentialing has been a major barrier for most teachers. The teacher can have a master's degree in an area and yet not meet the recency of experience requirement for credentialing for concurrent status. The high school agriculture teachers have been most successful in gaining the credential primarily due to operating a farm within the past five years. The Ridgewater College transition staff have advocated at the state level for the recency requirement to be adjusted. The consortium includes funding in Narrative #2 for ServSafe to add a high skill element for the Food & Beverage/Culinary Program of Study. The consortium provides an annual workshop for high school and college counselors to share the high school to college process and to discuss the early college credit options as well as new programs (Counselor Encounter/articulation/POS meetings -\$1,600, travel, sub pay).

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your response here:

Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises? At secondary - continue to work with school district administration to encourage out-of-field licensing for difficult programs areas; trades/industry and health programs. Encourage schools to recruit graduates from Southwest State University in Culinary, Hospitality Management and Early Child Education for FCS positions. Also, providing an information workshop for teachers to learn about WBL endorsement (see Narrative #6). Furthermore, Equity 2030 outlines policies and structures for recruitment of underrepresented groups for all college personnel. Both secondary and post-secondary have developed curriculum (FY 21) for Intro Education courses that can be articulated from high school to Ridgewater College -this is a "Grow Your Own" initiative which will also include recruitment from alumni through the alumni association.

- **Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?** At secondary, the consortium has provided funding for teachers, paraprofessionals, administrators, and counselors to participate in many professional development opportunities: TECH UP, CTSO workshops, WBL conference, CTE Works conference, workshops specific to programs through the Centers of Excellence, articulation meetings, counselor encounter, others. (Secondary Perkins funding - \$11,600 + RESERVE Funding and Narrative #6, Narrative #7, post-secondary \$3,000 + RESERVE funding)
- **How do these actions support the needs identified in your CLNA?** Yes, the information is directly related to the need for WBL learning teachers, teachers of the SRPOS and CRPOS categories for continuous skills building and training. **The consortium provides the framework for professional development based on the CLNA ranked order of most important programs of study or focus areas, manufacturing, health careers, WBL, for example. Consortium school districts provide a local plan for professional develop and request funding based on program areas needing more skills training for consortium ranked Programs of study (manufacturing, for example, would include Small Gas Engine training, Engineering Center of Excellence workshops, Center of Excellence Transportation workshops; FCS: CDA certification for Early Child Ed, ServSafe workshops for Hospitality; Ag: professional association workshops; TECH Up for Ag and Trades teachers, CTE works for all, etc.)**

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.

- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 9: Performance Gaps

Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

Based on the analysis of disaggregated data for both secondary and postsecondary:

- **What specific student group(s) were identified as having significant disparities or performance gaps?** Latinx group trend continues to improve in completion and academic proficiency. Many secondary schools show a marked increase math, reading and writing proficiencies. Although the pandemic most likely is a contributing factor, the Somalian people continue to show a trend of decreased completion and academic proficiency (secondary and post-secondary). The most significant completion rate gap PS are for the Somalian (black) students: Gap -20.76%/-46.43% (2020/2021). Through the pre-pandemic listening sessions, we learned that many Somalian people are not aware of technical programs and with very few enrolling in technical programs. Although the number of males has greatly increased in the college nursing program, the secondary pipeline and career awareness for males needs to increase – no males were enrolled in secondary health career courses. There also a continues to be low numbers of females in the manufacturing sector of programs both at secondary and post-secondary. Females in the agriculture programs greatly increase the overall performance indicator for nontraditional by gender (female) in a program.
- **What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?**

The consortium has earmarked funds to continue listening sessions with key Somalian stakeholders and move the meetings to off-line (very poor attendance) to a gathering place such as Jennie O foods. Continue with career exploration for the Somalian people at Willmar High school – tech programs, Willmar Charter Schools (DREAM Academy) and Willmar ALC – (secondary RESERVE Funds- mobile labs) and collaborating with CMJT for specific special population students/adults. **The long-term goal is that the expanded availability of the mobile lab at the secondary level will increase future enrollments and participation at the post-secondary level using measures that include demographics of participation and student surveys.** The recruitment of males and females into nontraditional by gender fields will occur through focused career awareness activities on both college campuses. TECH Up and the Counselor Encounter will also address the performance gaps (see secondary RESERVE Funds, Narrative #8, Narrative #5/ post-secondary – Narrative #5 and Narrative #2, 3).

- **What financial resources will be leveraged to support these actions?**

Although Perkins initiatives are focused on technical program completion and academic success both at the secondary/post-secondary levels, the larger, over-arching cultural diversity of the Somalian people greatly impacts how this will be accomplished; without a better understanding of the culture, attempts for integration have been unsuccessful from a Perkins technical programming view. The Perkins initiative for FY 23 will align with initiatives that are much larger, more impactful such as the Equity 2030 and Willmar integration policies. Secondary/post-secondary consortium coordinators will work with Willmar Public school cultural liaisons, counselors, and administrators, Central MN Jobs & Training staff and the Ridgewater college office of Diversity, Equity and Inclusion (college funding) to implement initiatives that are included in the Equity by Design and the Equity 2030 Strategic plans (final documents were not available for the CLNA/FY 23 Application and the Willmar Public Schools Integration plan). **In the near term for post-secondary, we are reviewing PowerBI student success data through the Perkins portal, but also looking at disaggregated institutional data and comparing individual course and program outcomes with the Starfish early alert system to find when and how students are being identified as needing additional supports to better serve current and future students. We will follow up with students who have struggled**

with completion and proficiency to better understand their needs, and the resources that could lead to more successful outcomes.

Perkins funding to include secondary \$1,000 (sub pay, travel), post-secondary \$2,000 (registration, stipends) + RESERVE funds, Narrative #3, 5,6, and #8. LYFT grant funds may also be expanded to focus to focus on specific targets such as students of color.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your response here:

Mid-Minnesota Perkins Partnership consortium is comprised of 16 public school districts, 1 charter school, Ridgewater College (both campuses Hutchinson & Willmar, and a representative from Central MN Jobs and Training. Each entity has a representative (principal, superintendent, CTE instructor or counselor) that serves as the contact for the school district. The reps are responsible for reporting Perkins initiatives and information back to the school district administration, CTE instructors, and counselors. The rep also completes a year-end report or gathering information for the CLNA, etc. The consortium reps meet formally twice a year; a face-to-face meeting and a ZOOM meeting. Moreover, the Perkins coordinators (Secondary Perkins - \$89,000, Post-secondary \$20,000) has contact with school district CTE teachers, administration, counselors, instructors, business/industry, and business managers on frequently on Perkins related information. **For FY 23, a new secondary Perkins coordinator will be hired but there will be overlap in the outgoing and the new coordinator to provide a smooth transition. (Total - \$89,000 for secondary Perkins coordination- a portion is funded through post-secondary Perkins (\$39,000) as the secondary is employed through Ridgewater College and has duties that over-lap with the secondary duties; early college credit, program of study, career activities, etc.) Funding has been included in both the basic (\$28,000) and the reserve as reserve funds (\$23,000 or 25% of total secondary coordinator salary/benefits) are for new initiatives which requires time for committee meetings, follow-ups, working with individual teachers for curriculum development, checking out other consortia best practice initiatives, making recommendations to the Perkins partners and planning for bold and innovative strategies, etc.** A leadership group which includes the Perkins Coordinators & 6 school districts reps) is responsible for developing the meeting agendas and making decisions regarding issues outside the consortium plan. All financial decisions are first recommended by the coordinators and then approved or discussed further with either the leadership group or full consortium. All information is posted on the consortium website. **The consortium has agreed to target funding based on CLNA findings; the POS areas with the most workforce need for the region are ranked by priority and funding. School districts are asked to plan for continued improvement of CTE programs by individual school districts and consortium-wide accordingly using a ranking system based on the CLNA findings. School districts submit a planning document (see FY 23 planning doc - additional info) with specific requests for funding. The consortium members have agreed that building school district CTE programs specifically with equipment currently used in industry is the best way for students to learn skills, career opportunities.**

Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality. See SSQ grid for data regarding the Programs of study. Findings for both S & PS:

- S- Health Therapeutics – only one program at secondary that is Perkins eligible (approved program and CTE licenses instructor. Consortium to continue to encourage PSEO for programs in nursing. Continue to provide career exploration for males in nursing. Encourage school districts to consider developing health programs with out-of-field teachers.
- S/PS – Finance/Accounting – many students enroll in accounting courses at secondary, however, only 11 concentrators were in the RC accounting program FY 21. Provide more outreach to secondary teachers on the two-year degree at RC.
- S- Ag teachers continue to teach more students in welding, construction, engines, etc. Provide workshops,

profession development opportunities for teachers to learn more about careers and requirements in a manufacturing environment; TECH UP and Externships for Educators provide skills training and exposure.

- S/PS – Small number of engine/automotive courses offered at secondary – the career field is a program of study for the consortium. Encourage PSEO for students pursuing a career in automotive. Reserve funds earmarked to grow the auto tech/auto body programs at the both post-secondary and secondary schools

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 11: Reserve Funds

Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- Provide specific budget details on how the Reserve fund will support the innovation.
- What are the expected results of this innovation?
- How will this innovative strategy be supported after Perkins funds are expended?

Enter your response here:

- **Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.**
- S/PS -Teacher retention – provide TECH UP for secondary teachers to collaborate with post-secondary instructors in learning about new technology in manufacturing (welding, machining, robotics, drafting), Ag (Power, structures and technologies, Construction (plumbing and electrician), Auto Tech/Auto Body (Secondary Perkins -\$2,500 + plus post-secondary Perkins funds for college presenters. Measure- secondary teachers will modify curriculum to include industry requirements and submit request for upgrading/updating equipment. Business/industry may fund or LYFT grant funds or combination of both.
- S – Teacher retention/professional development. Externships for Educators – continue to offer work experiences for educators to learn about industry/business skills, to develop relationships with business/industry for potential advisory boards, donation of equipment, for students (Stipends for teachers/instructors – (Secondary Perkins -\$2,900). Measure- survey indicate that secondary teachers learned new skills, added new components to curriculum, have a better understanding of post-secondary programs and the industry and have a strong relationship with college instructors for potential marketing opportunities. Sustainability – possible college general funds, LYFT grant funds.
- S - Operation Exploration in collaboration with CMJT targeting special population students for careers in health and in the trades; (Secondary Perkins - \$3,492.90 -Big Ideas mobile lab + stipend for instructors) Measure -More special population students will enroll in post-secondary health and trades programs. Sustainability -CMJT will continue to provide funding and support of the project and it may transition into other high skill, high pay and in-demand careers. LYFT grant funding may be a potential funding source, CMJT funded project.

- S- Consortium funds will be used for the Big Ideas Sim Labs for Willmar area students at the high school tech programs, Willmar ALC and the DREAM Academy (charter school). **(Secondary Perkins -\$12,000)** The ALC and DREAM have a high percentage of at-risk/special population students (Somalian, Latino economically disadvantaged, ELL and learning disabilities). Big Idea Sim Labs concentrate on trades include machining, welding, CDL, automotive, etc.) Measure: more special population students will enroll in trades programs. Continues funding may come from Willmar School District, LYFT grant or CMJT grant.
- S- Perkins funds for secondary to develop or enhance curriculum **& provide focused career exploration for auto technology/auto body** Funds earmarked to provide **focused career exploration for health careers (stipend for curriculum development/professional development, travel/sub pay for career exploration – (Secondary Perkins \$4,000)** Measure- **secondary teachers add new or update curriculum to meet the workforce needs of the region (CLNA data); school district focus career exploration on automotive careers and health careers.** Sustainability -School districts provide funding for curriculum development. PS- use Perkins funds to expand auto tech/auto body with purchase of Hydro-electric Vehicle trainer to be used for students (both secondary and college) to learn electrical troubleshooting, start-stop technology, and transportation related HVAC training. The new trainer will part of the TECH UP summer workshop for high school teachers. **(Post-secondary Perkins -\$46,681.00)** The measure will be more students matriculating from consortium high schools to Ridgewater College automotive programs **and health programs.**
- All activities will be evaluated/surveyed for continue improvement and data for the CLNA and consortium discussion/planning.

Secondary Coordination – **Perkins funds \$23,000. See Governance #10 for explanation of % for reserve fund initiative planning/recommendations**

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
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- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$5,000
Postsecondary Subtotal	\$5,000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000
Secondary Subtotal	\$1,000
TOTAL	\$6,000

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Matt F	Dean Technical Education	Post-secondary		.20	\$20,000
Cindy Rettman	RR Technical program Specialist	Post-secondary		1.0	\$80,000
New Secondary Perkins Coordinator	New Secondary Perkins Coor	Secondary/Post Secondary		1.0	\$75,000
Jodi Jordon	Outgoing Secondary Perkins Coor	Secondary/Post-secondary		.05	\$14,000

Attach all Position descriptions as .PDF documents prior to submitting this application

Position Description

Cindy Rettman- Technical Program Specialist Final PD.pdf

Position Description

Secondary Perkins Coordinator PD 6.9.22.docx

Position Description

00759330 Administrator 1-11-2017 M Feuerborn.docx

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))**
2. **Combined Secondary and Postsecondary Budget Excel Sheet (Download link coming soon)**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the .doc file](#))**

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

REQUIRED: Statements of Assurances (Attached as one large PDF file):

Mid-MN A& C Final FY 23.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Mid-MN FINAL FY 23 Secondary-Postsecondary-Budget 7-1-22.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Equipment Inventory (cumulative) Mid-MN through JUne 2021.pdf

Improvement Plan

Additional Material

Size, Scope & Quality Mid -MN FY 23,24.xlsx

Additional Material:

Mid-MN Local Planning Doc FY 23.docx

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

