



FY 22-23 South Metro Consortium

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

Submitted by Nandi Rieck

Submitted on 08/19/2022 2:16 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

(651) 201-1650

Agency Contact Email

karl.ohrn@minnstate.edu

Fund Activity Categories

Education

Departments

Subjects

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

FY 22-23 South Metro Consortium

Award Requested

\$526,486.00

Total Award Budget

\$526,486.00

Primary Contact Information

Name

Nandi Rieck

Email Address

nandi.rieck@district196.org

Address

3455 153rd Street W
Rosemount, MN 55068

Phone Number

651-423-7719

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:

The South Metro Leadership team completed a comprehensive local needs assessment (CLNA) in April, 2022. Data and priorities from the FY20 needs assessment were used as a baseline for this updated report along with current data including performance indicators, student enrollment, and progress on prior goals/activities.

Strengths identified include:

- consortium leadership works collaboratively with an equity mindset
- participation rates in CTE courses including participation by student groups and the percentage of concentrators
- the range and variety of programs of study and CTE courses offered throughout the consortium
- the development of new courses that expand and enrich our SR-POS's
- emphasis on courses aligned with early college credit and technical skills assessment
- strong student organizations across Business, Health Sciences and FCS programs
- supporting professional development needs of CTE staff including consortium leadership

Needs/Gaps identified include:

- reading and math data for CTE students
- data collection across all areas and particularly in Work Based Learning
- a review of our SR-POS to determine where additional gaps exist and support the prioritization of programs. **As outlined in our CLNA, we have a number of data points to consider during this CLNA cycle, however, we also identified significant gaps in data, particularly in data that would allow us to look at program of study across the 3 secondary districts. We identified a goal to focus on data collection during this next 2 year cycle. Additional data will help us to pinpoint specific areas of need within each POS and then prioritize based on this data. Our current process for prioritizing POS's is not as data driven.**
-

staffing to complete the tasks identified in the Action Steps of the CLNA

- recruitment and licensing of CTE staff

Secondary funds will be used to hire additional staffing to support the tasks identified in the Actions Steps of the CLNA.

Post-secondary will be focusing on expanding CTE concurrent enrollment, professional development of college staff and high school instructors, recruitment of students into CTE courses and services to CTE student groups while attending IHCC.

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

2022-2024 South Metro Perkins CLNA 5.4.22.docx

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 process was used to evaluate the size, scope and quality of each SR-POS. We have identified a need to do further analysis of each SR-POS to support the ongoing assessment of priority programs and needs. Currently, we have ranked 10 of our SR-POS's based on programs who are currently completing updated curriculum review and alignment with business/industry.

As noted in Narrative 5, our data indicates that we have strong participation of special populations within our POS's. While that is the case we plan to continue to look for ways to increase knowledge and participation within our programs. We will be creating consortium wide videos that can be used on our website, during registration, and via social media to detail the CTE offerings within our consortium ensuring that equity and inclusion are our priority.

Priority 1

- Marketing Management
- Programming and Software Development
- Restaurants & Food/Beverage Services

Priority 2

- Construction
- Accounting
- Visual Arts

Priority 3

- Animal Systems
-

Teaching & Training

- Facility and Mobile Equipment Maintenance

Reserve Priority

- Therapeutic Services - *District 191 will be adding CNA coursework*

Secondary funds have been allocated to support instructional materials and equipment to the Priority 1 SR-POS identified in the CLNA including:

- Instructional Software (ie. Knowledge Matters Simulations)
- Instructional Technology Devices to support Business Education. Many of our schools have eliminated computer labs due to 1:1 device for students. Business Education programs have identified a need to create new lab spaces with the appropriate hardware and software to ensure access to the curriculum. We would not be replacing any existing technology.
- Stainless Steel work tables for Culinary programs to ensure safe food handling procedures which reflects industry standards.

The South Metro Perkins Consortium has a rich history of providing students with experiential learning opportunities through Career and Technical Student Organizations (CTSO). CTSO's are represented in all 6 Career Fields including DECA, BPA, FCCLA, ProStart, HOSA and FFA. Students from each district work with industry professionals to hone their skills in preparation of local and state competitions. Historically, member districts have teams that compete at the national level each year. Secondary funds will be used to support CTSO's.

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

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- 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.

2022-2024 South Metro Consortium--State-Recognized and Funding Priorities 4.8.22.xlsx, 2022-2024 South Metro Consortium--State-Recognized and Funding Priorities Updated 6.23.22.xlsx, 2022-2024 South Metro Consortium--State-Recognized and Funding Priorities Updated 7.21.22.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.

Career exploration is embedded throughout each SR-POS and to varying degrees in each CTE course. All CTE courses offer experiences such as exploring jobs and careers, visiting businesses and postsecondary programs, job shadows and guest speakers. Advanced courses also include mentorship, internships, and capstone projects. Additionally, all CTE courses include instruction to strengthen core work skills including teamwork, organizational skills, communication and problem solving.

Inver Hills Community College hosted Nursing Assistant and Emergency Medical Technician Concurrent Enrollment students for the Allied Health Day on Friday, April 29, 2022. The day consisted of exploring the related campus facilities and lunch. The plan is to continue offering and expanding this event in 2023.

The South Metro Consortium leadership team members are active participants in the Dakota-Scott Youth Council and engage in activities through local Chambers of Commerce and higher education that provide continuous access and information about current and future workforce needs. Additionally, the DEED Labor Market Specialist has been helpful in gathering requested data.

Advisory committees provide CTE staff with robust feedback from industry partners regarding workforce trends, curriculum and instruction and ways to support students interested in pursuing a career in their field of expertise. Additionally, secondary districts have a strong relationship with Dakota County Vocational Rehabilitation and work together to support learners with disabilities as they age out of secondary education. We meet each year to share information about our programs, problem solve around the referral process, and plan for the needs in our community.

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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:

Although as a consortium, we exceed the state average in Reading and Math, we believe that our student achievement in both areas should be higher. We are completing the training modules in Math and will be rolling them out to staff in FY23 and plan to complete a training module in reading for rollout in FY24. We will continue to utilize instructional coaches to support the development of the training modules. Secondary funds will be used to support the development of the training module and for CTE teachers to complete the training.

The South Metro Consortium currently offers Technical Skills Assessments/Certification Exams in all 6 Career Fields with a priority focus on Industry Recognized Credentials. Student performance on these assessments along with feedback from our advisory committees is used to modify and update our CTE curriculum. Secondary funds will be used to support the implementation of TSA's and Certification Exams in the following areas:

- Servsafe & Prostart (POS 5: Hospitality)
- OSHA 10 (POS 10: Architecture & Construction)
- EMR / EMT / Nursing Assistant / Precision Health Sciences (Reserve: Therapeutic Services)
- COMPTIA+ Hardware / COMPTIA+ Software / CCENT or NET+ / Precision IT Explorer / Precision Web Design (POS 4: Information Technology)
- ASE Youth (POS 9: Facility and Mobile Maintenance)
- Precision Animal Science (POS 1: Agriculture, Food & Natural Resources)

IHCC is focusing its work towards 1P1 Retention and Placement and 2P1 Earned credential through college lab assistants in the Learning Center. The CLAs provide tutoring and academic support services for students enrolled in CTE courses and may facilitate group tutoring, one-on-one sessions, and/or provide embedded tutoring support to specific courses in effort to improve student success and retention. Reports show that nursing majors were the most likely to use Perkins tutoring services, likely due to faculty encouragement and requirements. The number of Criminal Justice, EMS, and Paralegal majors

who used Perkins tutoring services was low but steady in fall and spring semesters. Course success was higher for students using Perkins tutoring services than for those not using these services. The difference in success was larger in general education subjects than in major subjects.

The K12 Director will meet with leadership to identify changes in funding for positions over AY23 for submission of the FY24 Perkins grant.”

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- 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:

Data from our CLNA indicates that we have solid participation in CTE courses from all student groups, however, when we disaggregate the data to a career field or within each of our districts, we can see opportunities to continue this work. Additional data analysis is needed in this area as noted in Narrative 1.

As noted in our CLNA:

STRENGTHS

- We exceed our goals in all performance areas except 3P1: NonTraditional Program Enrollment.
- We exceed state averages in all areas except 1S1: Graduation Rate and 5S3: Program Quality: Work -Based Learning.
- While we are not seeing significant gaps in Reading and Math Performance compared to our Consortium average by race/ethnicity, we are seeing significantly lower scores for special education students, English Learners, and economically disadvantaged students.
- Participant and Concentrator data indicates that 3 out of every 5 high school students within our consortium takes a CTE course. Of these students, 30% of them are Concentrators. Additionally, between 54% and 65% of students in all racial/ethnic groups have taken CTE courses. The rates of non-traditional participation by race/ethnicity are the highest in our Consortium in District 191 ranging between 60%-80% due to targeted efforts on their part. Yeah Burnsville!
- Students who are identified within special populations are taking CTE courses at a high rate:
 - 61.68% of special education student
 - 60.46% of English Learners
 - 93.77% of Economically disadvantaged students
 - 74.19% of Homeless students
- Due to the positive outcomes at IHCC, Perkins funds will continue to be used to support staff who focus on workplace

learning for students in the career fields.

GAPS

- Although the South Metro data for reading and math are above the state averages, we would like to see higher results in these areas.
- The data shows that female enrollment at IHCC declined over the last year. A possible explanation is the need for females to stay at home with their children during the pandemic. This would align with workforce data. The college will continue to focus enrollment on all interested parties, including females and employ its supports for students through the campus services including counseling, tutoring, food support, work-based learning services and accessibility services.
- We need to learn more about the data collection for work based learning in order to develop a strategy for improving in this area.
- We will be looking into how to calculate our data to analyze the over/under-representation of groups.

We will continue to utilize our data to determine where additional recruitment efforts can be made and plan to create promotional videos to add to our toolbox of materials. Secondary funds will be used to create the videos to be used across our consortium.

As the number of diverse learners increases, CTE staff have identified a need to learn more about the ways in which they can support and differentiate within their classrooms. We have completed our first training module for CTE teachers which focuses on supporting English Learners in the CTE classroom. Based on the feedback of our CTE staff, our next module will focus on supporting students receiving special education services. Secondary funds will be used to support the development of the training module and for CTE teachers to complete the training.

IHCC supports the Office for Accessibility Resources who uses Perkins funds to help CTE students navigate the overwhelming transition process, assist in accommodation implementation and reduce barriers to academic success for students with disabilities and/or students on academic warning or suspension.

As a leadership team, we will continue to utilize the NAPE Equity Self-Assessment to guide our team and ensure that we are leading with equity to support diverse CTE learners. Part of this practice includes ensuring equity is a focus in our meetings, trainings, and advisory meetings.

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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:

The South Metro Perkins Consortium has a rich history of providing students with experiential learning opportunities through Career and Technical Student Organizations (CTSO). CTSO's are represented in all 6 Career Fields including DECA, BPA, FCCLA, ProStart, HOSA and FFA. Students from each district work with industry professionals to hone their skills in preparation of local and state competitions. Historically, member districts have teams that compete at the national level each year.

As described in Narrative #3, students have numerous opportunities to learn about careers, jobs within a wide variety of industries, salary scales and educational requirements through field trips. Throughout the consortium, as many as 7,800 students are afforded relevant learning via field trips each year. These same industry partners provide real-life learning activities for classroom use and/or visit the classroom as a guest lecturer. Costs associated with these activities include subs, stipends, staff registrations and travel expenses and transportation. Onsite events may have additional expenses such as room rental costs or food. IHCC has a staff member whose position has a significant focus on connecting students with work-based learning opportunities. Secondary funds will be used to support field trips.

All 3 of our secondary school districts offer Work Experience courses. We have identified a need to better understand the WBL Indicator Data point and whether it includes only participation in a WBL course or if it also includes embedded WBL experiences for students within CTE courses. With a better understanding of how this data point is determined, we can determine next steps for program participation.

IHCC supports the Community Based Learning Coordinator who provides experiential work-based learning opportunities for CTE students through curricular service-learning and project-based activities. Over the next year, the CBL Coordinator will meet with academic leaders and faculty of CTE programs that haven't previously and intentionally partnered with the CBL Coordinator to explore additional work-based learning opportunities (e.g. Nursing, Business, IT and Paralegal). CTE students' opportunities will also be expanded to a new career readiness digital badging program that will provide CTE students with professional development in the key career competency areas defined by the National Association of Colleges and Employers (NACE).

Faculty and staff work with employers through department relationships and advisory committees to develop WBL opportunities.

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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 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:

Preparing students for college and career must include various opportunities to earn early postsecondary placement, credit and/or industry certifications and credentials.

Articulation is offered by all member districts via courses in Business & Marketing, Health Care, and Trades & Industry. We partner with other Perkins consortia in the North Metro and southern part of the state to hire a consultant to support the development of articulation agreements and we utilize CTECreditMN to warehouse the agreements. Although we don't have concrete data on the number of awarded credits students are using at the postsecondary level, we hope to find ways to track this data and assign a value to these certificates. Secondary funds will be used to support Articulation Agreements.

Students are also earning early college credit through concurrent enrollment partnerships with postsecondary partners including DCTC and IHCC. South Metro Consortium students have the opportunity to earn concurrent credit through 8 Career Pathways currently (Nursing Assistant, Construction, Automotive, Manufacturing, Culinary, Education, Information Technology, Emergency Medical Technician) and we are looking to add in the area of Welding. The ability to earn transcribed college credit in high school not only saves students money but propels them along their chosen pathway. Concurrent enrollment is a preferred option for high school students, but secondary schools often struggle with the cost and instructor credentialing.

IHCC and DCTC's portfolio of CE courses continues to expand. The challenge in providing CE approval for HS CTE teachers makes expanding in this area difficult.

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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 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:

Feedback from our CTE teachers indicates that the South Metro Consortium does an excellent job of bringing CTE teachers together for the Back to School KickOff hosted at IHCC. These meetings have the following components: an overview of Perkins guidelines and annual plan, data review, industry skill information, opportunities to share curricula and instructional strategies, partnership with postsecondary instructors, and feedback loops. We also utilize guest speakers to present on topics aligned with our annual goals such as Dakota County economic development and workforce needs, advisory committees and POS. Secondary and Post-Secondary funds will be used to support the Back to School KickOff.

Our CTE teachers are encouraged and supported to become members of their industry professional organization and to attend workshops, webinars, and conferences. We have made CTE Works! Summit a priority and offer this opportunity to all teachers; many of our instructors have presented at CTE Works. As discussed previously, professional development will be available to staff in the areas of Math, Reading (Narrative #4), English Learner Development, Special Education, Equity (Narrative #5) and through CTSO's (Narrative #6). Additionally, we will be considering ways to provide ongoing support for our new CTE teachers each year. Secondary funds will be used to support the professional development.

Our professional development focus has been a direct result of our desire to retain our teachers. We are responding to their requests and identified needs to support them in the classroom. Feedback from new and ongoing staff indicate that access to professional development within their content area and identified areas of need is highly valued in our consortium and appreciated that this is a consortium priority. Additional retention needs and strategies have not been identified at this time. Recruitment of diverse and licensed staff continues to be of concern to the secondary districts. We have been fortunate to keep our programs open with licensed staff utilizing a variety of strategies such as Tier 1 and Tier 2 licensures, out of field permissions, and licensing via portfolio.

IHCC supports the development of CTE high school instructors in several ways. The fall consortium kick off is held on campus (pending pandemic restrictions) which can include the IHCC faculty pending the agenda. IHCC offers a Fall Professional Development Day for the Concurrent Enrollment high school and college faculty that includes process information and curriculum and assessment alignment. Additionally, IHCC offers ongoing training specific to the high school healthcare instructors (Nursing Assistant and EMT) throughout the year.

IHCC will support faculty and administration to attend the CTE conference as well as the NACEP National Conference which will be held in Minneapolis.

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:

While the Secondary Performance Indicators and student data do not identify substantial gaps in performance or participation, the South Metro Consortium plans to continue to address student participation and achievement through the identified activities of professional development in Math (Narrative #4), English Learner/Special Education/Equity (Narrative #5), the ongoing implementation of the NAPE Equity Assessment and improved data collection strategies, the creation of promotional videos and the review of each SR-POS.

IHCC has a gap in 3P1 with the data showing that female enrollment sharply declined during the recent time period. A possible explanation is the need for females to stay at home with their children during the pandemic. This would align with workforce data. It is possible that this will correct itself as children are able to go back to school. The college will continue to focus enrollment on all interested parties including females and employ its supports for students through the campus services including counseling, tutoring, food support, work-based learning services and accessibility services. The Admissions department was consulted to gain insight on this issue.

As noted in our CLNA:

STRENGTHS

- We exceed our goals in all performance areas except 3P1: NonTraditional Program Enrollment.
- We exceed state averages in all areas except 1S1: Graduation Rate and 5S3: Program Quality: Work -Based Learning.
- While we are not seeing significant gaps in Reading and Math Performance compared to our Consortium average by race/ethnicity, we are seeing significantly lower scores for special education students, English Learners, and economically disadvantaged students.
- Participant and Concentrator data indicates that 3 out of every 5 high school students within our consortium takes a CTE course. Of these students, 30% of them are Concentrators. Additionally, between 54% and 65% of students in all racial/ethnic groups have taken CTE courses. The rates of non-traditional participation by race/ethnicity are the highest in our Consortium in District 191 ranging between 60%-80% due to targeted efforts on their part. Yeah Burnsville!
- Students who are identified within special populations are taking CTE courses at a high rate:
 - 61.68% of special education student
 - 60.46% of English Learners
 - 93.77% of Economically disadvantaged students

o 74.19% of Homeless students

- Due to the positive outcomes at IHCC, Perkins funds will continue to be used to support staff who focus on workplace learning for students in the career fields.

GAPS

- Although the South Metro data for reading and math are above the state averages, we would like to see higher results in these areas.
- The data shows that female enrollment at IHCC declined over the last year. A possible explanation is the need for females to stay at home with their children during the pandemic. This would align with workforce data. The college will continue to focus enrollment on all interested parties, including females and employ its supports for students through the campus services including counseling, tutoring, food support, work-based learning services and accessibility services.
- We need to learn more about the data collection for work based learning in order to develop a strategy for improving in this area.
- We will be looking into how to calculate our data to analyze the over/under-representation of groups.

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:

The South Metro consortium leadership team meets on a monthly basis. Meetings are hosted at different locations around the districts and IHCC; this helps with an understanding of space, assets and abilities to serve the students in each SR-POS. It also fosters good working relationships which has brought the group to a high level of efficiency allowing for ideas to move forward. Monthly meetings incorporate professional development related to Perkins guidelines and regulations; state leadership webinars, powerpoints and documents are used as part of this training. Shared documents, phone calls and emails between meetings supports communication regarding Perkins goals and activities. Fiscal host responsibilities have been aligned with District 196 due to the size and capacity of our district. We do not currently have a formal decision making process in place; while we are aware this is necessary, it has not been an issue to date with the current leadership team. We will continue to utilize these practices while we develop a Consortium Handbook. We have reached out to a few other Consortia in hopes of using their handbook as a guide for developing our own.

Professional development by the leadership team is critical to the success of our students, staff, programs of study and overall governance and will include:

- MACTA/ACTE membership and conferences
- Trainings offered by MDE and Minnesota State
- National ACTE Conference
- National Policy Seminar
- NAPE Equity Assessment
- Career Pathways training

As part of the CLNA process, we have identified a need to add additional staffing support to our leadership team to assist with the completing of the identified tasks in the Action Plans.

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.
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- 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:

District 191 will be offering Certified Nursing Assistant (NA) for the first time in 2022-2023. 93 registration requests were received. Secondary Perkins funds will be used to pay for a .2 FTE instructor, technical skills assessments/certification exams, and to purchase instructional materials and equipment to get the program started. Teacher FTE and other expenses will be funded once a program approval has been submitted to MDE; Lakeville Schools plans to transition this position to operating funds within the next 3 years.

IHCC will invite the 2022/2023 Nursing Assistant and Emergency Medical Responder and Technician Concurrent Enrollment students to an Allied Health Day on campus. The day will consist of speakers, exploring the related campus facilities and lunch. The goal is to provide career pathway information to the students.

IHCC will also be developing recruitment videos for the CTE programs that will address underrepresented populations. (Improvement Plan for 3P1)

The K12 Director will meet with leadership to identify changes in funding for positions over AY23 for submission of the FY24 Perkins grant.

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.
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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

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	
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	1000
Postsecondary Subtotal	1000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	1000
Secondary Subtotal	1000
TOTAL	2000

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
TBD	CTE Enrollment	Post		100	
TBD	Accessibility Services	Post		100	
TBD	Accounting CLA	Post		77	
Patti Abas	EMSNURS CLA	Post		50	
Shannon Williams	CBL Coordinator	Post		30	
Allison Chuick	K12 Aca Coordinator	Post		100	
Mary Jo Gardner	Dir K12 Partnerships	Post		40	
TBD	IR	Post		100	
Nandi Rieck	Federal & State Program Coordinator	Secondary		8	18000
Robert Dru Mitchell	Perkins TOSA	Secondary		50	56250
TBD	CNA Instructor - Lakeville	Secondary		20	

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

Position Description

Career and Technical Education (CTE) Enrollment Graduate Assistant (9.7.21).pdf

Position Description

Access Ser JOB DESCRIPTION.docx

Position Description

Accounting CLA-1 PD.docx

Position Description

CJEMSNursParalegCLA.doc

Position Description

CBL Coordinator PD.docx

Position Description

K12 Academic Coordinator MnSCU AP 1 06-18-2019.pdf

Position Description

Director of K12 Partnerships MnSCU AP 3.docx

Position Description

IR PD.docx

Position Description

Federal and State Program Coordinator Job Description.docx

Position Description

Perkins TOSA Job Description.docx

Position Description

.2 CNA Job Description - Lakeville.pdf, CNA - RN Job Description.pdf

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):

SOA Combined South Metro.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

2022-2023 SOUTH METRO Combined-Secondary-Postsecondary-Budget 4.26.22.xlsx, 2022-2023 SOUTH METRO Combined-Secondary-Postsecondary-Budget Updated 6.23.22.xlsx, 2022-2023 SOUTH METRO Combined-Secondary-Postsecondary-Budget Updated 8.11.22.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

South Metro Perkins Consortium Equipment Inventory UPDATED 4.26.22.xlsx

Improvement Plan

Additional Material

2022-2024 South Metro Consortium Membership 4.26.22.docx

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

