



FY23 Lake Superior Consortium

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

Submitted by Jill Murray

Submitted on 07/06/2022 2:41 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

FY23 Lake Superior Consortium

Award Requested

\$574,447.16

Total Award Budget

\$574,447.16

Primary Contact Information

Name

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Phone Number

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 process used to gather and review data began with Lake Superior Consortium working with the NW regional consortia to develop and administer surveys to obtain feedback from larger population groups in November of 2021. Lake Superior Consortium Leaders also met and had discussions with a wide range of partners listed in the CLNA. The full Consortium board established a CLNA and Priority Setting Committee that reviewed and analyzed data that led to the following conclusions.

A strength within the Consortium is the strong working relationship between secondary and postsecondary institutions and business/industry, but there are needs in sustaining and developing our existing POS, maintaining industry standard equipment, expanding the authentic work-based learning opportunities for our students, and continuing to provide high quality professional development for our instructors. According to our CLNA, below you will find our POS by Priority:

- Priority 1
 - Engineering, Manufacturing, & Technology - Manufacturing - Manufacturing Production Process Development
 - Engineering, Manufacturing, & Technology - Architecture and Construction - Construction
 - Engineering, Manufacturing, & Technology - Manufacturing - Production
- Priority 2
 - Business, Management, & Administration - Marketing - Marketing Communications
 - Engineering, Manufacturing, & Technology - Transportation, Distribution, & Logistics - Facility and Mobile Equipment Maintenance
 - Health Science Technology - Health Science - Therapeutic Services
- Priority 3
 - Agriculture, Food, & Natural Resources - Natural Resources Systems
 - Business, Management, & Administration - Hospitality and Tourism - Restaurants and Food/Beverage Services
 -

Health Science Technology - Health Science - Diagnostic Services

o

Engineering, Manufacturing, & Technology - Transportation, Distribution and Logistics - Transportation Operations

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 Perkins-V-CLNA-Reporting-Framework-Accessible-Version-December-2021-1.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:

- 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.
- Priority 1
 - Engineering, Manufacturing, & Technology - Manufacturing - Manufacturing Production Process Development - The CLNA showed that there is a high quality postsecondary program and many high quality secondary programs in this POS that work very closely together. There is high workforce demand in this area as well. The consortium will support this POS through equipment purchases (Year 1: laser engraver, dual drum sander, vertical band saw) field trips (ex. Tour of Manufacturing), club support (Robotics and Supermileage), professional development (Externships, Shop PD, Training with LSC instructors, MTEEA).
 - Engineering, Manufacturing, & Technology - Architecture and Construction - Construction - The alignment of secondary and postsecondary programs is stronger with some high school programs than others in this in demand POS. The Consortium will support this area by providing additional training with LSC instructors and other professional development, equipment purchases (Year 1: router table and reciprocating saws), and field trips (Construct Tomorrow, local field trips)
 - Engineering, Manufacturing, & Technology - Manufacturing - Production
 - This POS closely aligns with the first POS listed with employees in this area in high demand with a large number of programs in school districts throughout the consortium that work closely with post-secondary and industry. Equipment purchases, professional development (Shop PD, Training with LSC instructors, MTEEA), and field trips will provide support to this pathway.
- Priority 2
 -

Business, Management, & Administration - Marketing - Marketing Communications This area is expected to have the highest annual job demand by volume of opportunities, due to retirements and job changes. There is a large population of students taking courses in this field, but there is a low number that attend post-secondary training in the region. The consortium will support this pathway by providing training and increased opportunities for coordination between the two levels of education, professional development, equipment and curriculum to increase alignment, and field trips.

- Engineering, Manufacturing, & Technology - Transportation, Distribution, & Logistics - Facility and Mobile Equipment Maintenance

The two high quality secondary programs in the consortium have strong connections with both the postsecondary program and industry making this a robust POS, yet the needs for employees is high in the region therefore elevating this to a Priority 2. Support will come through equipment purchases, professional development, and field trips.

- Health Science Technology - Health Science - Therapeutic Services

This POS demands the highest skill, demands the highest wages, and is the most in demand in our region. Challenges with securing licensed staff and establishing a new program are high, so the consortium plans to support this POS through PSEO by contract courses (purchasing needed equipment for the course or transportation costs for secondary schools) in the smaller schools to gain interest and provide college credit to high school students. Equipment purchases, professional development, club support, and field trips (Regional Healthcare Event and others), will also support this important field.

- Priority 3 The POS listed below currently have the lowest enrollment in our region, so although we will provide some funding through professional development, club support, and field trips, there is not the demand for increased support at the secondary or postsecondary level at this time.

- Agriculture, Food, & Natural Resources - Natural Resources Systems

- Business, Management, & Administration - Hospitality and Tourism - Restaurants and Food/Beverage Services

- Health Science Technology - Health Science - Diagnostic Services

- Engineering, Manufacturing, & Technology - Transportation, Distribution and Logistics - Transportation Operations

- 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? There are no new courses/programs of study in development within the Lake Superior Consortium at this time.

- 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? Initiatives currently being worked on to better inform special populations about POS opportunities include the Career Wheel Project, the work of the Technical Pathway Initiative, an updated website, and Summer Camps and after school Career Exploration activities in a variety of CTE areas. Increased participation will come through with a new work-based learning initiative to better connect special populations with the workforce.

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.
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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

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

Lake Superior Consortium--State-Recognized and Funding Priorities--Spring 2022(1).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.

Several initiatives will be supported in collaboration with local workforce development boards and agencies. These include Evening Career Exploration Events (see Narrative 11), Tour of Manufacturing, Construct Tomorrow, and Regional Healthcare Event. These activities provide students with the opportunity to learn about and experience a wide range of careers and connect with industry professionals in the region. MCIS and the assessments and career information contained in this system will help to support the career exploration process. SuperStrong is a career discovery tool that will help students assess their current interests and how that might translate to a corresponding career path or an academic program at LSC (see Narrative 11).

The development of seamless, authentic work-based learning experiences for students is a key partnership activity. Workforce Development plays an important role of supporting and recruiting business/industry professionals to serve as mentors for students and connecting with secondary and postsecondary institutions in carrying out a quality WBL program.

The Career Wheel Project is a marketing tool that will be developed for the Consortium in collaboration with area workforce partners to promote the region's CTE career field pathways. Schools, workforce, and the entire system talks about pathways, but very little is done to show our students, teachers, counselors, industry, and parents what a pathway is. This project is a way to standardize the six career fields within the region, market them to a broad audience, and connect them to jobs in the region. Each participant (secondary, postsecondary, industry) will be provided a "Style Guide" which will include all the color codes, marketing icons, styles, and designs for each career field that can be used on all marketing platforms such as web pages, flyers, banners, videos, etc.

LSC offers space on the college's campus for our local CareerForce office. The staff that use this space offers one-on-one guidance, training, networking, labor market information, and more. This is a great way for the college and workforce to connect and partner on multiple workforce initiatives in order to meet the needs of all students, especially special populations who may not have access to this information and guidance.

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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 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:

The Consortium will bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students through the use of advisory boards, professional development (see Narrative 8), and CTE/Math training (see Narrative 11). Although no funding is provided, the Consortium continues to encourage the use of Technical Skill assessments for programs, but no funds will be utilized for this purpose moving forward.

The Consortium will inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards through regular communication with instructors and administrators and maintaining an updated website.

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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:

At the secondary level, a number of barriers were identified in the CLNA as it relates to Special Populations. Scheduling in small schools is a challenge in that there are often a small number of sections of a course, sometimes only one. This leads to scheduling conflicts that often limits the ability for some students to enroll in CTE courses. One of the ways this application addresses this barrier is by offering CTE PSEO by Contract courses at LSC to Consortium schools. Another barrier recognized in the CLNA is that a higher number of students from Special Populations need to either retake classes or take remedial courses compared to the general population. This number has increased in many districts after two years of distance and hybrid learning. The Consortium is working with school districts, including Alternative Learning Centers, to determine ways to provide CTE courses for students of special populations, especially those that may have scheduling conflicts or need to retake courses.

Lake Superior Consortium continues to work with its area WIOA partners, secondary special education teachers and counselors, disabilities services and others to provide access and success for special populations within CTE Programs. Together we offer multiple career exploration opportunities for our students as well as customizing events or activities to meet the needs of special populations. Activities include but are not limited to: College for a Day, Women in Welding, Fall Disabilities Events, Evening Career Exploration Events and Summer Camps. We recognize the need to continue outreach efforts within special populations. This will be done through strategic marketing and communications.

Tutoring services will be provided for LSC's Accounting and LSC Physical Therapy Assistant (PTA) Military Bridge Programs. The data shows an extremely high attrition rate between year one and year two within the accounting program at LSC. The Consortium will monitor these rates over the next three years to see if the extra support is having an impact on the successful completion of this program. The PTA Military Bridge Program has been cited by the Commission on Accreditation in Physical Therapy Education (CAPTE) several times due to pass rates on the National Physical Therapy Examination (NPTE) being below the required threshold. Program students attend fully online and do not have access to the same on-campus tutoring/mentoring services that students in the on-campus PTA program have. Providing a tutor for the Military Bridge Program area should prove to be beneficial to maintaining student enrollment and success in the program.

LSC is committed to closing the educational gaps and inequities so that we can ensure success for our students. To accomplish this, the college has carefully aligned with the goals of the Minnesota State Equity 2030 strategic vision that "... aims to close the educational equity gaps across race and ethnicity, socioeconomic status, and geographic location by the end of the decade at every Minnesota State college and university."

The following actions will outline the systematic approach the college is taking to eliminate education equity gaps at the postsecondary level:

Strategic Direction #1

Create and live a culture of equity and inclusion.

Intention – Weave equity and inclusion into learning and working environments

1. Improve student success and retention by supporting students through both academic and student services.
2. Attract, hire, and retain more diverse campus leaders, including students and employees.

3. Improve accessibility by adopting equitable policies, procedures, and processes.

Strategic Direction #2

Implement **responsive strategies** to facilitate **student success**.

Intention – Maintain our commitment to effective and accessible teaching and learning

1. Provide intentional start-to-completion guidance for all students, including underprepared students, in an environment supportive of goal completion.
2. Intentionally nurture mutually beneficial partnerships and collaborations.
3. Foster a college-wide culture of service to student learning, academic excellence, and success.

Strategic Direction #3

Foster and encourage **continuous innovation**.

Intention – Embed campus-wide acceptance of innovation and transformational growth

1. Intentionally assess our programs and departments to identify and implement improvements.
2. Continually improve all functions of the college so that we are resilient and responsive to external and internal needs.

Strategic Direction #4

Provide robust regional **workforce support**.

Intention – Foster and catalyze educational paths to meet individual, community, and regional needs.

1. Develop and implement programs to meet the education, training, and skill development requirements of business and industry while meeting student career and financial needs.
2. Increase engagement and alignment with regional business community partners to ensure we are responsive to their needs.
3. Ensure equitable access to high-quality, forward-thinking career opportunities.

Strategic Direction #5

Enhance and celebrate an **enthusiastic campus climate**.

Intention – Support and ensure unbiased, inclusive, data-informed communication

1. Create and sustain a supportive environment where all employees are consistently engaged in focused professional learning, growth, and development.
2. Foster a sense of college community through engagement, dialogue, transparency, and leadership development.

LSC is also committed to student success which begins with a welcoming and supportive campus. LSC's Center for Equity and Inclusion is a service-driven space that is open to the entire LSC community. It is a center that provides a safe and welcoming environment for all students to learn about themselves and other cultures. It is the goal of the Center for Equity and Inclusion to increase awareness about the importance of celebrating culture in order to promote a more globally-minded student and community.

Center for Equity and Inclusion Vision: The vision of Lake Superior College's Center for Equity and Inclusion is to serve as the catalyst to unite individuals from diverse backgrounds, embracing the belief that they hold the power to create and support diversity in their communities.

Center for Equity and Inclusion Mission: The mission of Lake Superior College’s Center for Equity and Inclusion is to provide a safe and welcoming environment for students, staff, and community members to enhance their intercultural competency. The Center will broaden student experiences through activities and events that promote global awareness.

Services

- Diversity Education
- Academic Support
- Equity Advocacy
- Cultural Awareness & Immersion
- Student Advocacy
- United Students Group student organization
- Information about cultural events on campus and in the community
- ELL support
- LGBTQ+ Club
- Quiet room for personal use if you need to nurse, reflect, pray or unwind
- No-questions-asked food shelf open to all LSC students
- Kitchenette with fridge and freezer

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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:

Experiential learning opportunities occur regularly in the Consortium's CTE programs, though not all fit the 40 hour requirement for work-based learning and not all are able to be captured in the P-file data. As programs complete the next five year program approval process, the coding and documentation should better address the work experience that does meet the 40 hour work experience along with the school based enterprise experiences being conducted in our schools. The hands-on experiences that do not meet the 40 hour requirement in CTE still play a valuable role in laying the groundwork and preparing students to advance into a formal work-based learning experience. See Narrative 11 for how the consortium will invest financial resources to increase work-based learning opportunities for students at the secondary level.

LSC's programs either require or encourage students to obtain internships or clinicals in their field of study. Each program has specific requirements where the program coordinators, instructors, or LSC's Career Services staff assists students in connecting with the appropriate organization. The college is also piloting a software program (EXXAT) to support WBL within our Physical Therapy Assistant program that manages all aspects of clinical and educational improvements (see Narrative 11).

LSC is also now partnering with Handshake, a career management platform, to help students discover new career paths, find amazing jobs and internships, participate in career fairs and networking opportunities, find student-worker positions, and more. This is another platform for students and employers to connect.

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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:

The Consortium will continue to contract with CTEcreditMN.com to house all the consortium's articulation agreements. Staff will continue to support and train teachers associated with articulation agreements to make sure that they understand the articulation process, what is required of them, and how to access and process their articulated credits. Articulated credits are not transcribed on a high school transcript so students need to remember that they need to provide proof to the college that they have completed an articulated course. This is an area where we see the need for improvements due to the lack of students who actually utilize their articulated credits. The Career Wheel Project can offer another avenue to show students dual enrollment opportunities.

Data shows that 90% of the concurrent enrollment courses by State Subject Code were math, english, life and physical sciences, social studies and history, and world languages. Per the date and lack of CTE course offerings in some of our districts, the college is expanding its CTE PSEO by credit opportunities especially within Engineering, Manufacturing, & Technology and Health Science Career fields. With the increased teacher shortages within CTE areas and districts not having the capacity to offer a variety of courses within multiple career fields, the Consortium will continue to work on expanding ways to close the gaps within these areas.

We will be developing a strategic plan on how to best communicate dual enrollment, college in the schools and articulated credit opportunities to students.

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- 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:

The CLNA identified that most instructors at the secondary and postsecondary level have access to funding for professional development, yet still feel there is a gap in the training available for their specific content area. The Consortium will provide funding for Externships, Shop PD, CTE Works, MTEEA, and other professional conferences to educational professionals at all levels, including middle school CTE instructors. In addition, there will once again be summer training available for secondary instructors that is taught by postsecondary instructors at the postsecondary facilities. This training is well established in the area of manufacturing with additional Programs of Study being developed and marketed over the next two years.

We will continue to use Advisory Board recommendations for professional development to guide the training to ensure instructors are current with industry standards and applicable state certifications. Consortia leaders, along with state staff, will continue to communicate professional development opportunities to instructors. Instructors will be made well aware of the application process to request funds for this purpose.

The CLNA showed a strong need for licensed education professionals within CTE. The Consortium will utilize the partnerships within business/industry to help recruit teachers, especially individuals from underrepresented groups and nontraditional careers, into the Tier 1 teacher track. Once there is a marketing piece created, there are a wide range of organizations that are represented on the Emerging Workforce Committee that can help to spread this information to a wider audience.

Finally the CLNA identified needs to assist with licensure requirements. Funds will be provided for mentors to assist teachers currently on an Out of Field Permission (OFFP) to complete the portfolio process through PELSB.

Professional Development is a way for instructors to connect with and learn from each other, therefore strengthening their resilience and commitment to the profession. The funding of this has and will continue to be a priority for the Consortium as there is no better way to maintain quality programs and retain teachers.

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:

Student groups at the secondary that were below the targets in most of the indicators include American Indian, Asian, Black, and Multi Racial. Special Populations that were below the targets include Special Education, Economic Disadvantaged, and Non-Traditional. The groups with the largest population of students enrolled, which would most benefit from additional services/supports, include American Indian, Multi-racial, and Economic Disadvantaged.

The Consortium will expand WBL opportunities by piloting a collaborative CTE WBL program which will span across multiple districts. The plan is for students (multiple districts) to take the Career Seminar Course online with the ability to take the Work Experience Placement course through their own district. Due to size limitations of some school districts and the CTE Teacher shortages, the Consortium will work collaboratively in order to give students these opportunities. (See Narrative 11)

The postsecondary data indicates that Non-Traditional, American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Single Parents and Out of Workforce Individuals all fall below our targeted numbers. The groups with the largest populations of students enrolled, which would most benefit from additional services/supports, include Non-Traditional, Single Parents, Out of Workforce Individuals and Black or African American.

The Consortium will collaborate with the newly formed NE MN National Association of Women in Construction (NAWIC) Committee to assist in closing the performance gap. This committee is made up of industry and educational partners and offers its members education, support and networking to help advance their careers in construction, build their technical skills, and become leaders. This group is also working on ways to encourage women to get into the construction field. The college will also be hosting a Women in Welding event that is sponsored by one of our local industries as well as Evening Career Exploration Events (see Narrative 11). These opportunities will help support efforts in closing some of the performance gaps. Note: No funds will be utilized within this narrative.

The Consortium will work with area Workforce Board's Emerging Workforce Committee to address homeless student needs and Fond du Lac Ojibwe Tribe to determine how support might be given to students within the trades.

CTE/Math training: The consortium will bring CTE, core academic, and postsecondary instructors together for a math training in order to improve the academic and technical skills of students to address performance gaps. Funds will be used to cover expenses for a trainer and to reimburse school districts for substitute expenses.

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 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:

BYLAWS OF LAKE SUPERIOR CARL PERKINS CONSORTIUM

Article I: Purpose

The mission of the Lake Superior Carl Perkins Consortium is to support Career and Technical Education (CTE) by utilizing consortium funds to provide for staff development, program development, student support services, program awareness and promotion, innovative programming and new initiatives.

Article 2: Governance Board

Member Schools:

Barnum High School
Carlton High School
Cloquet High School
Cook County High School
Cromwell-Wright High School
Denfeld High School
East High School
Esko High School
Fond du Lac High School
Hermantown High School
McGregor High School
Moose Lake High School
Proctor High School
Silver Bay High School
Two Harbors High School
Wrenshall High School
Lake Superior College (LSC)

The sixteen high schools will select one voting member for representation at consortium meetings. Additionally, the Duluth Schools will select one administrative/at-large voting member. LSC will select three voting members—administrative/at-large. Voting members can be an administrator or CTE instructor from that school or institution. Only these representatives will be allowed to vote at consortium meetings; additional individuals can attend in a non-voting capacity. These twenty members will form the Lake Superior Carl Perkins Consortium Governance Board. At the October meeting of the consortium each of the schools will provide the consortium the name(s) of their voting member(s). In addition all schools will provide the names of proxy representatives who could represent their school in situations preventing their voting member from attending. By consensus the consortium will accept all twenty school representatives. No individual will have more than one vote.

At the October board meeting, the following positions will be appointed for the year.

- Board Chair
- Vice Board Chair
- Secretary

Article 3: Leadership Team

It is the responsibility of LSC to hire and supervise the Postsecondary Carl Perkins Coordinator whose role is to serve as the college representative on the leadership team. The Postsecondary Carl Perkins Coordinator will serve on all consortium committees and will be the primary contact person for all communications with the State of Minnesota at the postsecondary level and will be a non-voting member of the consortium. The sixteen consortium high schools shall supervise one secondary liaison who serves on the leadership team. Member high schools shall appoint one liaison to act as the Secondary Carl Perkins Coordinator. This person will be the primary contact person for all communications with the State of Minnesota at the secondary level and will represent the northern consortium schools of Duluth East, Duluth Denfeld, Esko, Cook County, Hermantown, Proctor, Silver Bay and Two Harbors High School. One additional liaison will represent the southern consortium schools of Barnum, Carlton, Cloquet, Cronwell-Wright, Fond du Lac, McGregor, Moose Lake, and Wrenshall. The Secondary Carl Perkins Coordinator and southern school liaison will be non-voting members of the consortium.

Article 4: Voting Procedure and Agenda

The individuals identified in *Article 2: Governance Board* will constitute the entire allowed voting bloc for the consortium with a simple majority of members in attendance required for passage of most agenda items. A quorum of consortium members—eleven—must be present to act on any agenda items. Any items tabled must be resolved at the next consortium meeting, providing a quorum is present.

All items to be considered for the agenda must be sent to the Postsecondary Carl Perkins Coordinator five days in advance of meeting. The Postsecondary Coordinator will send an agenda, with appropriate attachments including minutes from the previous meeting, to consortium members two days in advance of meeting. Additions to the agenda brought by individual consortium members will be considered and will require a supermajority of 2/3 of the members present to be placed on agenda. Approval of the meeting agenda with a simple majority, if a quorum is present can then occur. Members can participate via telepresence if a situation arises preventing them from physically attending the consortium meeting or their proxy representative can attend in their place.

Article 5: Goals and Guidelines

Goals:

- Designing & Implementing Programs of Study: Goals, Objectives and Strategies
- Effectively Utilize Employer, Community and Education Partnerships
- Improve Service to Special Populations

- Provide a Continuum of Service Provision for Enabling Student Transitions
- Sustain the Consortium of Secondary and Postsecondary Institutions

Guidelines:

- Perkins funds per consortia schools/institution does not automatically roll over each year
- Consortia schools/institution must be part of grant planning each year in order to receive funds
- ~~Will follow the Carl Perkins mandates, rules, directions and guidelines as established in Perkins V~~
- The consortium will utilize input from high school and college faculty, counsellors, administrators, and the program approval process to select programs to receive support
- The budget and all priorities will be decided by discussion and vote at consortium meeting
- The consortium will focus funding efforts on classroom programs that are taught by a certified CTE instructor and in course areas that are program approved
- The seven elements of state recognized program of study will serve as the guiding pathway for the consortiums' efforts in the evaluation of the POS process
- Support CTE program equipment upgrades
- Support school and work-based learning opportunities
- Support career counseling and guidance
- Support professional development
- Support continuous program improvement
- Support student attainment of academic and technical skills

Article 6: Standing Committees

In December individuals will be identified by the consortium for grant planning. These individuals may, but are not required, to be voting members of the consortium.

This grant writing committee will have representation from:

- Superintendent's selection
- One northern and one southern CTE instructor
- Duluth CTE instructor
- Three LSC representatives
- Secondary Carl Perkins Coordinator
- Postsecondary Carl Perkins Coordinator

Proposed budget will be presented to the consortium at the March meeting for discussion. Voting to approve budget will occur at the April Meeting. Once approved by the Consortium School Superintendents and the Lake Superior College President the Postsecondary and Secondary Carl Perkins Coordinators will submit a budget to the State of Minnesota.

In April individuals will be identified by the consortium to review bylaws. These individuals are required to be voting members of the consortium.

Bylaws committee for consortium:

- Administrator
- CTE instructor
- Secondary Carl Perkins Coordinator
- Postsecondary Carl Perkins Coordinator

Any proposed changes to bylaws will be presented at the October meeting of consortium, discussed and voted on at the next scheduled consortium meeting. Any amendment to these bylaws must be approved by a super majority of two thirds of the entire nine member consortium board.

Article 7: Budget

- Presentation to Consortium
 - At the October meeting of the consortium the leadership team will present all expenditures from the previous fiscal year's budget.
- Fiscal Host
-

Secondary - Proctor Public Schools

- Post-Secondary – LSC
- Item Approval
 - Under \$1,000 – Leadership Team does not need board approval
 - \$1,000+ - Leadership Team needs board approval (in person or via email)

Article 8: Presentation to Consortium School Boards

Over the course of the school year the Postsecondary Carl Perkins Coordinator and/or Secondary Carl Perkins Coordinator will be collecting information to report or present to each consortium school board (except Duluth) in August or September.

Included in that report will be:

- How money was spent in their specific school that fiscal year
- Copy of grant for the next fiscal year for secondary schools

In addition, the Postsecondary Carl Perkins Coordinator will encourage any CTE instructors from that specific school to attend that board meeting if a presentation is given.

The Lake Superior Carl Perkins Consortium adopted bylaws on December 17, 2014

Revised Lake Superior Carl Perkins Consortium bylaws on May 21, 2020

Revisions approved by the Lake Superior Carl Perkins Consortium Board on March 22, 2021

Bylaws are reviewed during our Fall Meeting.

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

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- 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

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:

The consortium plans to address performance gaps through piloting a work-based learning initiative, providing CTE/Math training, hosting evening career exploration events, and providing software (SuperStrong, EXXAT). We will also be addressing CTE teacher/faculty recruitment and retention with the purchase of industry standard equipment.

Performance Gap WBL: There are currently formal work-based learning programs available in most of the secondary schools, but due to the lack of staff time and licensure limitations, many of these programs are available only to students in special education. The consortium plans to invest financial resources by contracting for three years with a part time licensed work-based learning staff member to provide the work-based learning seminar class to districts throughout the consortium in an asynchronous platform. Students will be able to complete the modules, which are a prerequisite for the work-based learning experience, at their own school district upon successful completion of two semesters of CTE instruction. Each district will then provide their own coordination and supervision of students working with business/industry in their community. This model will benefit students from special populations as scheduling challenges will be alleviated since it will be provided asynchronously. The expected results are that an asynchronous curriculum will be available for students, along with a licensed WBL instructor to help prepare them for their WBL experience. The final result will be two-fold. First, secondary schools will need to dedicate less staff time to the program, yet still maintain an approved work-based learning program. Second, business and industry will have additional employees available that possess the desired knowledge and training, therefore building their future workforce. After the three years, school districts that have been involved will support this position either individually or through collaboration of resources.

CTE teacher/faculty recruitment, retention: Purchasing new and innovative equipment for our POS will not only support the development of knowledge and skill for students but will also help recruit and retain teachers/faculty. With a shortage of CTE teachers, recruitment and retention has been and will continue to be a challenge. One of the ways to recruit and retain teachers/faculty is by showcasing ways the POS are supported with the necessary equipment that is aligned with industry standards. Who wouldn't want to work in a district or college with industry standard equipment? Surveys will be given to teachers and administrators to determine the impact industry standard equipment has had on teacher recruitment and retention.

Performance Gap: To increase CTE career exploration within special population, the Consortium will host evening Career Exploration Events for students. along with the area workforce and after school programs/centers. See Narrative 9

Performance Gap: The Consortium will invest in the SuperStrong Interest Assessment, a career discovery tool that will help students assess current interests and how that might translate to a corresponding career path or an academic program at LSC. It is web based and can be taken in 10 minutes from any mobile device or on computer. The reason why this product is preferred over the free assessment that is available through MN State is that LSC is able to load the college's programs into the software so that the results will match students with LSC specific programs. Students get results immediately that show

their interest areas and which programs at LSC meet those interest areas. It also gives the student information on their personal styles which includes learning, risk taking, and team orientation. We can also pull analytics from the software for us to understand our student population career interests and begin to provide resources and programming from this information. It will also help the staff and faculty at LSC to focus recruiting and marketing efforts in needed areas. If shown to be effective and successful, this innovative strategy will be supported by the college once Perkins funds are expended.

Performance Gap: EXXAT is an all-in-one cloud-based solution specifically designed for Physical Therapy Assistant (PTA) programs to manage all aspects of clinical and educational improvements. PTA programs have a lot of information to manage and this software will improve the ability of LSC's program to assign students to clinical sites, map their curriculum, and monitor compliance with accreditation standards. Consortium funding is currently in year two of a three year trial and once we have completed year three, this innovative strategy will be supported by the college.

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

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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	12500
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	5820
Postsecondary Subtotal	18370
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	5250
Secondary Subtotal	5250
TOTAL	23620

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
Leah Bott	Coordinator	Secondary	332058		24000
Jill Murray	Coordinator	Secondary			18000
Jill Murray	Coordinator	Postsecondary			85000
To Be Determined	Accounting Tutor	Postsecondary			10500
To Be Determined	PTA Military Bridge Tutor	Postsecondary			8000
To Be Determined	Work Based Learning	Secondary			34000

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

Position Description

Perkins Lead Coord. Secondary Job Description.pdf

Position Description

Lake Superior Secondary Perkins Job Description_ Southern Schools Coordinator.pdf

Position Description

MNSCU AP 1 - Perkins .pdf

Position Description

CLA 2 -Tutor Accounting .pdf

Position Description

CLA 2 - PTA Military bridge .pdf

Position Description

Work Based Learning Position Description Draft.pdf

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):

FY23 Consortium Statement of Assurance.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Final Combined-Secondary-Postsecondary-Budget-7_6_22.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Lake Superior Consortium Equipment Inventory_FY22.xlsx

Improvement Plan

Additional Material

Lake Superior Consortium-Membership-List.docx

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

