



FY23-24 Second Year Update Mid-Minnesota Consortium

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

Submitted by Kelley McClure Mork

Submitted on 06/16/2023 6:42 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2023.

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 Ohm, State Director for CTE, Minnesota State

Agency Contact Phone

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Fund Activity Categories

Education

Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/9a8b0cc4-2d7e-4997-9947-72b543ada6be>

Award Information

Award Period

07/01/2023 - 06/30/2024

Submission Information

Submission Window

Closes 06/30/2023 11:59 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

FY23-24 Second Year Update Mid-Minnesota Consortium

Award Requested

\$595,317.75

Total Award Budget

\$595,317.75

Primary Contact Information

Name

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Address

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Willmar, MN 56201

Phone Number

320-222-5979

Project Description

Consortium Membership List

Consortium Membership List

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

Atwater-Cosmos-Grove City

Belgrade-Brooten-Elrosa

Bird Island-Olivia-Lake Lillian

Buffalo Lake-Hector-Stewart

Dassel-Cokato

DREAM Academy

Eden Valley-Watkins

Gibbon-Fairfax-Winthrop

Glencoe-Silver Lake

Hutchinson

Kerkhoven-Murdock-Sunburg

Lester Prairie

Litchfield

Maynard-Clara City-Raymond

New London-Spicer

Sibley East

Willmar High School

Ridgewater College

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results Summary

Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

- 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 your CLNA response below.

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

Increase recruitment and career awareness for health careers at secondary level.

Continue to build manufacturing programs both at college and high school level

Continue to build all CTE programs with updated and safe equipment for both secondary and post-secondary institutions.

Increase funding for professional development including TECH UP and more program specific workshops for college and high school staff

Continue to build relationships with Somalian people in the Willmar area. Increase the number of Somalian students who matriculate to and complete technical programs at Ridgewater College. More Somalian students take CTE courses at Willmar High School.

Perkins initiatives align closely with the Ridgewater College *Equity 2030* and *Equity by Design* strategies/goals.

Increase male participation and concentrators in health-related fields and females in manufacturing fields.

Provide more career awareness for all consortium students with special focus on ALC's and DREAM academy (charter school).

Evaluate all activities and strategies for continuous improvement and CLNA data mining/discussion and decision-making.

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 CLNA Framework here:

Mid-MN Final FY 23 24 CLNA.pdf

Narrative 2: Programs of Study

Programs of Study Narrative

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

Additionally, provide the following information in the space below:

- For each State-recognized POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your 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 inform special populations about POS opportunities and to 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 POS brokered with institutions outside the consortium. See [Perkins Operational Handbook, page 18](#).

[Download a blank S-R POS spreadsheet.](#)

Enter your Programs of Study response below.

Please note: Items highlighted in green are changes made to the narrative, as compared to the FY2023 application. These changes are based on our consortium survey of needs and feedback from our consortium leadership.

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

#1 SR -POS Health Therapeutic is the number one workforce need for our region and this consistent in all data sources. After the COVID pandemic of 2020, many health career workers have left the profession. Careers with the highest demand include nurses, nursing assistants, and medical assistant. Only one school district (Sibley -East) has an approved health program/CTE licensed instructor and high schools are eager to explore opportunities for students to get introduced to health care. Reserve funds will be used provide health career exploration events on campus for high schools within our consortium, as well as providing customized SCRUBS camps during the school year (\$3500 for bussing, marketing). Post Secondary will use Perkins funds (\$16,000) to further support the integration of simulation technologies and cross-departmental collaboration in the healthcare fields by developing a series of comprehensive interactive, inter-profession workshop days. These activities will engage post-secondary faculty and students from the range of programs to include Paramedic, Health Information Technology, Medical Assisting, Practical, and Registered Nursing programs with an invitation for secondary healthcare, science, and counseling faculty/staff to also join in on the events.

#2, #3 SR-POS Manufacturing Production/Production Process – While the career need differs between DEED and Real Time Talent/Career Wise, approximately 40% of manufacturing careers/related careers are found in Hutchinson and the surrounding areas. The consortium will use \$38,436.92 of secondary funds and to continue to provide equipment and career exploration needs at high schools. The consortium will also use a portion of these funds to cover OSHA certification, per the request of our secondary partners Equipment will include Miller welders, plasma cutters, metal cutting equipment, deburring machine, and software for CADD. Consortium schools that have approved courses in Ag- Power, Structures and Technologies also provide an interdisciplinary program for welding, robotics, machining, etc. Therefore, these courses will be eligible for Perkins funds to further build transferrable skills at the high schools. One area of critical workforce need in the Manufacturing Production / Production Process program of study is the area of Manufacturing Maintenance and Automation Technology. The consortium will pilot the integration of Automation Studio simulation software that can be used to simulate and test automation, electrical, fluid power, and PLC systems both online and in the classroom using \$14,103 of post-secondary funds. With the expansion and growth of the Machine Tool Technology program to the Willmar Region we will also look to add \$9,430.89 in advanced CNC training equipment to ensure that students meet the workforce needs in precision machining.

#4, #5 SR-POS Agriculture – Plant Systems & Animal Systems – CLNA -Data for agriculture careers is difficult to separate from other career pathway (for example, agribusiness would be included in finance, accounting, marketing/sales, others) Therefore, using the DEED data, Real Time talent, economic development information, Ag Centric data; it was determined that plant and animal system continue to be central to economic growth for the region more targeted to the Willmar area. Jennie O Foods and Willmar Poultry are two of the largest industrial employers in the area. Meat cutting is a high demand, high skill, high pay career for the region. Ridgewater College was awarded over half-million dollar grant to expand this career, with high schools looking to articulate credit with us in this area specifically. Perkins funds (\$22,000) will be used at secondary to continue to build plant and animal systems for items like Reality Works animal and plant simulators, field trips, and professional development. RESERVE funds from secondary will also be used for meat cutting models. Post-secondary will use Perkins funds to purchase \$42,000 in Precision Agriculture Equipment (John Deere 3rd Gen Precision Ag Monitor 2@\$10k, CASE GPS System (\$10k), and non-OEM specific autosteer technologies \$12k). Additionally, we would like to add an Advanced Ultrasound Machine for \$3,000, and the Ag Equipment and Power Systems Program is looking to pilot use of Automation Studio simulation software specifically for fluid power and hydraulic system simulations at a cost of \$7,065.

#6 SR-POS Teaching/Training Early Childhood Ed –CLNA findings: according to First Children’s Finance, finding quality childcare is a concern that has been in place since before the COVID pandemic. Those offering childcare (either through a center, or through private home care) struggle to keep good quality workers, and those that offer quality care can come at a premium cost for families. According to the MN Child Care Coalition, lack of quality day care is a major barrier for economic growth. Perkins funds (\$12,000) will be used for sim babies (traditional and those with disabilities, shaken baby syndrome, etc), puppets and other equipment used in day care/pre-school settings. Post-secondary is focused on expanding and growing the diversity of our teaching workforce, one vital piece of equipment for preparing future teachers with the skills to work with students with special needs includes education and exposure to using a Tobii Dynavox adaptive communications device. This device allows students with communication impairments to use their eye movements to provide communication. The cost of the technology is \$20,711.

#7 SR – POS Accounting –CLNA: according to DEED data accountants are ranked 28th of all jobs in the economic region 6E and bookkeepers rank 30th in workforce need of all jobs in region 6E. Although Real Time talent show a decline in workforce need for accountants and bookkeepers; 2020 data shows that there were 245 candidates for 323 accounting positions in SW MN and 98 candidates for 131 bookkeeping jobs in SW MN. 776 consortium students were enrolled in an accounting/finance course (2021 Perkins data) and yet Ridgewater College only had 11 concentrators in the accounting programs. Perkins funding will be used to create updated marketing materials targeted to high school students in English, Spanish, and Somali that can also be shared online and at the high school to promote Accounting program options and informational sessions, as well as purchasing accounting and/or bookkeeping, point of sale type software. (\$5,000)

#8 – POS Restaurant/Hospitality/culinary – The consortium has asked that we continue to include funding for our secondary partners to offer Safe Serv certification to provide a credential for entry level careers in this area (\$2,000). According to DEED data, restaurant cooks are ranked at 17th workforce need and food prep cooks at 32 for all jobs in the region. Ridgewater College does not offer a culinary program and therefore must broker with South Central Technical College, St. Cloud Technical College and Hennepin Tech. Perkins funds will be used for high school students to explore brokered culinary programs, field trips, and for school districts to purchase commercial grade equipment (\$15,000).

#9 – POS Construction – CLNA -DEED data has carpenter ranked at 67, electrician ranked at 76, and plumber ranked at 97 of all jobs in the region. Real Time Talent data reveals that there is a -16 gap between the number of opening for carpenter jobs and the number of candidates, -6 gap for electricians and -9 gap for plumbers. Although Ridgewater College offers electrician and plumbing programs, carpentry is brokered through MN West, Alexandria Technical College and South Central Technical College. Ag- Power, Structures and Technologies can access Perkin funds for this category as an interdisciplinary program. Basic secondary Perkins funds (\$15,000) will be earmarked to continue building the construction program-of-study. RESERVE Funds are earmarked for secondary to build plumbing curriculum and career exploration.

#10 – Transportation Operations – CLNA - DEED data ranks automotive technician careers as 56th. Real Time Talent has a -13 gap between number of candidates and the number of job openings for the region. Although the Ridgewater College offers programs in Auto Body Technician and Automotive Technician, only three high school offer courses that are basic engine courses. Ag Power, Structures & Technologies programs also offer course work in small gas engine and some large engine and can access. Both Ag programs(interdisciplinary) and Trades & Industry courses can access Perkins funds for equipment (\$7,000.00). RESERVE funds are earmarked for high schools to develop curriculum and provide career exploration for auto tech and auto body careers.

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

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

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

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

Narrative 3: Collaboration with workforce development boards and other workforce agencies

Workforce Agency 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 your Workforce Agency response below.

Please note: areas highlighted in green reflect changes compared to the FY2023 application. These changes are based on our local survey of needs and feedback from the consortium leadership.

Career exploration and career development activities:

The local Career Force offices are located on Ridgewater College campuses with workforce specialists ready to assist students with questions regarding employment. Mid-MN consortium will continue to collaborate with the Central MN Jobs & Training Services (CMJTS) staff to develop and implement several career exploration events that focus on special population learners; the CMJTS special population youth focus is broader (using WIOA guidelines) than the Perkins model and can include students from age 14 – 24. (See RESERVE FUNDS for budget info.)

Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment

Consortia leadership in collaboration with the Ridgewater College Director of Career Services will identify and develop key infographics to be shared with students, counselors, faculty, and parents about the regional workforce demands with relevant data to help inform education and career decisions.

Career guidance and academic counseling

The annual Counselor Encounter (see Narrative #7) participants include DEED specialists, Career Force staff, Private Industry Council staff, and high school/college counselors. The Perkins funded position Advising & Retention Specialist for Technical programs works with adult learners and special population learners for smooth transition and retention in CTE college programs. The Advising & Retention Specialist utilizes the *StarFish* early alert system as well consultation with on campus resources (tutoring, disability support, veterans' services, counseling, etc) for early intervention for program completion. (see Narrative #5 for more information and funding).

Work-based learning or apprenticeship opportunities

Work-based learning will continue to be a focus for FY2024; CLNA data/Perkins performance indicator for secondary

indicated that although the consortium has many approved programs for work-based learning; the consortium has few CTE work-based learning endorsed teachers. The consortium will earmark funds for teacher professional development on WBL endorsements. (See Narrative 6 for more information). All events/activity participants are evaluated/surveyed for continued improvements.

Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

The CMJTS, DEED staff as well as business/industry representatives participate in the regional career exploration events. CMJTS / Career Force specialist serves on the Perkins Partners board. Other initiatives for career exploration include funds for field trips (travel and sub pay), classroom speakers/presenters (stipend), business tours (travel, sub pay) (\$4,000). A Vocational Rehabilitation Services representative is also located on the Ridgewater College campus.

Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

The continued collaboration will focus on the nontraditional by gender piece for males in health careers and females in the trades. (Scrubs Camp, Trades Camp). CLNA data indicated that males were underrepresented in health careers and females in the trades specifically in manufacturing careers. Post-secondary Perkins funds (\$6,500) will be earmarked for stipends for college instructors to participation in off-contract events/camps and professional development for special population/adult learner workshops

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

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 Integrated Academic and Technical Skills response below.

How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?

The consortium will continue with TECH UP (skills training for secondary by post-secondary instructors for curriculum development and skills training on industry equipment/software); secondary to initiate a Tech Math project that again was pre-pandemic but not initiated (curriculum development for secondary to embed more contextual math concepts into CTE programs); regional and local articulation meetings provide both secondary/postsecondary the opportunity to review & develop new agreements and discuss trends in programs of study. Although the consortium has met all the performance indicators for FY 23, the CLNA indicated that there are individual school districts that are underperforming; underperforming school districts will be required to include strategies that will improve performance. The consortium will also provide professional development on work-based endorsement to increase teacher participation (secondary included in Narrative #6). According to the CLNA, nontraditional by gender in a career area, will also be a strategy with funding to increase males in nursing and child education and the females in the trades (manufacturing expo, Ag expo, Health careers camps, regional career events, etc.). (Post-secondary funding \$1,000, secondary funding \$1,000 with additional funding included in RESERVE funds, Narrative #8 and Narrative #7)

How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?

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

How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

All student including special population learners are included in all activities. In FY 23 and based on CLNA data, the

consortium will be partnering more with the Central MN Jobs and Training Youth staff to provide career exploration opportunities for special population learners through CMJTS camps. To reach the Somalian prospective students (CLNA data, see Narrative #5 for more info), the consortium will specifically target student at the Willmar ALC, Willmar charter school and the tech programs at Willmar High school working with the liaisons and counselors for both Latino and the Somalian people. All activities will be evaluated for continuous improvement for CLNA data mining.

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

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

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.

Perkins V defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Enter your Special Populations response below.

Please note: Areas highlighted in green reflect changes from the FY2023 application. This is based on our local survey of needs as well as feedback from the consortium leadership.

Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified:

CLNA findings focus primarily on the Somalian people in the Willmar area. The gap is by far the most significant in terms of numbers of students in technical programs (lack of career awareness); the number of post-secondary Somalian students who complete technical programs compared to total enrolled; and the academic success for achieve at the postsecondary. Perkins funds have been earmarked to work with CMJTS to provide more career outreach to tech programs at Willmar High School, Willmar Charter school DREAM Academy and the Willmar ALC. (Secondary -\$2,000 and also included in RESERVE funds) At post-secondary, the Recruitment and Retention Specialist (Perkins Funds – PS -\$67,058) will work closely with RC office of Diversity, Equity and Inclusion to carry out the mission of the Equity by Design & the Equity 2030 initiatives as well as with the Perkins coordinators for under-performing Perkins indicators (completers, and nontraditional by gender).

Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency:

Perkins funds have earmarked only for those programs that are considered state recognized programs of study or consortium recognized programs of study (see Mid-MN POS excel and Narrative #1). The collaboration with CMJTS will focus on health careers and careers in the trades (auto tech, welding, machining, construction, plumbing, robotics, agriculture careers) plus early child education, culinary and accounting.

Develop new initiatives to better prepare CTE participants for non-traditional fields:

The collaboration with CMJTS will focus on the nontraditional by gender in a program for high school females and males to explore health careers and careers the trades. RC will also provide a Scrubs careers camp focusing on males in health careers. The Ag Expo and Manufacturing Expo are geared to attract females in a smaller group setting. The regional career events provide an opportunity for all students to try a nontraditional field. (see RESERVE funds for secondary). Using local special populations success stories, we will create 10 videos to share the messages of nontraditional special populations on our website, most specifically targeted toward the program areas from the CLNA that have the highest student impact and the greatest disparity in non-trad participation. These videos will be shared on program pages and distributed to secondary partners to share with their key stakeholders (\$10,000).

Ensure members of special populations will not be discriminated against.

The Mid-Minnesota Perkins Consortium is aligned with Ridgewater College and is aligned with the Mission, Vision, and Core Values of the institution. Ridgewater College clearly outlines its commitment to a diverse workplace that respects all stakeholders. Campus policies around a respectful workplace and place of study as well as Student Code of Conduct are posted on the college website, the student catalog, and student handbooks. All printed materials at post-secondary and Perkins generated marketing materials include non-discrimination statement

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

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

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.

- 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 (5S3).
- 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 Work-based Learning response below.

Please note: areas highlighted in green reflect changes from the FY2023 application. Changes were made based on the survey of needs of our consortium as well as consortium leadership.

Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

At the secondary level, students are engaged in formal work-based learning opportunities primarily through Agriculture and Business. PSEO students in various CTE programs experience hands-on activities while attending classes and labs such as welding, agriculture, marketing, and more. Willmar School and Litchfield Schools partner with local businesses for service-learning opportunities. Willmar Schools partners with Goodwill for early work prep programs mainly for special population learners. Hutchinson schools have been active recipients of DLI Youth Skills Training grant funds to further expand work-based learning opportunities at the secondary level. At post-secondary many of the technical programs require or offer the elective opportunity for students to engage in an internship experience before completing the program.

Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure (5S3).

Although the numbers were small, data from the CLNA and Perkins data indicates that special population students were most engaged. In our consortium, 11 of our 17 high schools have work-based learning approval in the diversified category, with 5 of those 11 schools also offering work-based learning in special education.

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.

Both secondary teachers and post-secondary instructors participate in Externship opportunities to better establish relationships with business/industry to increase work-based learning or services learning opportunities for students (see Post-secondary & secondary Narrative #8 for funding and description) Advisory boards at both secondary and post-secondary provide opportunities to build relationships with employers – this is most evident for post-secondary and most evident for secondary agriculture programs. The consortium is also part of the LYFT regional grant program and the Career Navigator program was funded in FY 21 to assist students/teachers in work-based learning initiatives.

Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

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

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

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

Narrative 7: Early Postsecondary Credit Opportunities

Early Postsecondary Credit Narrative

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

- Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., the 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 that provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your Early Postsecondary Credit response below.

Please note: areas highlighted in green indicate changes from the FY2023 application. Changes reflect feedback from the survey of needs as well as consortium leadership. Much of the College in the Schools data has been enhanced as the new Secondary Perkins Coordinator also works with the CIS program at Ridgewater College.

Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., the University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).

Of the high schools in the Mid-Minnesota Perkins Consortium, four (4) of the seventeen (17) high schools have a partnership with Ridgewater College's College in the Schools program, with two (2) additional schools partnering with sister-institutions across the state. Of the four (4) schools who partner directly with Ridgewater, two (2) schools offer CTE options. MACCRAY offers Animal Science and Agronomy. KMS also offers Animal Science and Agronomy, but in FY2024, they will be adding Ag Mechanics as well as Child Development. Until spring 2020, Sibley East offered a Nursing Assistant CIS course, but Ridgewater College no longer offers this course for credit. ACGC, New London-Spicer, and Willmar also offered an Entrepreneurship course, aligned with Ridgewater's Marketing and Sales Management program, but this course partnership was discontinued as the instructor did not meet credentials and had no plans to earn them. Hutchinson also offered the Entrepreneurship course, however, it was pulled from their rotation when the instructor at the high school left to pursue other opportunities. In FY2024, the CIS program will be working with high schools to explore offering a Medical Terminology course which has an open credential. It is our desire to offer this course (taught by Biology instructors) as a gateway course into additional CIS and PSEO offerings in our Health Broad Field course area. Credentialing in CTE fields for CIS courses is challenging as many instructors aren't able to meet recency (on-the-job hours) requirements. While the Higher Learning Commission is working to expand the options for credentialing, it is still up to Minnesota State on how this can be applied in alignment with the MSCF contract.

PSEO options are also available to students across the state. All of our consortium high schools send students to Ridgewater for PSEO opportunities (both Liberal Arts and CTE). Ridgewater College enrolled students from over 50 high schools across the state. PSEO makes up approximately 18% of the college's overall enrollment. Agriculture continues to be the most popular CTE offering for PSEO students, followed by CADD, and Business.

Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).

Mid-Minnesota Perkins Partnership is part of the MN Southern Region Articulation group. The Southern region reviews career clusters every two years. The region meets via Zoom at four sites with nine consortium high school teachers

and college instructors attending the meetings. The consortium partners agreed to combine the articulation meetings with the program of study reviews. The articulation/POS meeting includes reviewing regional, local articulation agreements that align with program of study career pathways. For the consortium, articulated college credits are available to consortium students with 72 regional and local agreements. Although, the use of articulated college credits is low (only 6 certificates presented to Ridgewater College FY 21); the consortium partners consider it a valuable exchange of ideas, curriculum review and feedback from post-secondary to secondary instructors. The articulation meetings have morphed into a program of study meeting. The consortium partners continue to market the articulated college credit initiative. Several consortium schools have awarded the certificate at the high school award event. Other school districts request the list of students who have earned certificates but may not applied for the certificates and encourage students to get the certificate. Other initiatives include having the CTEcreditMN website coordinator develop systems for accessing student data regarding use of certificates. (Secondary Perkins funding \$5,375 – consortium fee for website, tech support/coordination, and moving all local agreements to regional).

CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).

The CTE courses offered through PSEO and CIS area applied towards graduation requirements at each high school, but where the high school will apply the credit is up to the school's district. Willmar High School will accept courses from the Ridgewater College CTE Photography program for their art credits as long as the photography course has the student creating photographs. Other consortium high schools offer dual credit CTE courses that count towards electives. They include:

ACGC Intro to Ag, Intro to Health Professions, Medical Terminology, Intro to Computers, Computer Assisted Drafting, Child Development, Legal Environment, Print Reading, Intro to Criminal Justice, Principles of Nutrition

MACCRAY Medical Careers, Intro to Manufacturing, Intro to Education, Information Technology Concepts & Industrial Construction Methods

BOLD Digital World, Intro to Business Management, Intro to Computer Science, Essentials of Computing

Advanced high school courses and curricula in CTE that provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

All consortium school districts include information in their student registration guides of early college credit opportunities (concurrent, articulated, AP, others). Ridgewater College includes information on AP, PSEO, and articulation in the college registration guide. Three consortium high school continue to offer Project Lead the Way courses. The consortium includes funding in Narrative #2 for ServSafe to add a high skill element for the Food & Beverage/Culinary Program of Study, as well as OSHA certification training. The consortium provides an annual workshop for high school and college counselors to share the high school to college process and to discuss the early college credit options as well as new programs (Counselor Encounter, articulation/POS meetings -\$1,600, travel, sub pay)

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

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations

necessary to complete the local needs assessment and the local report.

Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your Support to Professionals response 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?

At the secondary level, we will continue to work with school district administration to encourage out-of-field licensing for difficult program areas; trades/industry and health programs. Encourage schools to recruit graduates from Southwest State University in Culinary, Hospitality Management and Early Child Education for FCS positions. Also, providing an information workshop for teachers to learn about WBL endorsement (see Narrative #6). Furthermore, Equity 2030 outlines policies and structures for recruitment of underrepresented groups for all college personnel. Both secondary and post-secondary have developed curriculum for Intro to Education courses that can be articulated from high school to Ridgewater College -this is a "Grow Your Own" initiative which will also include recruitment from alumni through the alumni association.

Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?

At secondary, the consortium has provided funding for teachers, paraprofessionals, administration, and counselors to participate in many professional development opportunities: TECH UP, CTSO workshops, WBL conference, CTE Works conference, workshops specific to programs through the Centers of Excellence, articulation meetings, counselor encounter, others. (Secondary Perkins funding - \$21,600 + RESERVE Funding and Narrative #6, Narrative #7, post-secondary \$3,000)

How do these actions support the needs identified in your CLNA?

The information is directly related to the need for WBL learning teachers, teachers of the SRPOS and CRPOS categories for continuous skills building and training. All activities and strategies will be evaluated for continuous improvement and for CLNA data mining/consortium discussion-making.

Please address how you determine what professional development is supported with Perkins funding

The Mid-Minnesota Perkins Consortium's Leadership/Governance board has agreed that professional development is critical and necessary to the success of our consortium. Professional development should align with the identified programs of study. Teachers are asked to utilize funds as often as possible, but also on a rotation basis to allow every teacher an opportunity to access the funding. Professional development offered through the consortium and in collaboration with Ridgewater College is acceptable and supported with Perkins funding (through stipends if off contract and/or mileage). Leadership conferences (such as FFA or FCS to the Max), statewide meetings for a specific discipline (Ag Educators, FCS Fall Meeting in Marshall at Southwest State University) and other national professional organizations tied to a specific discipline are also acceptable. The leadership of Mid Minnesota's consortium also recognize that professional development opportunities are vast and abundant, allowing for teachers to explore new opportunities. Those who wish to explore new opportunities (as well as the options provided above) must request funds in writing and indicate how this professional development is discipline specific and will benefit their program and their CTE students.

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 Performance Gaps response below.

Please note: areas highlighted in green indicate changes from the FY2023 applicaiton. Changes are a reflection of the survey of needs as well as consortium leadership.

What specific student group(s) were identified as having significant disparities or performance gaps?

Latinx group trend continues to improve in completion and academic proficiency. Many secondary schools show a marked increase math, reading and writing proficiencies. Somalian people continue to show a trend of decreased completion and academic proficiency (secondary and post-secondary). The most significant completion rate gap in post-secondary is for students of color: Gap -20.76%/-46.43% (2020/2021). Through the pre-pandemic listening sessions, we learned that many Somalian people are not aware of technical programs and with very few enrolling in technical programs. Although the number of males has greatly increased in the college nursing program, the secondary pipeline and career awareness for males needs to increase – no males were enrolled in secondary health career courses. There also a continued number of females in the manufacturing sector of programs both at secondary and post-secondary

What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?

The consortium has earmarked funds to connect with high schools to identify ways that we can best serve our Somali and Latino/Hispanic families regarding post-secondary CTE opportunities. This may include info sessions held in their native language, on days/times that work best for their families to attend, materials to discuss support initiatives translated into Spanish and Somali, to name a few. Continue with career exploration for the Somalian people at Willmar High school – tech programs, Willmar Charter Schools (DREAM Academy) and Willmar ALC – (secondary RESERVE Funds) and collaborating with CMJTS for specific special population students/adults. The recruitment of males and females into nontraditional by gender fields will occur through focused career awareness activities on both college campuses. TECH Up and the Counselor Encounter will also address the performance gaps (see secondary RESERVE Funds, Narrative #8, Narrative #5/ post-secondary –Narrative #5 and Narrative #2, 3).

What financial resources will be leveraged to support these actions?

Secondary/post-secondary consortium coordinators will work with the Willmar Public school liaisons, counselors, and administrators and the Ridgewater college office of Diversity, Equity and Inclusion (college funding) to implement initiatives that are included in the Equity by Design and the Equity 2030 Strategic plans (final documents were not available for the CLNA/FY 23 Application) Perkins funding to include secondary \$1,000 (sub pay, travel), post-secondary \$2,000 (registration, stipends) + RESERVE funds, Narrative #3, 5,6, and #8. LYFT grant funds may also be expanded to focus to focus on specific targets such as students of color. All strategies and initiatives will be evaluated for continuous improvement and for CLNA data mining/consortium discussion/decision-making.

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 Consortium Governance response below.

Please note: areas highlighted in green are changes to the FY2023 application.

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.

Mid-Minnesota Perkins Partnership consortium is comprised of 16 public school districts, 1 charter school, Ridgewater College (both campuses Hutchinson & Willmar, and a representative from Central MN Jobs and Training. Each entity has a representative (principal, superintendent, CTE instructor or counselor) that serves as the contact for the school district. The reps are responsible for reporting Perkins initiatives and information back to the school district administration, CTE instructors, and counselors. The rep also completes a year-end report or gathering information for the CLNA, etc. The consortium reps meet formally twice a year; a face-to-face meeting and a ZOOM meeting. Moreover, the Perkins coordinators (Secondary Perkins - \$88,354 (split equally across secondary and post-secondary as \$44,177), Postsecondary \$20,000) has contact with school district CTE teachers, administration, counselors, instructors, business/industry and business managers on frequently on Perkins related information. A leadership group which includes the Perkins Coordinators & 6 school districts reps) is responsible for developing the meeting agendas and making decisions regarding issues outside the consortium plan. All financial decisions are first recommended by the Coordinators and then approved or discussed further with either the leadership group or full consortium. All information is posted on the consortium website.

Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

See SSQ grid for data regarding the Programs of study. Findings for both Secondary (S) & Post-Secondary (PS):

S- Health Therapeutics – only one program at secondary that is Perkins eligible (approved program and CTE licenses instructor. Consortium to continue to encourage PSEO for programs in nursing. Continue to provide career exploration for males in nursing. Encourage school districts to consider developing health programs with out-of-field teachers.

S/PS – Finance/Accounting – many students enroll in accounting courses at secondary, however, only 11 concentrators were in the RC accounting program FY 21. Provide more outreach to secondary teachers on the two-year degree at RC.

S- Ag teachers continue to teach more students in welding, construction, engines, etc. Provide workshops, profession development opportunities for teachers to learn more about careers and requirements in a manufacturing environment; TECH UP and Externships for Educators provide skills training and exposure.

S/PS – Small number of engine/automotive courses offered at secondary – the career field is a program of

study for the consortium. Encourage PSEO for students pursuing a career in automotive. Reserve funds earmarked to grow the auto tech/auto body programs at both post-secondary and secondary schools

Describe how your consortium's decision-making concerning professional development is based on POS priorities.

The Mid-Minnesota Perkins Consortium's Leadership/Governance board has agreed that professional development is critical and necessary to the success of our consortium. Professional development should align with the identified Programs of Study (POS). POS areas are approved by our consortium leadership. Teachers are asked to utilize funds as often as possible, but also on a rotation basis to allow every teacher an opportunity to access the funding. As indicated in Narrative #8, professional development offered through the consortium and in collaboration with Ridgewater College is acceptable and supported with Perkins funding (through stipends if off contract and/or mileage). Leadership conferences (such as FFA or FCS to the Max), statewide meetings for a specific discipline (Ag Educators, FCS Fall Meeting in Marshall at Southwest State University) and other national professional organizations tied to a specific discipline are also acceptable. The leadership of Mid Minnesota's consortium also recognize that professional development opportunities are vast and abundant, allowing for teachers to explore new opportunities. Those who wish to explore new opportunities (as well as the options provided above) must request funds in writing and indicate how this professional development is discipline specific and will benefit their program and their CTE students.

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.
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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

Perkins V, Section 112(c) states that Reserve funding is awarded in order to:

- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or
- promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries

Budget your consortium's Reserve funding to support no more than two 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:

1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.
2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.
3. What are the expected results of this innovation?
4. How will this strategy continue to be supported after Perkins funds have been expended?

Enter your Reserve Fund response below.

Please note: the areas highlighted in green indicate changes from the FY2023 application.

How will this strategy continue to be supported after Perkins funds have been expended?

S/PS -Teacher retention – provide TECH UP for secondary teachers to collaborate with post-secondary instructors in learning about new technology in manufacturing (welding, machining, robotics, drafting), Ag (Power, structures and technologies, Construction (plumbing and electrician), Ag- meat cutting. (Secondary Perkins -\$2,500 plus additional post-secondary Perkins funds for college presenters). Measure secondary teachers will modify curriculum to include industry requirements and submit request for upgrading/updating equipment. Business/industry may fund or LYFT grant funds or combination of both.

S – Teacher retention/professional development. Externships for Educators – continue to offer work experiences for educators to learn about industry/business skills, to develop relationship with US Bank in Willmar to partner in their new program Teachers in the Workforce that would connect teachers to local businesses for externship opportunities, but also allow for students to connect through future collaborative programming. (Secondary Perkins -\$5,000 to cover stipends). Measure- Survey to indicate that secondary teachers learned new skills, added new components to curriculum, have a better understanding of post-secondary programs and the industry and have a strong relationship with college instructors for potential marketing opportunities. Sustainability—Possible LYFT grant funding or general funds through Ridgewater College.

S - Operation Exploration in collaboration with CMJTS targeting special population students for careers in health and

in the trades; (Secondary Perkins - \$3500) Measure - Survey to gauge likelihood of moving into the health care field, connecting students who are interested with recruitment/admissions. Ridgewater College application and enrollment data would be a secondary measure. Sustainability -CMJTS will continue to provide funding and support of the project and it may transition into other high skill, high pay and in-demand careers. LYFT grant funding may be a potential funding source, CMJTS funded project.

S- Consortium funds will be used for the Big Ideas Sim Labs for all high schools in the consortium will be eligible for a half-day of programming for their approved technical courses. A full day of programming will be made available for Willmar ALC and DREAM Academy (charter school). (Secondary Perkins -\$18,000) The ALC and DREAM have a high percentage of at-risk/special population students (Somalian, Latino economically disadvantaged, ELL and learning disabilities). Big Idea Sim Labs concentrate on trades include machining, welding, CDL, automotive, etc.) Measure: A satisfaction survey will be given to students with questions asking about their after high school plans. Students interested in these trades will be connected to our recruitment/admissions team. Ridgewater College application and enrollment data will also be evaluated to determine if these special population students enrolled in trades programs. Continues funding may come from Willmar School District, LYFT grant or CMJTS grant.

S- Perkins funds for secondary to develop or enhance curriculum in meat cutting, plumbing, and automotive courses (Secondary Perkins \$18,158.69). We have had a substantial amount of teacher turnover in our consortium and finding teachers specifically credentialed in these areas has been challenging for many districts. As a result, many of the Agriculture faculty also teach classes in these areas and the additional training and equipment will be essential for their success and retention. Measure- secondary teachers add new or update curriculum to meet the workforce needs of the region (CLNA data). Sustainability -School districts provide funding for curriculum development.

PS- use Perkins funds to expand auto tech/auto body with purchase of Hybrid-electric Vehicle trainer to be used for students (both secondary and college) to learn electrical troubleshooting, start-stop technology, and transportation related HVAC training. The new trainer will part of the TECH UP summer workshop for high school teachers. (Post-secondary Perkins -\$46,681.00) The measure will be more students matriculating from consortium high schools to Ridgewater College automotive programs.

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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- 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

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Subtotal (line 3) and Secondary Subtotal (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.

Note: An in-kind contribution is a non-monetary contribution. An example might be a person's time serving on a board or attending meetings. The estimated cost of this person's time would be listed as "in-kind."

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	5000
Postsecondary Subtotal	5000
(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	6000

Perkins-Funded Positions

In the table below, 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. Upload the position description for each individual/position 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.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Kelley McClure Mork	Secondary Perkins Coordinator	Secondary		.5	44,177
Kelley McClure Mork	Secondary Perkins Coordinatory	Post Secondary		.5	44,177
Samantha Henkle	Academic Advisor & Student Success Coordinator for CTE programs	Post Secondary		1	67,058
Mary Leyk	Dean of Instruction for Allied Health	Post Secondary		.20	20,000

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

Position Description

Academic Advisor Technical Program Specialist Final PD.pdf

Position Description

Dean of Instruction of Technical Programs PD.pdf

Position Description

Secondary Perkins Coordinator PD 6.9.22.pdf

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statement of Assurances Document (Statement of Assurance should be combined and uploaded as one single PDF).** ([Download the Statement of Assurances Form](#))
2. **Combined Secondary and Postsecondary Budget Excel File** ([Download the Budget form with instructions](#))
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template.** Only required for those consortia on an improvement plan. ([Download the Improvement Plan Template](#))

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

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

Mid-MN A& C Final FY 23.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

Mid-Minnesota Secondary & Post Secondary Budget FY2024.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

FY 23 COMBINED EQUIPMENT INVENTORY.xlsx

Improvement Plan

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

