



## **FY23-24 Second Year Application Northeast Metro Consortium**

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

**Submitted by Herbert King**

**Submitted on 07/13/2023 3:13 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 Ohrn, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohrn@minnstate.edu

Fund Activity Categories

Education

Opportunity Manager

Karl Ohrn

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 07/28/2023 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 Application Northeast Metro Consortium

Award Requested

\$1,609,246.24

Total Award Budget

\$1,609,246.24

### **Primary Contact Information**

Name

Herbert King

Email Address

herbert.king@century.edu

Address

3300 Century Avenue North  
White Bear Lake, MN 55110

Phone Number

651-779-5790

## 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.

#### No Change

- Century College

#### Secondary Partner Schools/Schools Districts

- AFSA
- Centennial School District
- Chisago Lakes Area School District
- Columbia Heights School District
- Forest Lake Area School District
- Fridley School District
- Irondale School District
- Mahtomedi School District
- Mounds View School District
- Intermediate District 916
- North Branch School District
- North St. Paul-Maplewood-Oakdale School District
- Roseville Area School District
- St. Anthony School District
- Spring Lake Park School District
- Stillwater Area School District
- White Bear Lake School District
- South Washington County School District

## 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.

#### CHANGE

**Secondary and Postsecondary: FY23-24 cycle** Real Time Talent (New): Real Time Talent consultants will be hired to support the next Perkins Northeast Metro Consortium Comprehensive Local Needs Assessment process/report FY24-26. This work will involve the acquisition and analysis of data as it pertains to labor market alignment, size, scope, and quality of state recognized programs of study. A core focus of RTT will be mapping labor market needs, forecasting talent shortages and workforce skill incongruencies over the next 3-5 years. The analysis also includes disaggregation of local labor market data, facilitation of strategy sessions with stakeholders, and identifying local employers advertising positions aligned with in-demand, high-growth, and high wage career pathways. This project aligns with Perkins V Section 135 use of funds - Required# 1 B, #2 B, #6. (CLNA Element, 1).

**Rationale:** Allocation of funds in this budget line item enables the consortium to leverage both external and internal resources to engage and complete the CLNA process in accordance with Perkins V Section 134, c(1), c(2) ,d(1)

#### Overview Results (CLNA)

Consortium responses to questions and consortium activities within this budget narrative have not changed and are provided below.

The CLNA in the Northeast Metro Consortium was a comprehensive process that included a wide range of data gathering strategies. A summary of the findings are included below. Additionally, we expect to include an allocation for work (consultant costs Realtime Talent) on the next CLNA during the FY23-24 budget cycle.

**Corresponding CLNA narrative begins on page 11-15.**

#### Description of CLNA Process

The process used to gather and review our data for our CLNA, was primarily through RealTime Talent (RTT). Secondary and post-secondary consortium coordinators met with RTT to discuss information we would like to gather for the CLNA. Consortium leaders requested RealTime Talent divide the consortium into three distinct regions when gathering employment data from local communities in the consortium. In the past, the data collection for the CLNA was based on Department of Employment and Economic Development (DEED) data for Ramsey, Washington, and Hennepin County and the seven-county metro area.

The previous data analysis made it challenging to determine what data was relevant to the communities represented in the Northeast Consortium. RealTime talent was able to divide our consortium into three regional geographic sections and analyzed our data by each zip code for each community. Using this data gathering approach, allowed a closer analysis of data with a focus on examining programs of study, CTE courses, community demographics, and employment trends within the consortium.

Realtime Talent conducted stakeholder summits to share labor market trend data with our secondary and postsecondary Perkins leadership teams including our Perkins Governance Team. Additionally, RealTime Talent conducted stakeholder summits with area employers/business partners and CTE faculty/teachers. The intent of these summits was to gather evidence as it relates to the five Perkins elements.

Based on the data analysis, resulting conclusions driving strategies and funding allocations of the CLNA include:

1. The CLNA identified gaps in graduation/completion (CLNA Element, 1, P.11).
2. Targeted strategies to increase and support individuals preparing for a non-traditional field (CLNA Element, 1, P.11).
3. Employer gaps (talent shortages identified in LMI data in all POS (CLNA P. 41, RealTime Talent Report, 2021, P. 154-159).

### **Element #1: Student Performance on Required Performance Indicators**

Although the consortium has met all FY 23 performance indicators, the disaggregated data suggests gaps exist within certain Perkins V identified categories based on the Consortium Performance Gap Analysis Report. More work is needed to address disparities relative to student access, representation of special populations, and student completion/graduation in CTE academic programs. Additionally, Real Time Talent data for the consortium indicates a discrepancy exists for students in CTE programs that lead to non-traditional fields.

### **Element #2: Program Size, Scope, and Quality to meet the needs of all Students**

Student enrollment continues to grow each year in all Programs of Study (POS). Our consortium offers an array of CTE courses across many programs of study and covers many local jobs in our Northeast metro region. There is strong alignment between secondary and post-secondary course offerings and employment opportunities over the next 10 years. CLNA findings indicate high-wage, high-skill, high demand for skilled occupations in this region are projected to have talent shortages in Health Science, Human Services, and Information Technology. RealTime Talent, identified the need to support all six career fields as a reflection of needs of our consortium particularly given the talent shortage. Continued support of both S-R POS and POS is important in meeting workforce needs in the future.

### **Element #3: Progress towards Implementation of CTE Programs of Study**

Our CLNA showed that our consortium has a wide array of robust programs of study. Our consortium will need support from CTE teachers/faculty to re-engage in statewide and national professional development opportunities that have not been available to attend in-person for the past two years. To strengthen consortium programs of study, collaboration needs to be part of our learning throughout the year. Our consortium needs time to reflect on the findings of the CLNA as noted in Element 2, to determine if any additional courses should be added or removed to ensure we right-size our POS to reflect the needs of local employers.

### **Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups**

Recruitment and retention and training of Career and Technical Education professionals (CTE) (faculty, teachers, staff) represents both a challenge and opportunity for higher education institutions and school districts with CTE programs. These challenges range from credentialing, offering competitive wages, and onboarding processes to support, advancement opportunities, among other factors. The CLNA findings suggest our consortium has both strengths and weaknesses in this area. A strength is that Century College has made progress in achieving diversity targets when staff positions are included. The goal is to mirror the student body in terms of parity relative to students of color, women, veterans). Human Resources and Equity and Diversity departments provide leadership in this area and work to support inclusive practices to fill CTE openings at both the secondary and postsecondary level.

CLNA findings indicate the need to continue providing professional development/mentoring opportunities to support competency and capacity building of CTE educators. Students expect educators to be knowledgeable and to reflect changing student demographics. Supporting secondary CTE licensure, portfolio development, and general cultural competency indirectly supports an increasingly diverse educational environment and workforce. The Northeast Metro consortia seeks to continue efforts to address the diversification of the teachers/faculty delivering career and technical education. The shortage of licensed teachers represents an ongoing challenge in meeting licensure and higher education faculty credential requirements necessary to providing CTE education. The consortia have identified recommendations such as supporting secondary CTE licensing/portfolio development in building both the capacity of current teachers as well as a pipeline of CTE professionals directly from the workforce into high school classrooms. Additionally, there is a need to continue support of professional development and training opportunities for CTE educators through professional organizations like MACTA, ACTE, and NACEP.

### **Element #5: Progress towards equal access to CTE programs for all students**

As noted in Element 1, overall, the consortium is meeting FY23 performance indicator targets. However, when reviewing performance indicator data based on CIP codes, gaps exist based on Gender, Students of Color, Select Special Populations groups and to a lesser degree Race and Ethnicity category. Our consortia data shows secondary data gaps for non-traditional and English learner CTE students completing courses to graduate. The most significant data shift was secondary CTE students preparing for nontraditional fields, which observed a 53% decline between

2018-2020. We believe there is a need to explore targeted robust communication and marketing strategies to increase awareness and access among both underrepresented students and all students regarding CTE programs.

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:

#1 FINAL CLNA 5-5-22.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.

**CHANGE: Secondary:** Budget increased by \$42,419.24 to fund equipment supporting SRPOS & POS supporting programs of study and CTSO requests. This project aligns with Perkins V Section 135 use of funds - required #5 d Appropriate equipment, technology and instructional materials & #1a,b, 2c & 5o. (CLNA Element #2, Section A3 P. 22-23 & p. 15)

**Postsecondary:** Funding requests for equipment range in cost across CTE programs. In some cases a program is making new request or requesting the same item from last year's application but at a different cost level. The combined consortium budget sheet provides a detailed list of equipment/technology allocations for CTE programs. Aligns with Perkins V Section 135 use of funds - Required# 3,5, 5d. (CLNA Element 2, P.30).

The budget increased to \$35,000.00 to fund general and joint equipment request supporting SRPOS & POS.

Allocation changes also include \$11,000 for curriculum development to support integration of new equipment/technology in FACM program and support of Visual Communication Careers program \$7,240 expanding student technical skill development through a partnership with SCCTV studio access.

**Rationale:** Adjustments in equipment allocations enable Perkins to better align funding allocations with guidance by the Northeast Consortium Governance Team, campus strategic plan, and Career and Technical Education (CTE) program priorities.

The consortium continues to support SRPOS and POS and other high quality CTE programs. Although no change is reflected in the prioritized SRPOS & POS, for this budget narrative, there are minor updates in either CTE programs requesting support or the amount of funding support they are requesting. Our consortium will support all programs of study knowing the impact CTE has for our local employers.

Since we do not always know what equipment requests, we might receive prior to the application deadline and during the fiscal year, we have created a general/joint equipment line item to support Perkins funded equipment requests that include both general equipment, software, and technology across CTE programs that note the integration of cutting-edge technology/innovation. Equipment support aligns with Perkins V Section 135 use of funds - Required# 3, 5, 5d. (CLNA Element 2, P.30).

Consortium responses to questions and consortium activities within this budget narrative have not changed and are provided below.

**The corresponding programs of study narrative in the CLNA begins on page 17.**

The Consortium team which includes the Director Academic Partnerships, Perkins Postsecondary Coordinator, Perkins Secondary Coordinator, and Career Readiness Transitions Specialist, and administrative support - work to support the development of partnerships across different sectors to support early-credit strategies. The CLNA notes the consortium offers a wide range of CTE programs and courses at both secondary and postsecondary level. The data indicates areas where there is clear alignment in Programs of Study (POS) between secondary and postsecondary partners and opportunities to expand POS. Consortium Programs of Study (POS) are also aligned with local workforce needs and skills. Prior to the CLNA process, Northeast Metro Consortium Perkins coordinators met with MDE and MN State CTE officials to review the consortium's Programs of Study. Upon completion of this process, the consortium Governance Team provided feedback regarding revised POS and guidance on prioritization of POS for Perkins funding allocations.

The following S-R POS and POS were selected for Perkins funding support:

### **Northeast Metro State Recognized Programs of Study SRPOS**

1. Health Science, Therapeutic Services SRPOS
2. Engineering, Manufacturing, & Technology, STEM Engineering and Technology, SRPOS
3. Business Management and Administration, Marketing, Marketing Communications SRPOS\*
4. Human Services, Law, Public Safety, Corrections and Security, Law Enforcement Services SRPOS
5. Engineering, Manufacturing, & Technology Transportation, Distribution, & Logistics, Facility & Mobile Equipment Maintenance, SRPOS
6. Human Services, Law, Public Safety, Corrections and Security, Emergency & Fire Management SRPOS

*\*Noted here as a state recognized program of study (SRPOS) however no funding support is planned for this SRPOS.*

### **Programs of Study (POS)**

7. Arts, Technology & Communication-Communication Technology-Visual Arts
8. Engineering, Manufacturing, & Technology Architecture & Construction, Construction.
9. Business Management and Administration, Hospitality and Tourism, Restaurants and Food/Beverage Services
10. Engineering, Manufacturing, & Technology Manufacturing, Manufacturing Production Process Development
11. Arts, Technology & Communication, Information Technology, Information Support & Services

### **Consortium State Recognized Programs of Study (S-RPOS)**

**1). Health Science, Therapeutic Services:** Health Sciences therapeutics is a strong POS in the consortium. The Health Sciences pathway is supported by the CLNA because there is direct alignment between secondary and postsecondary CTE programs. The CLNA notes not only CTE program alignment but also alignment with industry needs. Additionally, CLNA identified the Health Sciences career pathway is projected to have high growth, high talent shortages, and high turnover. There is a need for candidates to fill job openings right now and in the future (CLNA P.22, 39, RealTime Talent Report, 2021, P.165). In addition, the Nursing program is also a strong POS in the consortium and is projected to have talent shortages according to CLNA data. Therefore, a need exists to fill positions in this area.

#### **Specific Actions to Support POS:**

Funding to purchase equipment for expansion, upgrading of medical training resources, curriculum development/special projects focused on Perkins objectives (e.g., special pops, and new required skills equipment for Nursing and Dental programs (e.g., support of Nursing to provide NGN/NCLEX technology/modules for students to support knowledge and technical skill acquisition).

- Funding to support Prosthetics program innovations and new technologies students to support knowledge and technical skill acquisition).

#### **2). Engineering, Manufacturing, & Technology, STEM Engineering and Technology:**

Manufacturing is one of the largest sectors in the Northeast Metro region. The CLNA supports this pathway as LMI data suggests the greatest need exists in several areas including Engineering, Manufacturing, and Technology which are projected to have an undersupply/talent shortage of credentialed Welders, Industrial Engineers, Mechanical Engineers, Civil Engineers, and Industrial Engineering Technologists (CLNA P. 62, RealTime Talent Report, 2021, P. 239). As there is a need for skilled workers in STEM fields, this career pathway is supported by the CLNA because there is a projected talent shortage in industry for this area.

#### **Specific Actions to Support POS:**

- Funding to support equipment needs, student access (special projects) requested by teachers/faculty in Engineering & Additive Digital Manufacturing.

- ADM program faculty have created an outreach project designed to engage secondary teachers in an effort to strengthen our manufacturing pathways and alignment to Century College. This project is for partnered High School instructors who teach or intend to teach Concurrent Enrollment or Articulated manufacturing pathway credits through Century College. This workshop will cover best practices, curriculum sharing and lab project development for the How to Make and CMAE CPT courses. Instructors will also follow along with a hands-on project that can be brought back and used in your classroom. In addition, this workshop serves as a networking event to connect those instructors who are teaching similar curriculum.

**3). Human Services, Law, Public Safety, Corrections and Security, Law Enforcement Services:** The data analysis by The CLNA supports this pathway as the data analysis by RealTime Talent suggests a talent gap/shortage exists for Police Officers/Sheriffs in the Northeast Metro region (RealTime Talent Report, 2021, P. 192). This talent shortage coupled with current challenges facing the field (e.g., retirements, entry level wages) suggests the need to fill positions with qualified candidates from CTE programs. The purpose of this project is to increase cultural competency of police officers for the state of Minnesota (CLNA P 65, 75).

Additionally, to address the training and technical skills needed to enter the Public Safety field the consortium seeks to explore support of interactive innovative virtual technology to enhance training of students in the Law Enforcement program.

**Specific Actions to Support POS:**

- Provide funding to support training and integration of IDI in Criminal Justice curriculum and instruction.
- Increasing enrollment, exposure, and training to law enforcement students/candidates by innovative equipment introducing virtual simulations.

**4). Engineering, Manufacturing, & Technology Transportation, Distribution, & Logistics, Facility & Mobile Equipment Maintenance, SRPOS:** The CLNA supports this pathway as the CLNA shows trained individuals of all experience levels are needed in industry. Talent shortages are projected for this pathway however, depending on an improving economy, there may be an oversupply for lower wage origin (entry) occupations (CLNA P.45, RealTime Talent Report, 2021, P.230). Our consortium's greatest talent shortage is on the southeast side in transportation. Top employment by volume is for heavy and tractor-trailer truck drivers, light truck drivers, passenger vehicles, automotive service technicians and mechanics. (Realtime Talent Report, 2021, pages 230-232)

**Specific Actions to Support POS:**

- Funding to support Automotive Services Technology and Autobody programs purchase equipment, technology, resources, and training need to keep pace with changing technology in industry (e.g., electric vehicles and associated green technology).

**5). Human Services, Law, Public Safety, Corrections and Security, Emergency & Fire Management SRPOS**

The EMS program has worked to innovate both course offerings and the format to deliver course instruction. EMS/EMT is a strong POS in the consortium. Program teachers/faculty work closely together on course alignment and joint funding requests for program equipment when possible. This pathway is supported by the CLNA because of the direct alignment between secondary and postsecondary CTE programs and alignment with industry needs. Additionally, this career pathway is projected to have talent shortages across job types within the pathway. There is a need to address the potential undersupply of candidates for positions in this career pathway. (CLNA P.39, RealTime Talent Report, 2021, P.184, 192).

**Specific Actions to Support POS:**

- Virtualization/innovation, curriculum development, equipment, and joint equipment requests.
- Curriculum Development to support the acquisition of virtualization technology.
- Increase program completion through a new mentorship program between Century College EMT students and faculty with 916 Career and Tech Center's EMT students (CLNA P.71).

**Consortium Programs of Study (POS)**

**6. Arts, Technology & Communication-Communication Technology, Visual Arts:** Consortium has an array of CTE programs at both the secondary and postsecondary level. The Arts, Technology & Communication-Communication Technology pathway is supported by the CLNA because there is direct alignment with industry needs. The data from the CLNA suggests this field is projected to have high talent shortages in several position types. There is a need for candidates to fill industry positions in the future (CLNA P.43, RealTime Talent Report, 2021, P.209).

**Specific Actions to Support POS:**

- Funding to support equipment needs, student access (special projects) and those designed to enhance students technical skills, as requested by teachers/faculty in Visual Communications Technology (VCC)

program (e.g., SCCTV community cable TV studio access).

**7. Engineering, Manufacturing, & Technology Architecture & Construction, Construction:**(Facilities Maintenance Engineer and HVAC).The Engineering, Manufacturing, & Technology, STEM Engineering and Technology are supported by the CLNA because there is a projected talent shortage in industry for this pathway. As mentioned earlier, Manufacturing is one of the largest sectors in the Northeast Metro region. LMI data suggest the greatest need exists in several career pathways within this area. The data suggests a gap for Construction Managers, Maintenance and Repair workers, and other areas (CLNA P. 45, RealTime Talent Report, 2021, P. 239).

**Specific Actions to Support POS:**

- Funding to purchase equipment for expansion, upgrading of construction, HVAC and Facilities Maintenance programs with training resources required to develop skills to operate new equipment.
- It is also important to support CTE program areas such as Welding (production/Manufacturing pathway) and other in the acquisition of new and innovative technologies.

**8. Business Management, and Administration, Hospitality and Tourism, Restaurants and Food/Beverage Services:**

Career positions in Business Management and Administration field are comprised (13.4%) of the jobs mostly positions in the restaurant industry (RealTime Talent Report, 2021, p. 217). There is an opportunity for students to fill origin jobs (fast food and counter workers) as strong entry points to this field. The CLNA supports this pathway as cooks are in a shortage for the next ten years and utilizing the culinary courses at our local high schools is necessary. These jobs require high skill and industry experience and certifications. Our Governance Team, while reviewing our CLNA, supports our culinary programs with employment gaps being recognized as a need in the business and AFNR career fields. (RealTime Talent report, 2021, pgs. 225-227). A shortage of bakers and tortilla manufacturing was noted under AFNR (RealTime Talent report, 2021, pages 250-251).

**Specific Actions to Support POS:**

- Funding to support program equipment expansion and upgrades as requested by teachers in secondary foods/culinary classes.

**9. Engineering, Manufacturing, & Technology Manufacturing, Manufacturing Production Process Development:**

Manufacturing is one of the largest sectors in the Northeast Metro region. The CLNA supports this pathway as LMI data suggest the greatest need exists in several areas including Engineering, Manufacturing, and Technology which are projected to have an undersupply/talent shortage of credentialed Welders, Industrial Engineers, Mechanical Engineers, Civil Engineers, and Industrial Engineering Technologists (CLNA P. 62, RealTime Talent Report, 2021, P. 239).

**Specific Actions to Support POS:**

- Funding to support equipment needs in (ADM) robotics and project lead the way engineering courses with expansion and upgrading of resources.
- Support Additive Digital Manufacturing efforts to student access to ADM/Manufacturing academic programs and careers through pilot projects or other resources.

**10. Arts, Technology & Communication, Information Technology, Information Support & Services:** The Information Technology pathway is supported by the CLNA because there is direct alignment with industry needs. Additionally, the CLNA identified this field is projected to have high talent shortages in several position types and therefore a need for candidates to fill job openings in the future (CLNA P.39, RealTime Talent Report, 2021, P.208).

**Specific Actions to Support POS:**

- Enterprise Computing Technology Pilot Project: Funding to support purchase or equipment/classroom material set of materials needed to increase students' successful completion of the course. purpose to address prerequisite barriers for students.
- Funding to support equipment needs, student access (special projects), requested by teachers/faculty in Visual Communications Technology, Information support program.

No new POS's have been identified however, CLNA data suggests there could be a Program of Study (POS) where an expansion of course offerings and further pathway development might be appropriate. Secondary schools will seek opportunities to expand the health science career field beyond nursing courses based on Century College and RealTime Talent data. Program courses in Information Technology need greater alignment to support a strong sequence of classes. VCT courses are working across the consortium to implement a pathway to Century College to ensure a smooth transition and early college credits. Our RTT talent data supported the entry level skills in foods/culinary, cosmetology, and early childhood education as high need jobs in our area. To help fill these essential gaps, FCS teachers are expanding their courses to add baking and pastries to add to their curriculum and students' skill sets along with industry credentials. Some of these opportunities align to our top priorities but not all will fit into those buckets.

- 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?

Specific strategies to inform/support special populations about POS opportunities are listed under Budget Narrative 5.

Continued support for purchasing equipment, field trips to local industries and new technologies at our secondary and post-secondary school is needed to continue offering hands-on, high quality, engaging learning programs in our CTE programs. This includes all POS such as Additive Digital Manufacturing, Criminal Justice, Law Enforcement/Public Safety, Enterprise Computing Technology, Education, EMS, HVAC, Facilities Maintenance program, Medical Assisting, Nursing, and other CTE programs (CLNA page 28). Additionally, continued support for curriculum development projects designed to enhance student access, success and the acquisition of technical skills is also important.

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 S-R POS - Funding POS spreadsheet document here.

FINAL Copy of NEW Template NEM 7-13-2023 S-R-POS-Funding-POS-Spreadsheet-Revised-March-2023.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.

**CHANGE: Secondary:** Washington County Workforce education and business committees have proposed a new AR career exploration initiative. Perkins funds along with the county will jointly work together on this project. The Washington County Economic Board, Washington County Workforce and high schools within the county have seen the plan and will provide guidance and funds. More details will be coming this summer, initiative is still in the planning stages. This project aligns with Perkins V Section 135 use of funds - Required#5 b & h (CLNA Element 2, and 5 P.31, 60-79).

#### Rationale:

Consortium responds to the directions of our Washington County Workforce partners who work to develop and implement career exploration for adults and youth particularly those with barriers to employment. Virtual reality has been identified as a supportive training option that is portable and available to all to use for exposure to in-demand jobs in Washington County. The projects are overseen and managed by the Washington County Workforce and Economic Development agencies.

Consortium responses to questions and consortium activities within this budget narrative have not changed and are provided below.

**The corresponding narrative in the CLNA begins on page 50-61 and CLNA section on equal access begins on page 29 (WIOA) and Element 5 P.66 (access).**

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:

The consortium plans to engage students by enhancing WBL opportunities through leveraging consortium partnerships. Secondary Perkins Consortium leader, Century College Dean, and ABE representative attend monthly Washington County Board meetings and participate in their Youth Action team meetings.

Washington County Workforce has hired a new youth transition coordinator. This person will work with our consortium partners and local chambers of commerce to launch the Future Forward project. This digital platform provides employers with a common space to post opportunities in their company for students and teachers. These opportunities include, guest speaking, site tours, project-based learning, field trips, job shadow, work-based learning, and teacher externships. Due to demanding schedules and job duties, schools have limited time to connect with local employers. Employers have shared that they do not normally have a point person in the schools to contact. The Future Forward project site will help employers reach all schools as we work to fulfill our workforce shortages and build company awareness in our schools. The county supports work-based learning in the summer and working to expand during the school year. Cory, the new youth coordinator, is working with the other cooperatives in MN as the Future Forward website being updated this summer. Cory is meeting with the county point of contact, Rick Roy, myself and career and college readiness coordinators and sending emails to keep everyone in the loop. Our consortium will be piloting this platform this year with schools that have a CCR coordinator. We will work with Cory and the county to launch this site

to our business partners and model how to use this platform for other schools. Monthly virtual and in-person meetings are scheduled to monitor the rollout.

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

During the FY21-22, the consortium experienced some staffing changes. This change impacted work with ABE partners. The consortium seeks to re-engage ABE centers, ABE Transition Region V providers, and regional community-based agencies. The focus is to support targeted strategies including career readiness for ABE learners to access postsecondary CTE programs/resources and career information on employment opportunities on high-skill, high-wage, or in-demand industry sectors (CLNA P.29, 68). The consortium (PS) has been in contact with ABE partners to leverage Perkins support of outreach activities to connect adult learners with area employers and educational opportunities. We expect to continue supporting these efforts targeted for this community of learners in FY23-24.

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

Washington County supports and works with K-12 schools, adult basic learners, young adults going directly to work, internships, career exploration and job skill training. The services provided by the county support special populations identified in our grant as they align to federal requirements to meet WIOA and ARPA as well.

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 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.

**CHANGE: Secondary:** Budget was increased by \$10,000 for secondary schools to purchase through the consortium industry credentials, certifications and TSA's. Costs have risen and are adjusting the budget to reflect this change. This summer CTE, Perkins leaders and post-secondary staff will be meeting to submit program approvals which will include planning of course work sequencing, industry certifications, CTE frameworks, transition from high school to work or further education/training. CTE teachers will be encouraged to updated programming through an equitable lens including SEL. Aligns with Perkins V Section 135 use of funds - Required #5 d&f (CLNA Element #2 A5, P25)

**Rationale:** Our CLNA, March 2023 Washington County Employer Outlook and advisory committees throughout the consortium continue to support student certifications. Employers are looking to see what "skills" they could bring to their place of work. Students who earn for example their OSHA 10, ASE, ServSafe, Customer Service, Microsoft, Adobe certificates are able to show evidence of their skillsets giving them the hiring advantage. Our transition specialist encourages students who are continuing on to a 2 or 4 year college to show their certification card to their advisor to redeem early college credit.

Consortium responses to questions and consortium activities within this budget narrative have not changed and are provided below.

**Corresponding CLNA narrative on POS implementation begins on pages 18, 55, (RTT p. 178, 193, 209, 224, 240, 256).**

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?

The consortium will utilize our current joint professional development model, to bring both secondary and postsecondary CTE teachers and faculty together to discuss improving academic and technical skills of students. Additionally, we will leverage strong connections with CTE program advisory committees which will enable the consortium to directly engage both faculty and employers to identify current technical skills needed and how to improve student's skills for successful transition to industry.

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

Our consortium will follow these steps to ensure academic and technical integration:

1. Inform consortium partners through our Governance Team meetings.
2. Inform postsecondary consortium partners through weekly Dean Council meetings.
3. Secondary Perkins Coordinator will provide guidance on academic opportunities through the bi-monthly CTE Perkins leader meetings



4. The Perkins Transition Specialist (secondary and post-secondary) will continue this work by engaging both teachers and faculty regarding recognized industry certifications.
5. Our Perkins transition specialist will use RealTime Talent data to explore expanding certifications for CTE programs (CLNA P 55).

The consortium has gained momentum in supporting students attainment of certifications and technical skills. Our CLNA (Element 2, begins on P18, RealTime Talent Report, 2021, P.178,193, 209, 224, 240, 256) provided award and certification gaps in all six programs of studies. Due to the existing talent pool shortage the importance of students earning industry certifications is essential. Backwards mapping employee recognized certifications and awards is led by our Perkins transition specialist for the secondary and post-secondary teachers and faculty. Secondary students at 916 CTC passed the Auto Tech ASE (51%), Construction OSHA 10 (82%) and EMT FSDAP (44%). State skill tests are given to secondary and post-secondary students to become certified nursing assistants and nail technicians. Being purposeful in what is tested and the skills, certifications students can earn along with support from our CTE teachers and transition specialist ensures all students have this opportunity.

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 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.

**CHANGE: Secondary:** Increased budget for narrative five by \$8,105.92 due to the costs of MCIS increasing due to the new platform. MCIS is the most commonly used career exploration program in our consortium. Student data is being gathered and will be used in our CLNA. Barriers is the organization and opportunities to uniformly deliver this tool at the middle and high schools. Every year is better but not 100%. This tool provides an insight into all student groups in a consistent format across the consortium. Findings will be crosswalked with the new employment report from Washington County focusing on high skills, high wage, in-demand jobs. These projects align with Perkins V Section 135 use of funds #1a, 1b, CLNA Element 5, P.70, 72)

**Postsecondary Change:** A new allocation has been made available for these budget line items (Access Center Student Transition Project and Health Sciences Student Support Project, and ADM project all noted below in more detail). The Additive Digital Manufacturing project is a continuation of a new strategy designed to engage underrepresented students by exposing them to CTE programs in Manufacturing, Engineering, or Welding. These projects align with Perkins V Section 135 use of funds - Required# #1a, 1b, 2e, CLNA Element 5, P.70,72).

**The allocation adjustments are as follows:**

Access Center Transition Project (new) \$27,300 (project details Item #5)

HealthSciences Student Success Project (new) \$10,720 (project details Item #6)

**Rationale for Budget Change:**

The changes were made as it is important to incorporate new ideas/strategies to student awareness, access, and persistence in CTE programs. The need to support students, thus increasing their opportunities and exposure to CTE program is vital to creating successful academic experiences and employment outcomes for students.

Consortium responses to questions and consortium activities within this budget narrative have not changed and are provided below.

**The corresponding CLNA narrative regarding special population begins on page 11, with additional information noted in Element 2: Size, Scope and Quality beginning on page 17 and Element 5 Implementation (71-73).**

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.

Consortia leadership will continue to support school districts efforts to increase enrollment and access in CTE classes for students who are defined as special populations. The consortium will focus on leveraging partnerships and strategies from NAPE and ACTE to offer professional learning supporting special populations. Development of these learning opportunities, support student exploration, exposure, and academic planning.

The Northeast Metro consortium will take the following actions to address access and success for special populations, within CTE programs identified in our CLNA:

1. **Career Readiness Activities:** Lead by the secondary Perkins Transition Specialist, the consortium will collaborate with secondary and post-secondary partners (Admissions, CTE program teachers and faculty), to expand outreach and career readiness activities. This includes communication with CTE students, teachers, and faculty to introduce and engage students from special populations to CTE career fields. This individual has partnered with the college's Access Center to promote CTE career awareness and consortium information and resources to workshop participants (CLNA, P.74).
2. **Marketing:** The NEM consortia has identified a need for a continued focus on exploring the use of more intentional communication strategies/activities to increase awareness and participation in CTE academic programs at the secondary/postsecondary level. Consortium leadership will engage with appropriate officials to discuss a pilot project involving a targeted marketing strategy including culturally responsive marketing materials specific to broad career exposure will be explored and supported with Perkins funds (CLNA P. 49).
3. **Tutors Linked to Classes (TLC):** This program Tutors Linked to Classes program is an important strategy designed to increase successful student outcomes by increasing persistence for CTE students. More information is noted in the CLNA P. 71.
4. **\*Access Center (New): Student Transition Tool Kit Project:** The purpose of this project is to support the successful transition of students with documented disabilities by developing a transition toolkit and resources training/videos, transition sessions, ultimately improving student transition to college.
5. **The Additive Digital Manufacturing program** has created a collaborative outreach project with faculty members from Engineering and Welding programs. The event (Manufacturing Exploration Camps for under-represented students) provides hands on exploratory sessions for students with four CTE programs ADM, ENGR, WLDG and ECAD.
6. **\*Health Sciences Student Support Project (New):** In 2022, 41% of Century College's nursing students were students of color. Many of Century's BIPOC (Black, Indigenous, and People of Color) students face a range of educational barriers to success in their postsecondary education. Many also come from high poverty communities with limited access which often results in their being under-prepared for the rigor of their post-secondary education. This often leads to a deficit in their reading, English, and test taking skills. This project will focus on providing instructional materials in addition to testing strategies that will support our BIPOC students at Century in preparation for taking the HSRT test and applying for the nursing program. The funding will also enable us to host sessions to guide students through the nursing application process and help prepare them for the demand of the nursing program.
7. **Current and New Consortium Strategies:** The consortium continues engagement in several faculty and staff driven projects to affect student success we believe have value and high potential for ROI (several strategies: Tutors Linked to Classes, Quality Matters, Peer Instructor/Data Coach Project, are listed in the CLNA (CLNA Element 1, P.13 and P.71-72).
8. **Adult Learner Access (ABE):** Given the Pekins focus on special populations and adult learners, the consortium understands that adult students are not aware of current high wage, high skill, in-demand careers. The consortium expects to re-engage ABE partners in identifying strategies to support building a pathway for adults to expose them to opportunities in CTE programs.

As it pertains to factors that contribute to access and success barriers for students there is no formal data identifying specific barriers. More information is needed regarding potential access/success barriers. To be more intentional about factors contributing to student barriers, the consortium will utilize a process to identify barriers affecting access and success for special population students enrolled in CTE programs.

- Develop new initiatives to better prepare CTE participants for non-traditional fields
  1. Review non-traditional data to identify gaps and opportunities including gender bias in registration guides and marketing materials to ensure inclusive/non-gender language in our consortium CTE programs.
  2. The consortium will explore expanded use of technology by the Career Services department to support enhancing career readiness and employability skills of students in CTE programs particularly students from special populations to prepare them for HS, HW, HD occupations. Additionally, CLNA data suggests talent shortages are projected in the consortium's six career pathways. Ensuring students from special populations have the necessary skills is important to their successful transition into the workforce (CLNA P. 35-36).

### **Inform Special Populations**

1. Review of current marketing materials and develop appropriate materials designed with targeted messaging to ensure special populations are included in these communications (CLNA P.59).

**Increase Their Participation in CTE**

1. Transition and career readiness activities supporting student transition after graduation.
2. Expand development of secondary to postsecondary CTE program course credit (posters).
3. Utilize MCIS, Xellor or YouScience to help all students (including special populations) to identify their interests and passion through enrollment in a CTE course.
3. The consortium will engage secondary, postsecondary partners, program advisory committees, and industry partners to identify targeted strategies to support special population students' access and preparation for high skill, high wage, high demand occupations.

As it pertains to addressing a Perkins focus of recruitment, retention, and training of CTE professionals, the Education program has proposed exploration and implementation of a strategy to build a pipeline of future teacher candidates to diversify the education field and fill projected talent shortages (CLNA P.63-64). Although the Education program is recognized as CTE program, this particular focus (diversification of Education field) seemed better suited to be listed in this budget narrative as a potential Perkins funded strategy and correlates with Element 4 and 5 of the CLNA.

The Medical Assisting program has often discussed the need to assist students for whom English is a second language, to achieve success outcomes in the program. The program seeks to help this community of learners through Perkins support, use of technology to help ELL students persist in the Medical Assisting program.

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 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.

**CHANGE: Secondary:** Secondary schools reduced money for narrative 6 due to no requests from consortium high schools. Work-based learning opportunities for non-diversified students are increasing slowly. Schools indicate sharing the costs of training and hiring a work-based learning teacher is a barrier. Schools are offering students summer internships due to full academic schedules during the school year. Capturing this data would be helpful. Our consortium is exploring how to support current CTE teachers to become work-based learning certification but need administration at each site on-board and committed. If more of these teachers are licensed and given time during the day to coordinate work-based learning for their staff, student participation will increase. The consortium will be exploring costs and interest during the CLNA process this year. These projects align with Perkins V Section 135 use of funds #5E, (CLNA Element pp. 29,39, 49, 51, 52)

**Rationale:** Our consortium financially supports advisory meetings at the secondary and post-secondary but are not listed under this narrative. These meetings are important times for teachers and faculty members to build relationships and build work-based learning opportunities. A goal of our consortium is to build stronger advisory boards in partnership with school district leadership to build a stronger network of partners that meet on a regular basis. Knowing work-based learning opportunities are growing the foundation for future growth is with strong partnerships through advisory boards.

Consortium responses to questions and consortium activities within this budget narrative have not changed and are provided below.

**The corresponding CLNA narrative for employability/internships can be found on pp.29, 39, 49, 51,52**

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.

Secondary schools have had work-based learning for our special education students for years but is growing regular education but staffing this role is a challenge. Adding this to our high schools will take time to develop and funds for licensure. At the postsecondary level, students have opportunities to engage in a wide range of experiential learning opportunities through their programs of study which are managed at the program level. The infrastructure for work-based learning opportunities was a decentralized model. The college moved to develop a new infrastructure for work-



based learning opportunities, which enables programs and departments to enter all work-based learning opportunities students into a Webapp platform. This platform allows programs to include information regarding the program area, the location of the WBL experience, the type of WBL (e.g., internship, clinical, externship, teaching observation), in addition to other relevant information.

Due to issues affecting all campuses in 2020, much of the energy and resources were focused on helping programs more to virtual formats (online classes). As a result, no comprehensive data is available for all postsecondary WBL opportunities. However, as we move into FY22-23 we expect more detailed and comprehensive data will be available regarding these opportunities for students.

Another approach to connect students with employers occurs by way of the Career Services department at Century College. Career Services provides students with Professional Development and Networking events. These events facilitate connections between students and area employers for over 500 students annually. These events include job fairs, guest speakers and via the campus wide Students Success Day, and Student Career Pathways Day. In addition to work-based learning opportunities facilitated by CTE programs, career services provide another mechanism to connect students with experiential learning opportunities.

CLNA findings noted the need for students to have employability when entering the workforce (CLNA P.49). Career Services has continued to build an internship infrastructure that addresses student and employer needs. The office has expanded use of technology to improve workforce readiness and employability skills of students seeking an internship. Also available for student use is the Career College software tool that provides a platform where students, particularly underrepresented students, can access an array of job postings. Secondary schools do not have the career service infrastructure in place and rely on school counselors and a career and college readiness coordinators to assist students.

- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure. Our consortium will take inventory of our current work-based learning programs, identify best practices in hopes to replicate it in other schools. Utilization of the quality and quantity evaluation tool from MDE will be used.
- 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.

The consortium will leverage existing partnerships to support work-based learning opportunities. CTE teachers and faculty have strong connections to area employers and industry to address access to high-skill, high-wage, or high-demand occupations. These connections lead to direct engagement with industry professionals, tours, internships, clinicals and a host of career services.

During FY22-23 the consortium will review data regarding work-based learning opportunities for students in CTE programs. Based on findings from the data, the consortium via the Governance Team, will determine participation levels of special populations in WBL, where an expansion of WBL opportunities is warranted, and where the consortium might target resources to expand work-based learning opportunities.

- 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.

The consortia will begin using Future Forward or a similar product to help employers work with our schools which include work-based learning. Perkins Leaders are provided with professional development around work-based learning and Perkins funds are offered to support the expansion of WBL into regular education. Finances are driving decisions so building awareness and incentives will continue to be offered. Secondary partners in the consortium are looking to 916 CTC as a hub for future work-based learning opportunities. Marketing is another opportunity. Students at the secondary level are not aware of the potential impact of participating in work-based learning. Work-based learning opportunities are a hidden gem waiting to be shared.

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.

**CHANGE: Secondary:** Reduction in funds for early college credit for secondary schools will support regional and brokered articulation meetings and fees. All certifications and skill assessments are funded under narrative number 4. Integrated and technical skills; Aligned to Perkins V Section 135 Required# 4a, 5f (CLNA Element 2, P.30, 53-54, 90).

**Rationale:** Since our grant is not able to fund concurrent classes from Century College, secondary funds support regional articulations with other two-year schools that have aligning programming. All CTE industry certifications are funded in narrative #4.

**The corresponding CLNA narrative related to early credit can be found on pp. (55, 70,71,77)**

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).

The consortium has a wide range of early college credit options for students. This includes a robust PSEO program, and concurrent enrollment course offerings. A key component of the NEM partnership is the connection between secondary and postsecondary programs of study by way of early college credit opportunities (CLNA P67). Consortium partners (NE Metro Consortia high schools and Century College) will continue work on building early college credit relationships. Consortia districts and high schools are at different points in their efforts to build and offer early college credit opportunities. Depending on what early credit partnership the high school or district wants to enter into, the partnership might vary. For example, in some cases a high school may decide to enter an early college credit partnership via concurrent enrollment but do not yet have a credentialed instructor in place to support the concurrent enrollment process. This makes the articulated credit option a viable alternative for the school or district. This example notes a strength of the consortium in making a blend of credit opportunities (Advanced Placement, Articulation and Concurrent Enrollment) available to students and this is an important approach to building early credit partnerships.

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

There continues to be a high level of interest in articulated courses as an early credit option among consortium partners. According to the data analysis by RealTime Talent CTE Credit MN indicates the NEM Consortium offers 834 articulated college credit opportunities with twenty-two MN State College and Universities (RealTime Talent Report, P. 122). Century College has articulation agreements spanning sixty courses in NE Metro consortia career and technical education programs.

The Northeast Metro consortium will work to support and expand access to postsecondary credit opportunities utilizing the following strategies:

- Engage consortium secondary partners and CTE leaders by attending CTE leaderships meetings to discuss/promote concurrent enrollment and other early college credit options.



- Meeting with the NEM Consortium Concurrent Enrollment Committee to discuss the current roster of concurrent enrollment courses to determine if concurrent enrollment courses are suitable or if expansion is needed.
- Continued support for 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).
- Increasing the 'College' branding in classrooms with agreements.
- Continued CTE teacher professional development and resources
- Increasing tracking website student demographic information available to determine representation in both award and use of credits
- Revisit language used in high school course guides regarding how information regarding early college credit is articulated in communication pieces (high school registration guides).
- Continued participation in the regional articulation agreements.

Consortium articulated College Credit partnerships exist with schools within and external to the consortia. These early college credit partnerships are affected by several factors (credentials, MN CTE teacher licensure rules, CE costs) and other elements. In summary, the consortium will continue efforts to expand access, promote early credit opportunities, and support strategies to connect secondary students to postsecondary CTE programs by use of early credit courses.

Additionally, the CLNA supports the need to develop strategies to expand pathways to college CTE programs and careers between community-based agencies, adult basic education settings and workforce centers (CLNA P.52, 71).

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.

**CHANGE: Secondary:** Narrative #8 increased by \$24,785.09 to fund new three day summer externships for 35 educators, increased professional development costs (mileage, airline, registration, hotel), Lakes Country Service Coop Core Skill training for four educators working on a CTE license, MACTA fellowship was increased to cover three consortium Perkins leaders who have applied. Aligns with Perkins V Section 135 Required#2C Provide professional development for CTE, (CLNA Element 2 & 4, P. 4-5, 55-58, 65-66).

**Rationale:** Summer externships have returned with very high interest and will look similar to the model used in Hennepin West and the Excite program published in the ACTE technique magazine. Money will be allocated to pay teachers for three days of externships visiting five different businesses. We are partnering with White Bear Lake Chamber of Commerce.

Consortium responses to questions and consortium activities within this budget narrative have not changed and are provided below.

**The corresponding CLNA narrative discussing CTE professional/teacher development (mentioned throughout the document) begins on P. 4, 49,52-54, 59, 62,63).**

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?

A core strength of the Northeast Metro Consortium is the collaborative approach in providing joint professional development opportunities and events for teachers, faculty, and CTE professionals. As noted in the CLNA, (stakeholder feedback P.49) recruitment and retention of faculty and staff continues to be an ongoing challenge for many institutions at both the secondary and postsecondary level. CTE programs already have limited teachers/faculty coupled with retirements, and higher wages available in industry to potential teaching candidates. These factors make for a challenging set of dynamics for CTE education (CLNA P 61). The recruitment of teachers and faculty from underrepresented populations at both the secondary and postsecondary level continues to be a priority area for each district and the college.

As it pertains to the recruitment and preparation of education professionals, the consortium will:

1. **Institute Stakeholder Table Discussion:** This approach enables the consortium to engage constituencies in exploring development of targeted strategies to determine how best to market, recruit, and engage education professionals including individuals from underrepresented and nontraditional careers in CTE (CLNA Element 4, P.63). Learning best practices for CTE teacher/faculty transition plans may be critical in the ability of CTE to project vacancies and proactively fill positions.
2. **Leverage Partnerships:** To support strategies to recruit and prepare education professionals, the consortium will need to rely on partnerships with both secondary high school district and college human resources offices. Additionally, working with the Equity and Inclusion administrators and Human Resource offices will be key in developing strategies to recruit education professionals, including individuals from underrepresented groups and

nontraditional careers (CLNA P.69).

3. **Program Advisory Committees:** The consortium will engage CTE programs and program advisory committees to explore strategies to recruit individuals from underrepresented groups and nontraditional careers (CLNA Element 4, P.62-63).
  - 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?

The consortium expects to take the following action(s) to support retention and training of education professionals.

1. **Credentialing:** The consortium will offer portfolio work sessions to help education professionals develop CTE competencies, gather evidence to build content specific portfolios. This includes supporting teachers and districts in submitting materials to PELSB (CLNA Element 4, P.63).
2. **Leverage information:** Examine information from the College's strategic planning process regarding the employee experience. The purpose would be to identify useful information that might be important in developing onboarding and retention strategies for CTE teachers and faculty (CLNA P. 64).
3. **Participation in Professional Development:** Provide funding support and encourage participation in national, state, and local career and technical education professional development and dual credit training opportunities (e.g., ACTE, NACEP, National Policy Seminar, MN State CTE Works) (CLNA Element 3, P.63, 64).
4. **Support professional participation in CTSOs and memberships in organizations that support CTE related organizations:** Support teachers/faculty with colloquial opportunities curriculum and training (CLNA Element 2, P.17,59).
5. **Early College Credit Training:** Identified needs include continued emphasis on joint professional development training for CTE teachers and college faculty regarding early college credit options for students (programs of study, concurrent enrollment, CTE course articulations) (CLNA Element 2, P.54).
6. **Cultural Competency Training:** The consortium identified the lack of ethnic and gender diversity among secondary teachers across consortium partner schools. These educators have a vast amount of teaching experience (17 + years) in CTE content areas. A key component in building a diverse pool of educators is building a culturally competent workforce. The consortium is currently supporting a pilot project using the IDI tool for our Criminal Justice program. This tool is widely known and provides a strategy to increase cultural competency of both students and postsecondary CTE educators. The project may provide an opportunity to replicate the use of IDI in other CTE programs (CLNA Element 4, P.64 and Element 5, P.71). Additionally, consortium leaders will explore and leverage partnerships to support equity training as it pertains to career and technical education, and make these opportunities available to consortium teachers, faculty, and staff.
  - How do these actions support the needs identified in your CLNA?

These actions support needs mentioned in the CLNA based on the analysis of data particularly, feedback from stakeholder sessions which indicated limited teachers, faculty retirements, and other factors affecting teacher recruitment, retention, and training. These actions attempt to address an ongoing need to develop intentional strategies to support the recruitment, retention, and training of CTE educators, including underrepresented groups as defined by Perkin V legislation. The consortium's strong collaborative model built over years based on direct engagement with member schools and CTE leaders at both the secondary and postsecondary level, can be an important catalyst in supporting enhanced outcomes as it pertains to the recruitment, retention, and training of all CTE educators.

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.

**CHANGE: Secondary** During the 23-24 school year, those schools who have data below our consortium targets will have an opportunity to participate in strategies to increase performance. No funds are needed this school year.

**CHANGE: Postsecondary:** Many budget line items noted in the FY22-23 budget will not change for FY23-24. However, the following items within this specific narrative have been adjusted/changed. Aligns with Perkins V Section 135 use of funds - Required# 2a, 2b, 2c, 2d, 2e, 2f, (CLNA Element 1, 2, & 5 P14, 15,51, 73-75).

**Change: Quality Matters Project** - The allocation for this project has decreased from \$14,000 to \$10,000 for FY23-24. The project focus is intertwined with Perkins objectives to address inequities in student access and participation in academic programs. Additionally, this faculty driven project directly engages participants in training that helps increase awareness of gaps and strengthens pedagogical approaches to ensure the application of best practices to facilitate student success. It affords participants the opportunity to in all 3 phases from training to putting a course through a formal QM review process.

**Rationale:** The change reflects anticipated costs based on projected participant participation for the next iteration of this project.

Consortium responses to questions and consortium activities within this budget narrative have not changed and are provided below.

**The corresponding CLNA performance gaps narrative related to performance gaps (noted throughout the CLNA) begins on P.11**

The consortium has met its performance targets and expects to continue supporting current strategies to enhance obtainment of these targets. The consortium will explore new strategies in consultation with consortium partners and guidance from the Governance Team.

Based on the analysis of disaggregated data used from our FY22-24 CLNA for both secondary and postsecondary:

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

The consortium met all FY 23 performance indicators. However, Consortium data included in the CLNA (Performance Gap Analysis Report, Institutional Effectiveness, MN State Power BI, and data analysis by RealTime Talent), suggests gaps exist by career pathways for special populations groups.

Additionally, the CLNA suggests disparities in the following student groups (Also mentioned in Budget Narrative 5):

1. Secondary graduation rate (CLNA Element 1, P. 11 ,14, 48).
2. Postsecondary completion (CLNA Element 1, P.12-13)
3. Student enrollment in nontraditional CTE fields (CLNA P. 11).

- 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 Northeast Consortium will continue to monitor data to look for trends in the Perkins Performance indicators with a greater focus on special populations and identifying strategies for FY23-24 to reduce performance gaps and improve participation among students (e.g., program registraton guides, postsecondary speical projects, etc.).

These strategies include several faculty and staff driven strategies that we believe have value and high potential for ROI (several strategies:Quality Matters, Peer Instructor/Data Coach Project, Health Sciences Student Success project.

Several projects are listed in the CLNA, (CLNA Element 1, P.13 and P.71-72). These activities will continue for FY23-24. Identified strategies will be evaluated in FY23-24 to determine effects on success student outcomes.

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.

**CHANGE: Secondary and Postsecondary:** Funds were adjusted to reflect anticipated salary and benefit increases. Aligned to Perkins V Section 135 Required #2c, 5, 5d (CLNA Element 2, Section A4., P.23)

**Rationale:** Allocation changes for this budget narrative reflect changing administrative costs for the Perkins program.

Consortium responses to questions and consortium activities within this budget narrative have not changed and are provided below.

The Northeast Metro Consortium represents 21 schools, 16 school districts and one postsecondary institution. The Governance Team is comprised of various college and school district administrators and leaders, including CTE teachers. Consortium operations include a strong collaborative model that supports:

- Collaborative model for professional development events.
- Engagement: Communicating the needs assessment process and results.
- Collaborative identification of consortium programs of study and prioritization of Perkins funding for identified programs of study.
- Two jointly funded Perkins positions between secondary and postsecondary partners.
- Cross population of teachers/faculty on Program Advisory Committees (POC) at secondary and postsecondary level.
- CTE leaders administrators program deans engage with secondary partners by attending the Secondary School Relations Council meeting(s).
- Co-location on the Century College campus

Consortium leadership includes the following individuals:

#### **Secondary:**

Jill Stewart Kellar - NEM 916 916 CTC Principal/Assistant Director of CTE,

Sarah Shanley - Secondary Perkins Coordinator

Jill Slayton - Perkins Transitions Specialist

Shari Wilson - White Bear Lake Chamber of Commerce- Business Education Network

Molly Bonnett - Career and College Coordinator, Forest Lake High School

Mike Miron - Career & Technical Education Coordinator, Work-Based Learning Teacher, Forest Lake High School

#### **Postsecondary:**

Pakou Yang - Provost - Vice President, Academic and Student Affairs

Gabriel Warren - Academic Dean, oversees several CTE program areas



Herbert King - Postsecondary Perkins, Coordinator/Transition Specialist

Lisa Gruzka - Director Academic Partnerships

The Governance Team meets throughout the academic year and is organized in a structure that enables team members to share information regarding consortium activities and local workforce issues with their constituents while also providing input on Governance team decisions in shaping Perkins funding priorities and activities to support career and technical education programs and students (See Governance Team Organizational Chart). The secondary leadership team hold separate bi-monthly meetings with their secondary district/school leaders. Each district/school assigns one-two people to lead their Perkins work. The district leaders then share communications, opportunities and CTE information with our secondary school administrators, CTE teachers and counselors. Postsecondary officials also meet deans and CTE program faculty to discuss proposals and strategies, program alignment, course articulations, and other issues relative to the work of Perkins.

The secondary Perkins Coordinator facilitates Perkins leaders meeting (virtual, hybrid and in-person) every 4-6 weeks. These meetings provide a direct line of communication between Perkins leaders and the Secondary Perkins Coordinator. This meeting provides a process to provide professional development, share information regarding Perkins funding requests, CTE activities at Century and our high schools, along with challenges and opportunities through the work of Perkins.

The Century College Provost plays a key role on the Governance team as this individual has oversight for Academic and Student Affairs divisions and is aware of activities and initiatives relative to CTE programs and support department at the college. Participation on the Perkins Governance team provides a platform for direct communication with our secondary partners regarding college activities relative to issues/topics affecting CTE and CTE programs of study.

The postsecondary Perkins Coordinator/Transition Specialist also meets with the provost to discuss an array of topics relative to CTE programs (e.g., prioritization of Perkins funding allocations, course articulations). Additionally, the postsecondary Perkins Coordinator/Transition Specialist, attends deans' council to share and discuss Perkins RFPs and other related topics as it pertains to Perkins allocations and funding of special projects that meet Perkins funding objectives.

The postsecondary Perkins Coordinator/Transition Specialist communicates directly with CTE program at the college to discuss program needs and support for special projects that meet Perkins criteria.

The representation of individuals on the Perkins Governance Team in addition to their participation on other secondary and postsecondary committees and CTE leadership groups, provides a platform where direct communication can be shared between secondary and postsecondary partners. This structure embraces a two-way continuous communication funnel between all stakeholders and enables the Governance Team to shape the Northeast Consortium Perkins funding priorities as it relates to CTE programs of study.

The Governance Team uses a process that enables the consortium to make financial decisions regarding the prioritization of Perkins funds to support the sufficient size, scope, and quality of CTE state recognized programs of study (see POS prioritization grid).

The Northeast Consortium will continue to evaluate its current structure to ensure the model has the appropriate membership, tools, and resources to guide the consortium in meeting the needs of CTE program, students, and workforce needs.

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

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

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

## Narrative 11: Reserve Funds

### Reserve Funds Narrative

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.

### **CHANGE: Secondary and Post-Secondary changed from joint purchases to supporting innovation and new programming for FY24.**

The Northeast Consortium seeks to utilize funds to support innovation and acquisition of new equipment/technology to support the integration of technical skills into program curricula and building students technical skills for successful transition into industry. Perkins V Section 135 #2 & #3, (CLNA Element 2, 3, & 4, P.5, 53-74).

**Rationale:** Adjustments in the use of reserve funds enable Perkins to better align funding allocations with input based on LMI data, the Governance Team, and Career and Technical Education (CTE) program priorities.

- Identify the category(s) 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.

**Secondary:** Schools will be using reserve funds to support new programming in the form of new classes or pathways aligned to our CLNA at our partnering high schools. Aligns with Perkins V Section 135 Required#2 #3, (CLNA Element 2, P.19-23, P. 58).

The money will support equipment, curriculum and professional learning as schools launch new courses aligned to our CLNA. Perkins funds will help schools with initial funds to get new classes off the ground and schools will support on their side as well. The results of the new programming are the following: increased student participation and concentration in CTE will be tracked through Pfile data. Partnering high schools will take on the cost of the program after the grants one year start up support.

#1 VCT North Branch and Mahtomedi \$6,500

#2 Construction Trades 916 CTC \$11,000



#3 Animation & Game Design 916 CTC \$13,158.34

#4 Introduction to Business Centennial \$4710.25

#5 Columbia Heights are using the program approval process to update the programming in T&I and Business. CH needs to increase enrollment and opportunities that align to area businesses. CTE opportunities are low and their goal is to create programming that will drive students into CTE classes. \$20,000

#6 North Branch dropped AFNR a few years ago and are bringing it back. \$3,000 new food processing program

#7 Centennial two tig welders \$19,000

#8 Park High School in Cottage Grove is adding Baking & Pastry to their FCS program. \$4,000

Woodbury and East Ridge added this last year and enrollment is high and more sections are being added. Supporting Park with industry baking equipment will help get this new offering off the ground as it did in the other two schools.

**Postsecondary:** will use funds to support select CTE innovations in equipment/technology leading to new course development in pathways aligned with industry needs.

Reserve funds will support innovation for new technologies and CTE programs and new course development to advance the acquisition of technical skills to prepare students for successful entry into the workforce. Perkins V Section 135 Required#3, & 5, (CLNA Element 2, 3, & 4, P.5, 53-74).

Reserve funds will be used to support the following CTE program areas:

1. Automotive Services Program: Electric Vehicles and supporting technology (e.g., batteries & chargers).
2. Dental Assisting/Dental Hygiene Program: Ascent Patient Records Software Technology.
3. Welding: Dynasty 210 Welders.

### **Automotive Services Technology Program**

The AST program, through engagement with their program advisory committee, indicates the automotive industry is rapidly accelerating the transition to hybrid and electric vehicle technologies. To properly prepare our students while also meeting the needs of industry employer/partners, the AST program requests the acquisition of EV's to support student technical skill development in preparation for EV jobs in industry. Hybrid/electric certification tests have been available for technicians for nearly a decade. However, it is only a matter of time before new program standards are aligned to integrate the knowledge required to pass the certification test.

The AST program states potential students and employers are asking about these technologies and looking for programs that have electric vehicle training in their curriculum (with live vehicles for hands-on experience). The program does not currently do not have any functional electric vehicles of this type (plug-in battery-electric and plug-in hybrid vehicle). Both technologies would be new to the AST program and better position students for the transition to electric vehicles occurring in industry.

### **Dental Assisting & Dental Hygiene Programs**

The Dental Assisting and Dental Hygiene programs are seeking to collaboratively expand program capacity by acquiring this cloud-based technology. This is a combination electronic dental record, digital radiology imaging platform and integrated educational software designed for dental hygiene and dental assistant programs. This software will change the educational approach for both programs, greatly enhancing student learning and evaluation, with a significant green impact with the elimination of paper assessments. Students engage with the delivery of learning in a technology based format much better than outdated traditional approaches, such as paper format exercises and assessment.

The Ascent technology would enable more than 100 students per semester in the dental assistant and dental hygiene program with a method for both programs to go paperless in the student dental clinic for both patient care and student assessment of clinical skills. It is designed to meet the programs dental accreditation standards and required documentation to demonstrate that the programs are meeting the requirements for student patient care. Currently the program used does not have the capacity to allow all students access. As this is a cloud-based product, implementation will result in equity and access for all students to this learning resource. For dental hygiene, this program is superior in its format and usage which will result in higher quality learning in the patient care clinical setting. Additionally, it allows for student access to online evaluations, immediate feedback for assessment, and greater interaction between faculty and students.

This software will provide students with the opportunity to use in the educational setting state of the art and widely implemented industry standard clinical software, preparing them to enter the workforce with skills required for employment.

### Welding Program

The Welding program seeks to enhance program size scope and quality through the acquisition of new innovative technology to support students technical skill development. The dynasty 210 will give students the ability to work one on one with machines and producing welds and practicing weld techniques to develop skill to obtain welding Jobs. Essential to meeting learning outcomes. The acquisition of this equipment helps expand program capacity enabling more students to use the equipment (program is seeking more Dynasty 210's). The program does not currently have this technology and indicates to meet emerging needs of industry and technical skills students need to successfully enter the workforce; the program seeks to acquire this new technology.

**Postsecondary** reserves funds will support the following SRPOS & POS and are noted in the combined budget sheet:

- Automotive Services Technology: Electric Vehicles (2) \$34,132, Battery Packs and Electric Chargers \$7,171.
- Dental Assisting and Dental Hygiene Programs: Cloud Based patient records system: \$27,960.
- Welding Program: Miller Dynasty Equipment: \$8,037
- What are the expected results of this innovation?

Funding the purchase of this innovative equipment/technologies will greatly enhance the ability of these CTE programs to support the acquisition of technical skills students need for industry. As mentioned earlier, the AST program advisory committee suggests the automotive industry is transitioning to hybrid and electric vehicle technologies. To position the AST program to better meet the needs of employers, the acquisition of requested items would help give students an advantage when seeking and securing employment opportunities in the workforce.

Funding requests, a cloud-based patient records systems from the Dental Assisting and Dental Hygiene programs mirror technology currently in use in industry and provides an avenue to support students acquisition of important technical skills they need to be successful in obtaining jobs in industry. This also applies to the Welding program as this new technology would greatly enhance the programs ability to provide relevant knowledge and technical skills for students in the Welding program.

- How will this innovative strategy be supported after Perkins funds are expended?

The CTE programs noted here may seek braiding of other funds including Perkins in consultation with consortium partners (e.g., schools districts, businesses, college departments) would support the acquisition of similar equipment/technologies and course expansion across these CTE programs after Perkins funds have been expended.

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

## 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	5000
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	5000
Secondary Subtotal	10,000
<b>TOTAL</b>	<b>15,000</b>

## 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
Herbert King	Transition Specialist	Postsecondary		100%	104,688
Lisa Gruzka	Director Academic Partnerships	Postsecondary		40%	44,527
Dorothy Morrissey	Administrative Support OASI	Postsecondary		37%	19,481
Sarah Shanley	Perkins & Partnership	Secondary		70%	71,597.17
Jill Slayton	Transition Specialist	Postsecondary		50%	41,936.33
	Data Coaches	Postsecondary		5%	16,000
	TLC Tutors	Postsecondary		100%	20,000
Jill Slayton	Transition Specialist	Secondary		50%	41,936.33
Sarah Shanley	Perkins & Partnership	Postsecondary		30%	30,684.50

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

Position Description

HK PD Academic Professional 2 Perkins and Transition Coordinator 3-15-2021.docx

Position Description

Lisa G Academic Professional 3 Director of Academic Partnerships - Gruszka Lisa 01114439.docx

Position Description

Data Coaches Responsibilities.docx

Position Description

TLC Tutor Position Details Adj 6-15-2022.docx

Position Description

NEW PD Dorothy M OAS-I-DivisionAssistant\_Updated March22-Perkins.docx

Position Description

Shanley Perkins Grant and Partnerships Coordinator REVISED April 2020 - Google Docs.pdf

Position Description

Slayton Post Secondary Career and Technical Education Transitions Specialist REVISED April 2020 - Google Docs.pdf

Position Description

Weinzirl administrative support assistant (2).pdf

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):

FY23-24 Statement-of-Assurances-Form PERKINS.pdf, FY 24 SOA.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

HK SS Copy of FINAL 5-26-2023 Combined-Secondary-Postsecondary-Budget-Blank-Template-Web (10) (1) (3).xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Perkins Inventory List 2016-Present.pdf

Improvement Plan

Additional Material

Postsecondary Perkins funded assets greater than \$5000 3-24-23.xlsx

Additional Material:

FY 24 Equipment UFARS 303.pdf

Additional Material:

FY 24 Non equipment requests.pdf

Additional Material:

FY 24 CTSO Competitions & Student Leadership Development.pdf

Additional Material:

Columbia Heights SOA.pdf

Additional Material

Additional Material:

Additional Material:

