



## **23-24 Second Year Update: South Metro Perkins Consortium**

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

**Submitted by Nandi Rieck**

**Submitted on 07/26/2023 12:19 PM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2023.

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

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

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohm@minnstate.edu

Fund Activity Categories

Education

Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

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

### Award Information

Award Period

07/01/2023 - 06/30/2024

### Submission Information

Submission Window

Closes 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  
23-24 Second Year Update: South Metro Perkins Consortium

Award Requested  
\$548,994.39

Total Award Budget  
\$548,994.39

### **Primary Contact Information**

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## 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.

Rosemount-Apple Valley-Eagan Schools (ISD 196)

Lakeville Public Schools (ISD 194)

Burnsville Schools (ISD 191)

Inver Hills Community College

## Narrative 1: Comprehensive Local Needs Assessment (CLNA)

### CLNA Results Summary

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

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

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

Enter your CLNA response below.

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

Strengths identified include:

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

Needs/Priorities identified include:

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

recruitment and licensing of CTE staff

**23-24 Update: Secondary funds will be used for a .5 FTE Perkins TOSA to support identified action steps in this application including facilitating the CLNA process for the leadership team during the 23-24 school year.**

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:

2022-2024 South Metro Perkins CLNA 5.4.22.docx

## Narrative 2: Programs of Study

### Programs of Study Narrative

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

The CLNA process was used to evaluate the size, scope and quality of each SR-POS. We have identified a need to do further analysis of each SR-POS to support the ongoing assessment of priority programs and needs. Currently, we have 17 SR-POS's. This has changed some since our last CLNA as a result of areas that were accidentally dropped off over time/revisions and due to some changes in POS's from MDE (ie. STEM was removed). We understand that all 17 do not need to be included in this document, however, as a consortium we have decided to include them all to ensure consistent communication and understanding of the breadth of POS work we are doing in our consortium. Of the 17 SR-POS's, we have priority ranked 10 of our SR-POS's based on programs who are currently completing updated curriculum review and alignment with business/industry.

#### Priority 1

- Manufacturing
- Programming and Software Development
- Restaurants & Food/Beverage Services

#### Priority 2

- Construction
- Management
- Visual Arts

#### Priority 3

- Animal Systems
- Teaching & Training

- Facility and Mobile Equipment Maintenance

Reserve Priority

- Therapeutic Services

As noted in Narrative 5, our data indicates that we have strong participation of special populations within our POS's. While that is the case we plan to continue to look for ways to increase knowledge and participation within our programs. **23-24 Update: District 196 will be piloting a "CTE Student Ambassador" program utilizing student voice to promote CTE program via social media platforms. Secondary funds will be used to hire student employees as well as a project manager.**

**23-24 Update: Secondary funds have been allocated to support instructional materials and equipment:**

- **VR to support WBL/Career Exploration opportunities (see narrative 6)**

- **Prostart Training in July, 2023 for 196 FCS teachers as part of the curriculum review process and revisions to foods courses to align with Culinary Arts standards (Restaurants & Food/Beverage Services POS - Priority 1)**

- **Industry standard sewing machines and a cutting table for Fashion Design courses (Visual Arts POS - Priority 2)**

- **Industry standard media equipment for new coursework in Podcasting (Programming & Software Development POS - Priority 1)**

- **Copper Pro Press for the STEM/Manufacturing program at Burnsville High School (Manufacturing POS - Priority 1)**

In an effort to continue our interest in bringing underserved populations into our CTE programs, IHCC will focus on using IHCC Perkins dollars to bring students and teachers to campus for recruitment by supporting a GA who will focus on this area. IHCC will also use Perkins dollars to host our consortium partners for professional and subject development. Dollars will be used for students (both high school and campus) in career exploration (one area will include Engineering). Additionally, funds will be used for program development in the areas of healthcare and engineering (funding may be targeted in professional and course development as well as equipment purchases).

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

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

2022-2024 South Metro Consortium--State-Recognized and Funding Priorities Updated 6.16.23.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.

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

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

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

Secondary funds will be used to support career exploration activities including field trips. Costs associated with these activities include subs and transportation expenses; Onsite events may have additional expenses such as room rental costs or food.

23-24 Update: Secondary funds will be used to support MS Career Exploration opportunities including field trips to the high schools to tour CTE courses and to local business partners.

23-24 Update: Barriers to providing experiential learning opportunities include limitations of business partners who continue work from home following COVID, age requirements within industries such as Construction, privacy constraints within industries such as Health Care and access to substitute teachers to release staff for field trips. In response to these barriers, District 191 be incorporating Virtual Reality (VR) field experiences/career exploration opportunities to fill these gaps and to provide an immersive experience for course content.

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

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

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- 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.

Although as a consortium we exceed the state average in Reading and Math, we believe that our student achievement in both areas should be higher. We are completing the training modules in Math and will be rolling them out to staff in FY24. **Secondary funds will be used to support CTE teachers completing this training.**

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

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

**IHCC is creating a new position that will concentrate efforts on tutoring nursing students in the content area to increase academic outcomes.** The position will provide support and mentoring for healthcare sciences students in the Learning Center with their studying, course content, writing and reading skills. This position will provide supplemental tutoring and mentoring to IHCC students enrolled in nursing courses primarily but would be open to students from other health science courses.

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

## Narrative 5: Special Populations

### Special Populations Narrative

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

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

*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.

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

As noted in our CLNA:

#### STRENGTHS

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

74.19% of Homeless students

GAPS

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

As a leadership team, we will continue to ensure that we are leading with equity to support diverse CTE learners. Part of this practice includes utilizing Equity Grounding Activities to focus our meetings, trainings, and advisory meetings

We will continue to utilize our data to determine where additional recruitment efforts can be made and plan to create promotional videos to add to our toolbox of materials. As noted in Narrative 2, **District 196 will be piloting a "CTE Student Ambassador" program utilizing student voice to promote CTE program via social media platforms. Secondary funds will be used to hire student employees as well as a project manager.**

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

**IHCC will use Perkins funds to support staff that will provide services to students with disabilities who are taking CTE courses. The purpose of this position is to support the Accessibility Resources department's efforts to help students navigate the overwhelming transition process, assist in accommodation implementation and reduce barriers to academic success for students with disabilities and/or students on academic warning or suspension. The person in this role will help students identify barriers to academic success and assist them in creating action plans for overcoming those challenges and help students to maximize their potential for academic success by supporting them and assisting them in gaining effective study strategies and behaviors.**

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- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
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- 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.

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

As described in Narrative #3, students also have experiential learning opportunities to learn about careers, jobs within a wide variety of industries, salary scales and educational requirements through field trips. Throughout the consortium, as many as 7,800 students are afforded relevant learning via field trips each year. These same industry partners provide real-life learning activities for classroom use and/or visit the classroom as a guest lecturer.

All 3 of our secondary school districts offer Work Based Learning courses (Seminar & Field). **23-24 Update: District 191 will be adding an additional WBL position under Diversified Occupations during the 2023-2024 school year; partially funded with Perkins.**

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- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.

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

## Narrative 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.

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

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

**IHCC will continue to support the Director and Coordinator of K12 positions. Funds will also support the required annual Concurrent Enrollment professional development day. Professional development opportunities are provided for the high school teachers to keep updated on college courses as well as to participate in the intellectual and collegial community of the college. The workshops function as faculty meetings for CE courses. Faculty work with the high school teacher to prepare the content, pedagogy, assessment and syllabus for the college course they will be teaching. The professional development opportunity also provides the teachers with processes, policies and updates relevant to teaching for the college.**

**IHCC will include an advisor that will focus on the Concurrent Enrollment and the Contract Class students. Funding to support this position will come from both Perkins and the IHCC general fund.**

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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations

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

Not Applicable

## Narrative 8: Support to Professionals

### Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your Support to Professionals response below.

Feedback from our CTE teachers indicates that the South Metro Consortium does an excellent job of bringing CTE teachers together for the Back to School KickOff hosted at IHCC. Following COVID, it has been difficult to offer this activity due to sub shortages.

**23-24 Update: In lieu of the Kickoff Event next year, we will be utilizing alternative ways to support staff. We plan to bring departments together for training on the Program Approval process. At the same time, we will do a "new to Perkins" training as well as provide Perkins updates for all staff. We will gather stakeholder feedback from each group for our CLNA including CTE data, programming, professional development and other relevant areas. Additionally, we will have the group hold one of their advisory meetings. Secondary and Post-Secondary funds will be used to support these meetings.**

Our CTE teachers are encouraged and supported to become members of their state professional organization and to attend workshops, webinars, and conferences. As discussed previously, professional development will be available to staff in the areas of Math, English Learner Development and through CTSO's (Narrative #6). **Secondary funds will be used to support the professional development.**

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

**IHCC will support professionals going to professional development opportunities for faculty and staff in the CTE and CE areas that may include state Perkins meetings and various Perkins conferences, Concurrent Enrollment training and conferences and CTE related PD (examples include IT, EMS, Nursing, etc.).**

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

1. Provide career exploration and career development activities through an organized, systematic framework designed

to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.

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

## Narrative 9: Performance Gaps

### Performance Gaps Narrative

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

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

Enter your Performance Gaps response below.

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

IHCC has a gap in 3P1 with the data showing that female enrollment in the career programs at IHCC sharply declined during the pandemic. A possible explanation is the need for females to stay at home with their children during the pandemic which aligns with workforce data. It is possible that this will correct itself as children are going back to school. The college has continued to focus enrollment on all interested parties, including females and employ its supports for students through the campus services including counseling, tutoring, food support, work-based learning services and accessibility services. Funding is identified in Goal 2 to support recruitment of female students to the career programs at IHCC

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

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

## 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.

The South Metro consortium leadership team meets on a monthly basis. Meetings are hosted at different locations around the districts, at IHCC or virtually; this helps with an understanding of space, assets and abilities to serve the students in each SR-POS. It also fosters good working relationships which has brought the group to a high level of efficiency allowing for ideas to move forward. Monthly meetings incorporate professional development related to Perkins guidelines and regulations; state leadership webinars, powerpoints and documents are used as part of this training. Shared documents, phone calls and emails between meetings supports communication regarding Perkins goals and activities.

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

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

We have been working on a Consortium Handbook that will define our leadership structure, fiscal host responsibilities, communication and decision making processes and annual workflow procedures.

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.

All 3 secondary districts offer multiple courses in the area of Healthcare. While there are a number of courses that have been offered for many years, we are continuing to expand the opportunities for students due to the workforce demand.

District 194 offered Certified Nursing Assistant (NA) for the first time in 2022-2023. 93 registration requests were received. They are continuing to develop their program. **Secondary Perkins funds will be used to pay for a .2 FTE instructor, technical skills assessments/certification exams, and to purchase instructional materials and equipment.** Additionally, District 196 will be hiring a new instructor for this course. **23-24 Update: Secondary Perkins Funds will be used to support the professional development needs of the new instructor.**

**IHCC will use reserve funds to support CTE program enhancements and updates including the development of Alcohol and Addiction Studies and Respiratory Care. Reserve funds will also be used to provide specialized high school student visits such as the Allied Health Day. Staff is exploring options for high school student visits for the Engineering 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

## 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	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	500.00
Postsecondary Subtotal	500.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	1000
Secondary Subtotal	1000
<b>TOTAL</b>	<b>1500</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
TBA	CTE Program Recruitment	Postsecondary		100	10000
TBA	Nursing/ETC	Postsecondary		100	25000
TBA	Disability Services	Postsecondary		100	10000
TBA	Advisor to the CE and K Students	Postsecondary		80	20000
Mary Jo Gardner	Director, K12	Postsecondary		40	30000
Allison Chuick	Coordinator, K12	Postsecondary		50	25000
Nandi Rieck	Federal & State Program Coordinator	Secondary		8	18000
Robert Dru Mitchell	Perkins TOSA	Secondary		50	69050
TBD	NA Instructor	Secondary		20	12000
TBD	WBL Instructor	Secondary		20	12000

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

#### Position Description

Director of K12 Partnerships MnSCU AP 3.docx

#### Position Description

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

#### Position Description

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

#### Position Description

OAR GRADUATE INTERN ACADEMIC COACHING JOB DESCRIPTION.docx

#### Position Description

Federal and State Program Coordinator Job Description.docx

#### Position Description

Perkins TOSA Job Description.docx

Position Description

.2 CNA Job Description - Lakeville.pdf

Position Description

Graduate Intern Advisor Position Description.docx

Position Description

IHCC CLA1 - nursing tutor.docx

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):

23-24 South Metro Perkins Statement of Assurances 4.27.23.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

23-24 South Metro Perkins Combined-Secondary-Postsecondary-Budget 6.8.23.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

South Metro Perkins Consortium Equipment Inventory UPDATED 4.27.23.xlsx

Improvement Plan

Improvement-Plan- SO M IHCC.docx

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

