



## **SW Metro**

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

**Submitted by Crystal Svoboda**

**Submitted on 07/11/2023 1:47 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

**SW Metro**

Award Requested

**\$1,014,039.29**

Total Award Budget

**\$1,014,039.29**

### Primary Contact Information

Name

**Crystal Svoboda**

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Address

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Bloomington, MN 55431**

Phone Number

## 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.

Normandale Community College  
Belle Plaine School District  
Bloomington School District  
Central School District, Norwood  
Eastern Carver County School District  
Edina School District  
Jordan School District  
Mound/Westonka School District  
New Prague School District  
Orono School District  
Prior Lake/Savage School District  
Richfield School District  
Shakopee School District  
SouthWest Metro Intermediate District  
Waconia School District  
Watertown 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.

**Description of the process used to gather and review data:**

RTT

Collaboration with Hennepin West

Postsecondary Cohort

SW Metro Perkins Meetings

SW Metro Coordinators Meetings

Superintendent Meetings

Local Advisory Committees

CTSO Advisors

**Resulting Conclusions that drive the strategies:**

Input from all reviewers and stakeholders above

Previous APR input

The CLNA will form the backbone of our application and plan moving forward. We will rely on these findings to make evidence-based decisions. It will guide our decisions as we thread the needle through our current and developing programs of study, on equity, on gap reduction, on student performance etc.

**Element #1:** Secondary performance Indicators reflect percentages within the 90% threshold. Overall postsecondary Performance Indicators reflect percentages within the 90% threshold.

**Element #2:** Some districts and stakeholders were better represented in responses, so data has to be viewed through that lens. There were comments providing validation for things we knew and have been doing and a few responses for us to reflect upon. Collaborating regionally with Hennepin West created a broader scope of work. Importantly we noticed an overwhelming need for education of understanding career and technical education for various audiences/stakeholders (guardians, students, educators, administration, and industry).

**Element #3:** Between the SW Metro Consortium surveys and the data collected from RealTime Talent, (by Consortium and individual districts) a defined need for programs and recruitment of particular student populations has become more apparent. SW Metro survey results provided good information but weren’t necessarily representative of all districts, school personnel, parents and students. Some districts were better represented in responses, so data has to be viewed through that lens. There were comments providing validation for things we knew and have been doing and a few responses for us to reflect upon. Collaborating regionally with the Hennepin West Consortium created a broader scope of work.

**Element #4:** The SW Metro Consortium has taken multiple paths to improve recruitment, retention and training of CTE professionals specifically in underrepresented groups. Concurrent Enrollment, Grow Your Own Grant, Concurrent Enrollment Grant, IREPO Grant, Sirtify and Paraprofessional Grant at Normandale are all becoming aligned efforts to address this Element #4 in our region. These initiatives promote the pathways to increase the number of CTE professionals with a renewed emphasis on attracting underrepresented populations. There is a highlighted need for realigning professional development options with a targeted, discipline specific focus. In the next grant cycle we will align professional development priorities with our POS and other key initiatives.

**Element #5:** Previously, SW Metro and Hennepin West participated in AdvanceCTE’s Minnesota Data Pilot on Addressing Equity and Access Challenges in CTE. This pilot helped our consortium to focus on equity data and brainstorm possible root causes and solutions, which was threaded throughout our 20-22 Perkins Plan. The SW Metro district surveys also asked questions of administrators, counselors and teachers with regard to CTE and courses addressing the access and equity question.

Our ongoing work and data collection identified the need for clear marketing strategies and CTE definitions/education. Alignment of marketing will enhance and prioritize enrollment and retention in CTE pathways.

Key priorities identified from our CLNA that will be supported by Perkins funding are highlighted in our CLNA’s strategies and are listed below:

- SW Metro will support, develop and enhance student leadership and technical skill development through Career Technical Student Organizations.
- SW Metro will partner with YouScience for performance measures of aptitudes to uncover students’ natural talents, match them to careers, and give them personalized feedback on how their abilities can be utilized in school, work, and in their daily lives and advise student abilities to align with certifications and pathways; offer technical credential assessments and course blueprints for standards and framework alignment.
- SWMetro will support the development and expansion of Programs of Study.
- SWmetro will support and co-sponsor STEM Link expanding CTE exploration and outreach to middle school students.
- SW Metro will support and promote the Sirtify program.
- SW Metro will support the Aon Apprenticeship program and explore other work-based learning opportunities. SW Metro will support CTE equipment purchases that align with industry standards in prioritized and developing Programs of Study.
- SW Metro will support discipline specific and/or CTE professional development for secondary and postsecondary professionals.
- SW Metro will provide articulation support and networking meetings for secondary and postsecondary professionals
- SW Metro will support and explore expansion of work-based learning initiatives.
- SW Metro will collect and analyze labor market needs in partnership with RealTime Talent and DEED.
- SW Metro will support the expansion of early college access through articulation and concurrent enrollment in CTE.
- SW Metro will expand career and technical offerings at SouthWest Metro Intermediate District in collaboration with local postsecondary institutions for access to their career and technical education programs and Early College Credit.
- SW Metro will provide support to CTE students in special populations to address gaps, persistence and completion based on Performance Indicator data.

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 CLNA-Reporting-Framework-Accessible-Version-March-2022.docx (1).pdf

## Narrative 2: Programs of Study

### Programs of Study Narrative

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

#### SRPOS and POS with funding

The identified SRPOS and POS on the attached spreadsheet follows CLNA data review, discussions, identification of emerging careers and workforce opportunities. The CLNA process resulted in collaborative, specific strategy development and the identification of existing programs and interdisciplinary programs. Innovative and adaptive solutions and the crossover between and within different fields, clusters and pathways will continue to provide challenges and opportunities in the future.

#### New Courses/POS development

The Consortium has no specific new course/program efforts but the status quo of courses/programs and POS will be ever evolving to meet the challenges of the aging workforce, now more people over 65 than under 18. SouthWest Metro Intermediate District is continuously researching new and expanding program needs for the workforce and students in the Southwest Metro Consortium. Adaptations will be necessary to create a future oriented program, rather than sustaining a traditional program. COVID taught us this.

#### Specific Action

Provide use of YouScience/STEM Link to better collaborate with Counseling, SpEd and CTE departments within schools. Provide training for staff to utilize and improve the use of the continually improving components of this platform.

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

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

Copy of Southwest Metro S-R-POS-Funding-POS-Spreadsheet-Revised-July.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.

Normandale Community College's Continuing Education and Customized Training (CECT) collaborates with workforce centers by co-sponsoring resource fairs, job clubs, and career events both on-campus and at the workforce center. This strong working relationship offers adult job seekers coordinated resources and referrals to appropriate services and educational pathways. The CECT department also participates in Workforce Investment Board (WIB) board meetings and other workforce initiatives, and contributes to various committees to create a bridge between the workforce and education.

Normandale's CECT also works with DEED and Community Based Organizations to utilize WIOA funding to support local training needs and priorities. All stakeholder levels are included (individual, group, employer, sector, etc). Many of the Pathway partners leverage WIOA funding to support services related to career guidance, academic counseling, work-based learning such as internships/practicums/apprenticeships. Furthermore, our CECT staff participate in Workforce Investment Board (WIB), Workforces Service Area (WSA) meetings, committees and other initiatives.

AON Apprenticeship is one such program in collaboration with WIOA, CECT and Perkins. Normandale is partnering with Aon Empower Results in Finance - Insurance pathway. Based on data demand collected from RealTime Talent, there is a demonstrated regional need specific to the Finance and Insurance pathway. Normandale has the unique opportunity to partner with the Aon Apprenticeship program in conjunction with our Continuing Education and Workforce Center and the Business department to establish a full, credit-based Associate of Applied Science degree in Business. The Aon Apprenticeship program focuses on recruiting, hiring and — often most difficult in entry-level positions — retaining employees with the right skills can be difficult. From the perspective of some prospective workers, the cost of college creates either a barrier to entry to a career or student loan debt that impairs a healthy financial future.

Aon Apprenticeship programs help build a talent pipeline of highly skilled and diverse professionals, while providing apprentices with advanced education and work experience. By removing some of the traditional barriers to entry-level employment, Aon can contribute to local workforce development and cultivate talent from across the metro area of each city while improving retention rates in these entry-level roles. Aon's two-year Apprenticeship Program serves as an alternate route into a permanent role that normally requires a specific degree or professional experience by providing motivated, high-potential individuals with the required training (on the job and in the classroom), professional skills development, mentorship and experiential learning to bridge the gap. Apprentices receive:

- A competitive salary and full employee benefits
- Paid tuition at partner schools in the US or government
- Leadership exposure
- A full-time permanent position.

The global Aon Apprenticeship program is expanding with the goal of adding approximately 10,000 new apprenticeships in 6 new US cities including Minneapolis by 2030. Considerable amount of research has been applied to the need within Business and Arts, Communications, Visual Arts tracks with emphasis on the Finance/Insurance Human Resource and Graphic Design talent pipeline nationally. Likewise, state and regional data reflects the need for support in Finance, Business, Management, and Administration Career Clusters and associated Pathways. RealTime Talent data presented in the CTE Regional Workforce Trends and Impacts presentation reflects Finance to be a high wage, high skill, and in demand career cluster for the MSP Metro Region. Specifically, as listed in Minnesota Critical Occupations, Human Resource Specialists are listed 6th in critical occupations.

The program is considered an "earn and learn" program delivery type in which participants have full time employment, financial support for full time education, and wrap around educational support. Approximately 28 hours a week are devoted to apprenticeship working hours and 12 hours a week for the classroom educational component. After completion of the program, students will earn an Associate of Applied Science degree in Business Marketing and Management with a certificate in Human Resources. Specialized elective courses, still to be approved, will focus on insurance topics.

Perkins dollars will assist with the coordination and execution of the Aon Apprenticeship program including: implementation, communications, recruitment, and student advising/support services.

In addition, SouthWest Metro Intermediate District staff work closely with Carver County Career force, voc rehab, etc. with our special population and alternative students. No Perkins dollars have been expended but it is a strong partnership that is greatly valued.

**Please see edited notes in the attached budget document - postsecondary narrative tab. Budget Narrative #3 is identified with multiple Narrative cross collaboration efforts. Although not all dollars are directly applied in the Narrative #3 budget, they do align with Partnership/ WIOA/Workforce Centers, etc. Careful consideration into cross-narrative work was considered.**

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

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



**Narrative 4: Integrated Academic and Technical Skills**

**Integrated Academic and Technical Skills Narrative**

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your Integrated Academic and Technical Skills response below.

SW Metro Consortium will continue to engage in early college articulated credits through the use of CTEcreditMN.com. Minnesota's CTE articulation brings core academic partners (secondary/postsecondary/industry) together for the planning of and improvement in academic and technical skills. Concurrent enrollment required NACEP artifacts including professional development, orientation and curriculum alignment through concurrent enrollment grants and initiatives also brings mentors/mentees together for alignment of academic and technical skills. SW Metro will inform district and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks and industry standards by way of conferences and professional development opportunities including but not limited to: MTTIA Conference, Centers of Excellence resources, 2MTEC through SW Metro consortium communication, and coordinating efforts with Hennepin West consortium. Simulation software, YouScience, credentialing assessments are examples of industry advised (Advisory Committees) continuous improvement for student learning.

MDE: Minnesota's definition of "educational equity" is:

The condition of justice, fairness, and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions.

Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for distribution of resources, information, and other support depending on the student's situation to ensure an equitable outcome.

Equity is different from equality. Equity is a principle that is based upon justice and fairness, while equality demands everyone be treated at the same level.

If Minnesota is to achieve the rigorous goals laid out in Minnesota's World's Best Workforce (WBWF) plan for all students without exception, stakeholders at all levels of the system will need to work together to make significant changes to education systems and practices. Under the Minnesota's Every Student Succeeds Act (ESSA) plan and WBWF, one of the systemic changes that must be examined is the equitable distribution of resources. In particular, both laws require that school systems examine the extent to which students of color, American Indian students, and students from low-income families are disproportionately taught by inexperienced, out-of-field, and ineffective teachers; and that school systems implement strategies to create equitable access to teachers.

One specific initiative SW Metro supports that aligns well-rounded education is the Interprofessional Education (IPE) and Simulation center. A new and innovative, state-of-the-art Health Sciences Building Center for **Interprofessional Education (IPE)** and Simulation at Normandale is being supported. This Center will serve as a Minnesota State System innovative model, a benchmark for the education and training of health care professionals in community colleges in Minnesota. The Center would serve as a hub for innovation and fostering learning from and with other healthcare students. The concept of interprofessional education (IPE) is important for higher education institutions to respond to the increasingly collaborative nature of health care. In recognition of the growing importance of interprofessional education, the Normandale Health Science division formed an IPE workgroup made up of faculty representatives from the Dental Hygiene, Nursing, Health and Community Health Worker Navigator (CHWN) programs with leadership provided by the Project Director. The interprofessional education initiative is directly tied to SW Metro's SR-POS Pathway in Therapeutic Services includes postsecondary CTE programs: Nursing, Nursing Assistant, Exercise Science, Dental Hygiene, Dietetic Tech, and Nutrition studies. The overarching goal of the initiative is to develop IPE curricula and simulation experiences to provide students activities to learn and practice skills from the four major domains of IPE and align with industry standards: values/ethics, roles/responsibilities, communication, and teamwork. The objectives of IPE are to improve students' ability to communicate and collaborate among themselves and with their patients for a successful transition into the workplace, be it a safety net clinic or private practice.

Academic innovation will include the latest legislative rules. Fine Arts credits integrated into CTE courses will be under review by any district currently using district standards, changing to the use of Arts Standards.

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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.

Southwest Metro utilizes and analyzes data sources i.e. Power BI and MDE CTE Perkins Reporting for comprehensive planning and strategy development to assess barriers, challenges and opportunities for special populations. The consortium representatives and postsecondary partners share labor market information and career exploration opportunities with our Special Population students and staff, as well as through the SW Metro communication tools and including the YouScience platform.

SWMetro Intermediate District is developing entry level CTE programming in collaboration with our special education partners. These programs will provide academic and technical laddering for students to improve their skills prior to enrolling in the more rigorous college level courses. In addition, SWMetro is working with our Adult Education (formerly ABE) program to design CTE courses offering certifications and credentialing to our adult learners; both English Language and adult diploma Learners. The main goal is to create an all inclusive Career and College Center providing CTE and college credit offerings to meet the workforce needs in our area and for our learners.

Priorities based on CLNA data reflect the need to increase CTE awareness for economically disadvantaged youth and English Language Learners, as mentioned in CLNA Action Step Chart in Element #5. In conjunction with our work to increase awareness of the education field, the Sirtify initiative strives to empower men to explore the education career. The marketed demographic for student attendees includes secondary districts with high eligibility for free and reduced lunch. Normandale Community College hosts a Multicultural Visit Day in which CTE programs are explored. Break out sessions in STEM, Health, and Business are facilitated by our Program Liaisons. Opportunities to expand CTE education and exploration during the event are available. Furthermore, increase support for students with disabilities in CTE fields is a need. The Office for Students with Disabilities delivers an Access Program aimed to provide direct, intrusive assistance integrated into college and career exploration (more details about below).

SW Metro has developed four priorities aligned with SRPOS/POS to better prepare CTE participants for non-traditional fields. The four initiatives are Sirtify, Paraprofessional/Teacher Assistant Pathway, Human Service Pathway, Community Healthcare Worker Pathway. Key details are listed in Narrative 9.

Normandale Community College is committed to ensuring its programs, services and activities are accessible to all students including individuals with disabilities, through its compliance with state and federal laws. The college recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the college's programs, services and activities. Normandale Community College provides access to programs, services and activities to qualified individuals with known disabilities as required by law.

Normandale's mission is to cultivate a welcoming college community, foster every student's talents, and to build an equitable world. With the vision of limitless human potential realized. Normandale's core values include:

1. Caring: We cultivate a college community where people feel a sense of belonging and connectedness. We recognize that people learn and work better when their needs are met and they feel safe. We have the courage to communicate with compassionate candor. We are a community of kindness and respect
2. Curiosity: We nurture curious minds in our students and in our employees. We are genuinely curious about one another. Curiosity fuels our pursuit of learning and inspires us to find better ways of doing things. It drives us to ask good questions and to seek information to answer them. We are a community of curious people.
3. Commitment: We work hard to achieve our mission and goals. We dedicate ourselves to meeting all our students where they are and helping them pursue their aspirations. We are conscientious stewards of the college's resources. We are a community that expects a lot of ourselves and takes pride and joy in our work.

Normandale's Big 3 Equity 2030 goals and measures include:

1. Achieve racial equity in educational outcomes by 2025 Measures:

- Placement rates
- College level course completion rates
- Credits earned by 1<sup>st</sup> Spring
- Course Success
- GPA (C or better)
- Withdrawal rates
- Warning rates
- Suspension Rates
- Fall to Fall retention rates
- Completion rates
- Transfer rates

2. Achieve Associate Degree completion or baccalaureate transfer rate of 50% or better for degree seeking students by 2030

Measures:

- Completion of Associates degree within 3 years
- Transfer to baccalaureate program within 3 years

3. Support and sustain a pervasive college culture that is culturally competent and service oriented. Measures:

- By 2023, every department will have readily accessible and regularly promoted customer service surveys, the results of which are part of the department's annual reporting (strategic planning and goal setting for beginning of the FY and year end reports).
- By 2025, all employees will have completed and be held to ongoing DEI mandatory training established by Normandale's E&I team. [pilot will be out to SIG in March]
- By December 2025, all employees will have completed at least one of either the IDI program or CRP as established and offered at Normandale.
- Biannual campus climate survey results will demonstrate increased proficiency and agreement with Normandale's progress towards its equity goals.

**7 Key Strategies to Support Goals**

1. Provide holistic student support that meets students' basic, non-academic needs, allowing them to make academic progress and succeed in their Normandale journey.
2. Sustain and continuously improve our approach to teaching and how we foster learning to support student equity, retention, and success at Normandale.
3. Evaluate and continuously improve employee hiring and engagement practices to ensure a diverse employee body that is valued, engaged, and reflective of student body demographics.

4. Provide ongoing, comprehensive professional development opportunities for employees designed to advance understanding, skills, and leadership to achieve equity goals, and a culturally competent (equity-minded) and service-oriented (student-ready) campus community.
5. Evaluate campus spaces (physical and virtual) using an equity lens and current research to decenter whiteness and create an environment that is welcoming and inclusive for historically marginalized students and employees.
6. Evaluate and continuously improve all college policies and procedures to remove barriers for students, disrupt structural inequalities, and achieve racial equity for students and employees.
7. Use data and equity frameworks to ensure systemic change.

Furthermore, an individual requesting an accommodation may be required to provide documentation of eligibility for the accommodation. Notices for accommodation and disability are available in the college catalog and the Office for Students with Disabilities (OSD) handbook. Normandale Community Colleges **prohibits discrimination** on the basis of disability, and the contact information for disability accommodations and Americans with Disabilities Act (ADA) complaints is available in the college catalog and the OSD handbook. Programs, Services, and Activities. Normandale Community Colleges makes reasonable accommodations to ensure access to programs, services, and activities as required by law. Access means that a qualified individual with a disability will not be excluded from participation in or be denied the benefits of the programs, services, or activities, nor will the individual be subjected to discrimination. Reasonable accommodations may include modifications to: rules, policies, or practices; the removal of architectural, communication, or transportation barriers; provision of auxiliary aids or the provision of equally effective programs, services, or activities. In accordance with the ADA, accommodations will not be provided for personal devices or services even though the individual may be a qualified individual with a disability, or that result in a fundamental alteration in the nature of a service, program, or activity or in undue financial or administrative burdens.

Normandale's Office for Students with Disabilities (OSD) staff took the lead in writing a Minnesota State transition document called "The Postsecondary Resource Guide" along with the development of four transition webinars. These are all located on the OSD website at <https://www.normandale.edu/osdresources>. Two OSD staff members are currently on the work group to tweak the "Postsecondary Resource Guide," which involves stakeholders from the MN Department of Education, Vocational Rehabilitation, a parent with a special education student, and Minnesota State Disability employees. The OSD staff welcome students, families and special education instructors to make appointments for OSD information sessions or campus tours (done in person and virtually) <https://www.normandale.edu/advising-and-services/students-with-disabilities/osd-college-visits>. OSD staff attend transition events each year such as the Groves Academy College Fair, transition panel's at PACER, and Admission's information events. Prior to COVID, the OSD staff attended staff meetings of local high school special education teachers to assist them with the postsecondary transition process, give them copies of the "Transition Resource Guide", and to hear their concerns about transition.

To address the barriers to access and success for special populations within CTE programs OSD regularly and as a part of their mission commit to the following:

The OSD staff evaluate access to our programs and the college including specific programming on a regular basis.

The OSD staff make pertinent changes to documents and our website when barriers to access are realized.

The OSD staff continually look to improve processes to mitigate barriers to our programs, courses, and activities.

Normandale Community College provides qualified students with a disability access to services and activities that are operated or sponsored by the institution or that receive significant assistance from the institution. Such access shall be provided in a reasonable manner as required by law. The following is available to qualified students with disabilities:

Support, counseling, and information services that may include support groups, individual counseling, career counseling and assessment, and referral services

Academic assistance services that may include assistive devices, early registration services, early syllabus availability, course selection, program advising, course work assistance, testing assistance and modification, and tutoring; and

Coordination services that may include personnel acting on the student's behalf and serving as the primary contact and coordinator for students needing services, assistance in working individually with faculty and administrators, intervention procedures, and grievance procedures.

District EQUAL EDUCATIONAL OPPORTUNITY Policy (MN School Board Association Model Policies) Purpose: To ensure that equal educational opportunity is provided for all students of the District.

## II. GENERAL STATEMENT OF POLICY

This Policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

The District provides equal educational opportunity for all students. The District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, or age. The District makes reasonable accommodations for students with disabilities.

The District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the District's policy on harassment and violence and the District's procedures for addressing such complaints, refer to the District's Policy on harassment and violence.

Every employee of the District has the responsibility to comply with this Policy conscientiously. Any student, parent or guardian having any questions regarding Policy 413, Harassment and Violence, should discuss it with the designated District official as provided by Policy.

### District Policy STUDENT DISABILITY NONDISCRIMINATION Safe and Supportive Schools and MN School Board Association

Purpose: To protect students with disabilities from discrimination on the basis of disability and to provide for the identification and the evaluation of students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

## GENERAL STATEMENT OF POLICY

- A. Students with disabilities are protected from discrimination on the basis of a disability.
- B. It is the responsibility of the District to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such students may receive a free appropriate public education.
- C. For this Policy, a student who is protected under Section 504 is one who:
  1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
  2. has a record of such impairment; or
  3. is regarded as having such impairment by the student's 504 team.
- D. Students may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR-Persons who have questions, comments, or complaints should contact the Assistant Superintendent for the name and phone number of the District ADA/504 Coordinator regarding grievances or hearing requests regarding disability issues.

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.

Secondary WBL coding in the Southwest Metro districts have been updated through the MDE Program Approval process in 2022. Opportunities now include coding to capture ACTE-SPED, WBL Diversified, Business and Marketing and Engineering, Mfg and Tech courses making more programs and courses broader to improve inclusivity. Internships, experiential learning and practicums are now more clearly identified as WBL. Funding is targeted for transportation, career exploration, and professional development needs.

SouthWest Metro Intermediate District is starting several work based learning student run enterprises in collaboration with our CTE and special education departments. These include but are not limited to: Central Duplicating (copy center based in the Graphic Communications program); Coffee Shop (based in the new Hospitality program and included in the SRPOS); Outdoor Power Equipment repair and sales (based in the AFNR Power Structural and Technical Systems in the SRPOS); and Audio-Video recording services (based in the AV Technology and Film pathway). There is also a planned expansion of the Child Development Assistant program, which is a part of the SRPOS in Education and Training at the Dean Lakes site. There will be a classroom attached to a drop-in child care facility which will allow for work experience and hands-on training for those interested in the early education pathway. SouthWest Metro Intermediate District #288 includes 20+ districts involved with these initiatives. Stay tuned for more work based learning, internship, and mentorship opportunities.

At the postsecondary level, experiential learning opportunities are facilitated through multiple departments. Normandale’s Experiential Education Office builds knowledge, develops skills and clarifies values by engaging learners in direct experience, community engagement and focused reflection. Our programs include Service-Learning, Internships, America Reads and Counts, Volunteering, Campus Cupboard, and Leadership Through Service. Through these programs, students will receive direct services from staff and are provided with resources and tools to be successful in obtaining experiential opportunities to reach their learning goals. Normandale’s Experiential Education Office has partnerships with numerous local non-profits and K-12 schools to enrich learning, outside of the classroom. Our community partners mentor students, while receiving support from students to build community. Students are able to develop a career network, build and enhance their resume, and create positive change as an active member of their community.

Normandale’s Advising, Counseling & Career Center offers comprehensive academic and career counseling services for students. Normandale Counselors are accessible to students via 60-minute appointments throughout the year to help students with their individual academic, transfer & career needs. This guidance includes identification of barriers to decision-making and strategies for problem-solving. A variety of career assessments, tools, and activities are made available to students in these appointments, as well as the active exploration of industry, career, and transfer resources. Lastly, Normandale has partnered with College Central Network to power its career management platform for Career Services. College Central Network is a robust career platform designed to provide job seekers with employment opportunities and career development resources, while providing a pipeline for new talent to business and industry.

Normandale is partnering with Aon Empower Results in Finance - Insurance pathway. Based on data demand collected from RealTime Talent, there is a demonstrated regional need specific to the Finance and Insurance pathway. Normandale has the unique opportunity to partner with the Aon Apprenticeship program in conjunction with our Continuing Education and Workforce Center and the Business department to establish a full, credit-based Associate of Applied Science degree in Business. The Aon Apprenticeship program focuses on recruiting, hiring and — often most difficult in entry-level positions — retaining employees with the right skills can be difficult. From the perspective of some prospective workers, the cost of college creates either a barrier to entry to a career or student loan debt that impairs a healthy financial future.

Aon Apprenticeship programs help build a talent pipeline of highly skilled and diverse professionals, while providing apprentices with advanced education and work experience. By removing some of the traditional barriers to entry-level employment, Aon can contribute to local workforce development and cultivate talent from across the metro area of each city while improving retention rates in these entry-level roles. Aon’s two-year Apprenticeship Program serves as an alternate route into a permanent role that normally requires a specific degree or professional experience by providing motivated, high-potential individuals with the required training (on the job and in the classroom), professional skills development, mentorship and experiential learning to bridge the gap. Apprentices receive:

- A competitive salary and full employee benefits
- Paid tuition at partner schools in the US or government
- Leadership exposure
- A full-time permanent position.

The global Aon Apprenticeship program is expanding with the goal of adding approximately 10,000 new apprenticeships in 6 new US cities including Minneapolis by 2030. Considerable amount of research has been applied to the need within Business tracks with emphasis on the Finance/Insurance and Human Resource talent pipeline nationally. Likewise, state and regional data reflects the need for support in Finance, Business, Management, and Administration Career Clusters and associated Pathways. RealTime Talent data presented in the CTE Regional Workforce Trends and Impacts presentation reflects Finance to be a high wage, high skill, and in demand career cluster for the MSP Metro Region. Specifically, as listed in Minnesota Critical Occupations, Human Resource Specialists are listed 6th in critical occupations.

The program is considered an “earn and learn” program delivery type in which participants have full time employment, financial support for full time education, and wrap around educational support. Approximately 28 hours a week are devoted to apprenticeship working hours and 12 hours a week for the classroom educational component. After completion of the program, students will earn an Associate of Applied Science degree in Business Marketing and Management with a certificate in Human Resources. Specialized elective courses, still to be approved, will focus on insurance topics.

Perkins dollars will assist with the coordination and execution of the Aon Apprenticeship program including: implementation, communications, recruitment, and student advising/support services.

The Hospitality and Tourism Day at Mall of America is another experiential learning opportunity SW Metro plans to revive. Normandale Community College’s Hospitality and Tourism Management program in partnership with the Mall of America provides secondary students from across Minnesota with the opportunities to learn more about the industry. Students and high school educators will explore careers and educational opportunities within the hospitality rich environment of the Mall of America.

Agenda topics and business partners may include:

The Importance of the Tourism Industry to Minnesota’s Economy - for students and educators Career opportunities and experiences in Hotels and Restaurants - for students Career opportunities and experiences in the Transportation sector - for students Career opportunities and experiences in the Attractions sector - for students Building Pathways in Hospitality and Tourism - for educators HTMP (Hospitality and Tourism Management Program) educators discussion panel - for educators Hospitality Keynote speaker – for students and educators Partners include: Mall of America, Radisson Blu, JW Marriott, Explore Minnesota, Sun Country Airlines, Nickelodeon Universe - Mall of America Attractions, and Hospitality Minnesota Education Foundation.

Potential partners include: Sea Life, Mall of America restaurants, and outside vendors for additional needs such as chairs and lighting.

As for the size and scope of the program, scheduling for the event is still to be determined. Potentially, if delivered as a one day event, attendance may be up to 800 participants including students and educators. If facilitated multiple times throughout the year, anticipated attendance would be approximately 200 participants at each session. Invitations will be extended across the state of Minnesota.

Support the consortia wide implementation of career exploration and development tools (i.e. MCIS). 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.

In accordance with direction given through plan evaluation: work based learning opportunities will also include pursuing student apprenticeships where applicable.

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.

SW Metro has taken intentional action to promote and expand access to early college. Within our consortium we offer PSEO traditional, PSEO by Contract, concurrent enrollment, AP, and articulated credit options. Simulation software, YouScience, credentialing assessments are examples of industry advised (Advisory Committees) continuous improvement for student learning. At the high school level many districts have embraced CTE programs that offer credentials such as mentioned above: CASE, Microsoft, Adobe, TestOut, ServSafe, etc. The consortium supports staff in obtaining the ability to provide the credentials to their students; the money for support of staff would come out of Narrative 8.

To assist with addressing key needs of early college populations, Normandale applied for the Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) grant, which we were granted for years 21-23. Under Normandale’s Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) grant (through July 2023), we’ve developed key performance indicators and student journey mapping for enhancement in and recruitment for dual enrollment students. The strategies to achieve the goals of expanded capacity to provide online courses, increased dual enrollment participation, retention and matriculation, particularly for underrepresented students, Normandale proposed the following:

- Identify and implement process and student support improvements: Normandale will create a virtual dual enrollment hub with dedicated advisors and dual enrollment liaison for this project. Working with an external consultant, the project team will identify and implement process and student support improvements, including the development of virtual outreach materials and online orientation and support modules to ensure students have the information and skills to succeed in college-level online courses.
- Pilot clear dual enrollment pathways: Normandale will pilot dual enrollment pathways (CE to PSEO to Normandale) with one Opportunity Zone school (Bloomington Kennedy) and one rural school (New Prague). Pathways will be based on instructor credentialing, high school mission, and area labor market needs. To increase the number of college credits students accumulate, Normandale will provide coordinated information on how students can move from concurrent enrollment at their high school to Normandale’s online PSEO courses prior to finishing their degree at Normandale.

During FY 23 Normandale’s Concurrent Enrollment program partnered with 15 school districts, 65 course sections, 2,438 students (duplicated) and 8,734 registered credits including approximately 50% CTE courses.

In comparison, during FY 22 Normandale’s Concurrent Enrollment program partnered with 12 local secondary districts, 58 total courses including over 50% in CTE, and served 1690 total (duplicated) students.

Normandale Community College has completed extensive work to establish the Strategic Enrollment Plan (SEM). Strategic Enrollment Management is an integrated process and intentional approach to overall student recruitment, retention and completion to ensure that Normandale is fulfilling its mission and goals. SEM established 5 primary goals all directly or indirectly impacting CTE and early college. The SEM Goals are:

1. Increase the number of students admitted annually from 9,344 to 9,647 by Fall 2025
2. Increase new students conversion rate from an average of 56.7% annually to 60% per year by Fall 2025
3. Increase conversion rate of Concurrent Enrollment & PSEO students to general undergraduate students with Concurrent increasing from 9% to 11% and PSEO from 13% to 15.6% by Fall 2025
4. Reduce percentage of students on academic suspension from 8.9% to 8.3% of total students per academic year by Fall 2025
5. Increase one year retention rates for full-time students from 58.2% to 60% and for part-time students from 48.6% to 50% by Fall 2025

Furthermore, SW Metro supports Articulation agreements through CTECreditMN.com. During the 21-22 academic year, 32 regional and state articulated courses agreements were in existence. Perkins dollars will continue to support the website maintenance and staffing needed to facilitate articulation meetings in alignment with our POS (with data support from CLNA).

Notably, other program strategic plans align or relate to expand Early College work. For example, Sirtify connects with and recruitment plans wrap in secondary partnerships including but not limited to concurrent enrollment classrooms and partnerships with regional districts.

Finally, SW Metro consortia will partner with Success Beyond the Classroom to facilitate **STEMLink** at Normandale’s campus. At STEMLink, students in 5th and 6th grade explore STEM careers in labs and classrooms at local college campuses. Students attend a keynote and three breakout sessions led by STEM faculty and professionals. Participants also learn how studying science, technology, engineering, and math can lead to exciting careers! Last time STEMLink was held on-site, 500 participants and 20+ volunteers participated to make the day a success.

SW Metro consortium fiscally supports early college options as stated earlier. Dollars are expended for articulation meetings, website, mentor fees (Concurrent Enrollment), etc. all in an attempt to provide equity in access for all CTE students from all member districts.

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.

Careful consideration will be given to prepare education professionals, support professional development that aligns with Section 3 (40) of the Perkins Act. During Southwest Metro's leadership review we identified the lack of qualified teachers as a focus to improve service to special populations (CLNA, detailed in Narratives 5 and 9). Although a continued challenge, we have supported several pointed initiatives:

The SW Metro has taken multiple paths to improve recruitment, retention and training of CTE professionals specifically in underrepresented groups. MDE Concurrent Enrollment, Grow Your Own Grant/Concurrent Enrollment Grant, Teacher Mentorship Grant, and Normandale IREPO Grant, Sirtify and Paraprofessional Grant are all becoming aligned efforts to address this Element #4 in our region. These initiatives promote the pathways to increase the number of CTE professionals with a renewed emphasis on attracting underrepresented populations. There is a highlighted need for realigning professional development options with a targeted, discipline specific focus. In the next grant cycle we will align professional development priorities with our POS and other key initiatives.

The Paraprofessional Pathway Program offered through Normandale's Continuing Education and Customized Training office is designed to have participants gain an entry point into the field of education. Districts are advisory partners to improve communication about this Program and encourage access to the opportunity. Participants are offered the ParaPro Exam, networking for local districts, and assistance with career preparation. Participants complete Introduction to Education, a 4-credit Normandale course. The Introduction to Education course is also a required course in the Education Associate Degree if students decide to continue their education. Therefore, the Paraprofessional Pathway program leads to a career while also being a pathway to an associate degree.

Education: Sirtify - After a review of an extensive body of research on teacher recruitment and retention, researchers have identified three key factors that influence teachers' decisions to enter, remain in, or exit the teaching profession. These factors are threefold. The first is salary and compensation. The second is preparation and costs to entry. The third focuses on support. Sirtify uses these best practices to enhance teacher recruitment/retention. The first and second pits go hand-in-hand. Sirtify offers up to \$10,000 as a scholarship to Sirtify Fellows. This scholarship covers the full costs of tuition, book, and fees as well as provides a \$3500 living allowance. Over 86% of our fellows work as paraprofessionals and the scholarship associated with the program provides much needed financial relief and allows the students to reduce external stressors that may affect the students' successful matriculation at Normandale. The third factor focuses on induction and support. Our cohort model provides the guys with a community experience with a greater focus of a shared learning experience. Our students are able to support each other through the program. We provide opportunities to celebrate each other's success as well as discuss opportunities for growth. Our monthly sociocultural excursions also give Sirtify Fellows an opportunity to visit with ethnic minority communities across the state. We have activities that promote critical discourse central around unpacking cultural nuances and making connections from our visits to diverse communities and connecting those visits to the lived experiences of Sirtify Fellows.

Sirtify's partnerships prepare for a successful transition to postsecondary and/or employment. We have developed partnerships with local school districts and charter schools, which partner our guys with employment opportunities as paraprofessionals. We also invite local universities to speak without fellows regarding transfer opportunities. We also have visits to local universities to familiarize Sirtify Fellows with their potential transfer institutions.

The largest barrier to access and success for special populations within CTE programs is the availability of programs like Sirtify. There are colleges that have programs like this and none offer generous scholarship packages. Programs like Sirtify remove barriers, provide access and ensure the success for special populations within CTE programs.

In summary, CLNA information led us to prioritize Education and Training career cluster as a focus area, which also works hand-in-hand to advance teacher recruitment, retention, training, and education. By continuing partnerships with districts, the consortium is able to access more diverse secondary populations and staff to promote the education pathways.

In addition, Postsecondary and secondary professional development will align with POS enhancement -including Sirtify and IPE, early college initiatives such as NACEP, and CTE conferences such as CTE Works! Professional development that allows CTE instructors to award certifications and credentials to their learners is supported and encouraged.

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.

**1S1: Graduation Rate: STRENGTH:** The consortium exceeded the Baseline 94.16% Target 39.13%. Actual: 94.55%. GAPS in the subgroups of: Special Education: 78.60% (-15.95%); Non-Traditional 58.95% (58.95%); Special Education 80.93%; **English Learners 39.77% (-54.78%) Missed Target (-15.65)**; Homeless 60.00% (-34.55%).

**2S1: Reading Language Arts: STRENGTH:** The consortium again exceeded the Baseline 56.06%. Target 54.27% Actual 67.45%. GAPS in the subgroups of: Black improved by 1.35% but 31.82% (-35.63%); Hispanic improved by 12.45% but 48.48 (-18.97%); Special Education: Improved 10.03%. but 40.32% (-27.13); Economically Disadvantaged: Improved 1.77% but 40.32 (-27.13%); **English Learners: 7.14% (-60.31%) Missed Target (-6.04%)**.

**2S2: Mathematics: STRENGTH:** The consortium exceeded the Baseline 45.25%. Target 49.44%. GAPS in the subgroups of: Hispanic: Improved 4.4% but 28.57% (-20.87%); Black 19.23% (-30.21%); Multi 42.11%; Special Education 16.84 (-32.60%); Economically Disadvantaged 24.67% (-24.77%); **English Learners 6.67% (-42.77%) Missed Target: (-4.33%)**

**3S1: Post Program Placement: STRENGTH:** The consortium exceeded the Baseline 72.28%. Goal 48.41%. Actual 70.46%. CHALLENGE in the subgroups of: **Special Education 34.55% (-35.91%) Missed Target(-13.86%)**; **English Learners 42.11% (-28.35%) Missed Target (-6.30%)**

**4S1: NonTraditional Concentrators:** Baseline 33.31%. Goal 10.07%. Actual 34.33%. Gaps: Females (-9.52%); Hispanic (-6.16%); Special Education (14.93%); Economically Disadvantaged (-4.72); English Learners (-4.92%)

**5S3: Program Quality Work Based Learning** Baseline 6.11%. Goal 1.53%. Actual 6.29%. Gaps: **Asian (-5.20%) Missed Target (0.44%)**; Multi (-1.67);

Narrative 1 Strategies 1 and 2 continue to be used for plan improvement actions and changes. A new POS in Finance>Insurance is being looked at based on CLNA and RealTime Talent data. 1,315 Concentrators in the SW Metro Consortium are identified in the Finance Pathway and 4520 Concentrators identified in the Business, Management, Administration Field Individual district data, as indicated in sub-population challenges, will be addressed during SW Metro Consortium meetings in 2022-2024 and by individual district meetings with Coordinators.

**1P1** indicator data reflected gaps in Individuals with Disabilities which is 86.96% and English Learners at the rate of 73.33%, both below our state-determined level of 92.85 %. However, both have under 25 student count. Notably, special population for race/ethnicity reflects significant discrepancies for Black or African American students at 80%, and Students of Color at 84.34%.

Significant population performance gaps in **2P1** (State Performance Level of 26.12%) are black or african american rate being 39/200 of 19.5%. Performance gap by gender: male is - 8.39% below target indicator level with rate of 21.18% (118/557). In addition, Individuals with Economically Disadvantaged Families Performance Gap of -6.13% with rate of 23.44% target being 29.57% (128/546).

In reference to POS cluster with performance gaps, Marketing has a gap of -15.28% below identified performance indicator with rate of 14.29% target being 29.57% (15/105)

**3P1:** For Education/Training we find a performance gap of -12% below the targeted 26.46%.

For career clusters, we found Health Sciences has a performance gap of -9.26% rate of 17.2%, again with target set at 26.46% (27/157).

The scope of our data has identified many gaps we are trying to address with our initiatives, which impact multiple Perkins Narratives. For example, the Sirtify Community Partnerships and Operations Coordinator position will address Special Populations (Narrative 5) including: individuals from economically disadvantaged families, including low-income youth and adults and individuals preparing for non-traditional fields. While also directly working toward improving our Performance Gaps (Narrative 9) through multiple data sources. The collaboration efforts for Education highlight the integration of Perkins funding and other funding sources, in secondary to postsecondary to workforce partnerships.

Wrap services are provided to all students with specific efforts provided to positively impact our performance gaps. Specifically, Normandale and secondary districts advising, counseling & career centers offer comprehensive services to assist students through the career and major exploration process. Normandale has adopted a 4-step Career/Major Exploration model with the goal of providing students with the individualized assistance they need based on each stage of the model.

Southwest Metro consortia established a flowchart for new initiative implementation titled Perkins Data Process. The depicted process allows for the collection of data as members move through the project review, implementation, execution, and evaluation stages of new initiatives. Notably this process allows for pivot points along project paths. The consortium leadership felt it important to imbed continual outlets for real-time reporting on current strategies in the Plan and areas to insert new strategies as they arise during program implementation.

The **Paraprofessional/Teacher Assistant Pathway** initiative will serve adult learners, people of color, disadvantaged individuals, and others who aspire to work in education but have not had the opportunity or e means to participate in a traditional education program. Students will take both credit and non-credit coursework, take the ParaPro assessment (required for work as a Paraprofessional in MN) and apply for paraprofessional positions in local school districts after program completion. Normandale is partnering with Project for Pride and Living, a community-based organization to ensure barriers to success are minimized. PPL provides financial coaching as well as job search curriculum and career navigation to ensure students land in paraprofessional positions upon program completion.

The **Human Services Pathway (HSP) Program**—a nine-month customized training partnership between Normandale Community College, Hennepin County, Dakota County, Ramsey County and Project for Pride and Living (PPL)—will complete the ninth cohort in 2022/ 2023. The Human Services Pathway program integrates non-credit essential workplace skills courses, college credit human services classes, as well as sessions on topics related to work readiness, financial literacy and independent living. The primary focus of the program is to create a pipeline of skilled workers for the Human Services sector—specifically for roles such as Human Services Representative, Financial Worker, Program Associate, and Child Support Specialist in one of the partner counties. PPL works with students as they manage potential barriers that might impede success by providing career navigation, counseling, and support services throughout the program. The county partners participate by contributing to content and by organizing students for tours, mock interviews, and job shadowing experiences.

In FY 2023, in partnership with the workforce and Project for Pride and Living – we will launch a **Community Health Worker (CHW)** pathway program specifically designed for a cohort of underserved adult learners. Currently, in demand position, CHW's are trained public health workers who serve as a bridge between communities, health care systems, and state health departments. They collect data and discuss health concerns and encourage healthy behaviors with members of specific populations in the communities where they reside. The program will include 16 college credits as well as an internship in the community.

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.

As referenced in Narrative 1, CLNA data collection, review, dissemination, and resulting conclusions that drove key strategies were communicated widely to key stakeholders. The Southwest Metro Consortium is administered by a cohesive team of representatives of secondary and postsecondary professionals. The Southwest Metro Consortium utilizes a collaborative shared leadership model consisting of 15 member schools districts (17 high schools) and 1 postsecondary institution. The Leadership Team includes two part-time secondary coordinators and one three quarter time postsecondary coordinators plus one or two representatives from each of the member districts. District representatives’ position titles vary by district and range from curriculum directors to counselors to classroom teachers. The representatives hold meetings with CTE staff and administration in their district when necessary or work through Personal Learning Committees, Department meetings, etc. These meetings develop, enhance and create action steps toward Perkins initiatives within each district, particularly related to size, scope and quality measures, MDE Program Approval process, district curriculum revisions, usage of MDE CTE data, Metro Surveys and Advisory Committee input. State and/or consortium approved POS become aligned at the district level and continue to state level POS approval.

Beginning in March, districts are asked to submit suggested changes to a future plan, strategies and evaluation. Discussions are held between district teachers, counselors and administration and communicated to consortium coordinators by email and during meetings. In May, districts are asked to identify allocation requests based on the future approved plan, (in the past by Goals /Strategies and now by Narratives/Action Strategies). To encourage reflection on the consortium plan, the APR is also suggested to be completed by districts, by school-year end. The budget and action strategies for SW Metro consortium are developed in collaboration between the secondary districts and the postsecondary institution. While we jointly look at needs and priorities for all, in developing the budget and action strategies, we also closely examine performance indicators, size, scope, and quality, and the needs and initiatives of our respective institutions. At the postsecondary level this would include discussions with deans, department chairs, faculty, administration, continuing education and support services staff of CTE programs. The context would be to examine performance indicators and the data specific to each program and POS to determine what initiatives are being considered to increase access and success in these programs; what equipment might be needed to keep current with industry standards; and other support that may lead to pathway success.

The Leadership Team meets minimally two to three times a month to discuss the plan, implementation, strategies and measures. In addition, the secondary and postsecondary coordinators serve on various education and business and industry committees; locally and at the state level. Those committees often reflect Perkins initiatives. The consortium distributes information through in-person meetings, electronic communication, and Southwest Metro Consortium meetings (four to five times a year). Discussion items focus on relevant Perkins topics, budget, and general MDE/MinnState updates.

Google docs are used for ease of access for coordinators, representatives and district administration. Agendas, minutes, professional development opportunities, and other pertinent documents and files are housed on this drive. Additional communication is delivered through email as needed, Superintendent group holds monthly meetings where Perkins information is disseminated.

The Southwest Metro consortia prioritized the regional needs assessment results to drive decision making related to size, scope and quality. In the past, all CTE program requests were reviewed equally. Given the direction by MDE and System Office to focus on SRPOS/POS and specified, intentional initiatives, our focus areas were more clearly defined. This work includes collaboration with school district and college administrators to define CTE funding. This clarified support that could come from Perkins funds and those that should come from district/college budgets or other sources.

Size is a relative variable based on student, industry, and consortium needs at the local level. Scope is the alignment of secondary course work with postsecondary course work and industry credentials including increasing dual enrollment options to strengthen the relationship between Hospitality and Tourism and Business/Marketing Education courses in the high schools. Quality includes rigorous curriculum and standards, WBL opportunities, connection with CTSO’s and evaluation processes, including MDE Program Approval.

**Change for FY 24**

Currently, the Director for K-12 and University Partnerships has sole responsibility for Perkins grant planning and administration. The other key areas of responsibility are:

- Managing department operations.
- Providing work direction, feedback, and guidance that assists partnership staff in performing their position responsibilities.
- Providing direction for and oversight of portfolio of K-12 and on-campus university programs.

The following responsibilities are being added to work portfolio this year:

- Developing and executing Credit for Prior Learning processes.
- Providing direction and oversight for dual enrollment outreach into high schools.
- Supervising a team of four.

Even without the additional responsibilities,

Director does not have the capacity to give Perkins work the attention that it needs. The 2018 enactment of Perkins V significantly increased the scope of work and grant administration requirements. For example:

- Consortia are now required to conduct a bi-annual Comprehensive Local Needs Assessments (CLNA).
- Plan narrative, budget, and annual reporting requirements have become significantly more burdensome.
- Categories of people that are considered special populations has increased by 50%, from six to nine categories.
- There is increased focus on building and maintaining relationships among secondary, post-secondary, and industry partners.

Finally, this capacity deficit negatively impacts our ability to:

- Strategically develop, maintain, and leverage the relationships that we have with secondary partners and business and industry.
- Participate in local and national professional organizations, including holding leadership positions.
- Advocate for good policy at the local, state, and national levels.

We looked at how other Mn State colleges have staffed for Perkins grant-related work. Given the additional responsibilities of Perkins V legislation, many Minnesota State institutions have sought, and been given approval for, funding full-time Perkins grant administrators. ARCC, RCTC, LSC, and SPC have all recently done so. The largest ten consortia (by funding amount) have an average of 1.03 FTE devoted to leadership positions. Our allocation consistently ranks among the top five to seven in the state: the consortium received over \$1 million this year and the college will get about \$550,000 of this allocation. At .3 FTE for Perkins grant management and .45 for Early College (including over 50% CTE courses), we are significantly understaffed by comparison.

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.

SW Metro's Reserve funds will be used to support innovative work in:

1. **CTE teacher/faculty recruitment and retention**
2. **Development of new and Expanding Programs of Study**

**Secondary**

The creation of a CTE/College partnership campus located at the SouthWest Metro Intermediate District. The space will house introductory through advanced CTE programming to be inclusive for all learners; youth through adults. The SRPOS/POS we are focusing on at this location: AFNR (Outdoor Power Equipment, Aviation-Drone Technology, Plant Systems); AV Technology and Film; Child Development (Education and Training); Computer Repair/Networking (moving toward Cyber Security); Health Sciences; Hospitality and Tourism, Graphic and Game Design.

The reserve funds will be used for needed supplies and equipment for program development and sustainability; staffing to build curriculum and partnerships; and development of work based learning opportunities as highlighted in Narratives 5 and 6. After the programs are developed the typical billing model will enable the programs to continue into the future. Reserve funds will be applied to innovative strategies.

**Postsecondary**

As highlighted throughout our CLNA and Narratives 2, 5, 8 and 9, there is a real need for innovative support for teacher recruitment and retention specifically in Education pathways. Aligning the same work with Race/Ethnicity and male performance gaps, SW Metro is prioritizing the Sirtify program.

Expected results: Sirtify program goals strive to remove barriers, provide access and ensure the success for special populations and serve to recruit and retain teachers/faculty within CTE programs.

Postsecondary will explore a new POS in Graphic Design with a college certification. Perkins will enhance the curriculum work, pathway alignment, and curriculum needs.

Reserve funds will go to support the Sirtify Community Partnerships and Operations Coordinator's salary at 25%. The Sirtify Community Partnerships and Operations Coordinator salary is planned into Normandale Community College's general dollars under the Human Resources, Equity and Inclusion division after the Perkins salary support ends in FY 2025.

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

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

**Workforce Center Collaboration**

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary 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	58,564.08
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	31,000.00
Postsecondary Subtotal	89,564.08
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	0
Secondary Subtotal	0
<b>TOTAL</b>	<b>89,564.08</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
TBD	SW Metro Postsecondary Perkins Leader	Postsecondary		100%	84300
TBD	Sirtify Community Partnerships and Operations Coordinator	Postsecondary		100%	93000
Diem Vo	Coordinator for Partnership Programs	Postsecondary		35%	25900
Crystal Svoboda	Director of K12 ad University Partnerships	Postsecondary		75%	30000
Emma Steincross	Accessibility Specialist	Postsecondary		35%	22500
Velvet Walker	Customized Training Liaison	Postsecondary		25%	31250
TBD	HSP and CHWN Pathways coordinator	Postsecondary		15%	14750
Cindy Walters	Secondary Co-Coordinator	Secondary	270537	25%	30000
Debbie Belfry	Secondary Co-Coordinator	Secondary	236080	25%	30000

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

Position Description

Access Program Coord PD (1).DOCX

Position Description

PD VW.docx

Position Description

DiemRevised Partnership Coordinator.doc

Position Description

Sirtify Operations and Community Partnerships PD - Draft v4.docx

Position Description

PD\_Partnerships\_Director\_Final.docx

Position Description

Perkins Coordinator PD (Draft) (002).docx

Position Description

Perkins NFR Draft.docx

Position Description

Grant Coordinator Position Description - Southwest Metro Consortium.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):  
Complete Combined S of A.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File  
23-24 Combined-Secondary-Postsecondary-Budget-Southwest Metro.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory  
Perkins combined secondary\_postsecondary equipment inventory 4.25.2023.xlsx

Improvement Plan

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

