

# Perkins V Local Application

## Strengthening Career and Technical Education for the 21st Century (Perkins V)

<b>Award Period:</b>	July 1, 2024 – June 30, 2025 (FY25)
<b>Consortium Name:</b>	Minnesota West
<b>Total Award Budget:</b>	\$650,407.33

### Consortium Membership List

In the following table, list the college(s) and all secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Minnesota West Community & Technical College	Martin County West School District #2448
Adrian Public Schools # 511	Milroy Public School #635
Benson Public Schools #777	Minneota Public Schools #414
Canby Public Schools #891	MN River Valley Ed ALC #6018
Cedar Mountain Public Schools #2754	Montevideo Public Schools #129
Comfrey Public Schools #81	Mountain Lake Public Schools #173
Dawson-Boyd Public Schools #378	Murray County Central Public Schools #2169
Edgerton Public Schools #581	Ortonville Public Schools #2901
Ellsworth Public Schools #514	Pipestone Area Schools #2689
Fairmont Area Public Schools #2752	Red Rock Central Public School #2884
Fulda Public Schools #505	Redwood Area Schools #2897
Granada Huntley East Chain Schools #2536	Renville County West Public Schools #2890
Hendricks Public School #402	Round Lake- Brewster School District #2907
Heron Lake-Okabena School District #330	Russell-Tyler-Ruthton Public Schools #2902
Hills-Beaver Creek ISD #671	Springfield Public Schools #0085
Ivanhoe Public School #403	SW/WC Service Co-op 991
Jackson County Central Schools #2895	Tracy Area Public Schools #2904

Lac qui Parle Valley ISD #2853	Truman Public Schools # 458
Lake Benton Public School #404	Wabasso Public Schools #640
Lakeview Public Schools #2167	Westbrook-Walnut Grove Public Schools #2898
Luverne Public School #2184	Windom Area Public Schools #177
Lynd Public School #415	Worthington ISD #518
Marshall Public Schools #413	Yellow Medicine East Schools #2190

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

Submit a completed *Comprehensive Local Needs Assessment (CLNA) Results and Priorities* document with your application materials.

## Narrative 2: Programs of Study (POS)

Submit a completed Programs of Study Spreadsheet (*S-R POS – Funding POS*) with your application materials.

Complete the table below for each State-recognized POS and any POS that are being funded. Funded POS must meet two of the three categories (high wage, high skill, in demand). Delete the example entries and insert additional rows as needed.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Therapeutic Services	Both	Y	Y	Y	45	294
Diagnostic Services	Funding	Y	Y	Y	45	24
Agribusiness Systems	Both	Y	Y	Y	334	66
Plant Systems	Both	Y	Y	Y	595	1
Early Childhood Dev.	Both	N	Y	Y	255	5
Facility & Mobile Maintenance	Funding	Y	Y	Y	33	22
Construction	Both	Y	Y	Y	467	96
Production	Both	Y	Y	Y	50	34
Accounting	Both	Y	Y	Y	443	5
Restaurant & Food Beverage Services	Both	Y	Y	Y	663	SMSU
Administrative Support	Funding	N	Y	Y	401	6
General Management	Funding	Y	Y	Y	325	30
Marketing Management	Funding	Y	Y	Y	191	SMSU
Marketing Communications	Funding	Y	Y	Y	0	SMSU



**Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.**

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Equipment	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>A common theme of student surveys, advisory committees, and strategic planning all point to the need to improve our equipment to keep pace with industry standards and to have adequate equipment and spaces for all students to be able to participate at the same time. A larger survey administered this past school year to our member school districts indicated that equipment was a top priority for them in addition to Work-Based Learning, Career Connected Learning, Innovation Grants, and Teacher Prep/Support. The purchase of up-to-date equipment for CTE programs positively impacts the size, quality, and scope of the programs by providing students with relevant, engaging, and industry-aligned learning experiences. This, in turn, contributes to success in students’ academic and professional pursuits. For students to be prepared for advanced training and careers, they must have access to modern, professional-quality, and industry-grade equipment. Purchasing equipment and instructional supplies, or sharing them when possible, will help students advance their skills in preparation for college or career. The current educational climate dictates the need for distance learning options and calls for advanced technology solutions, virtual software, and simulation software. A review of our five-year equipment needs plan for Minnesota West CTC reveals more than \$8 million in equipment needs for our CTE programs.</p> <p>The Minnesota West Consortium’s identified Programs of Study include: Therapeutic Services, Agribusiness Systems, Early Childhood Development, Facility and Mobile Maintenance, Construction, Production, Accounting, Restaurant and Food Beverage Services, Administrative Support, and Marketing Management. The post-secondary partner is Minnesota West CTC for all POS except for Restaurant and Food Beverage Services and Marketing Management where Southwest Minnesota State University is our brokered partner.</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Secondary schools with approved programs will have the opportunity to submit a local application at the beginning of the school year. Districts that request industry-quality equipment that aligns with the consortium’s POS will be reviewed by the Executive Committee.               <ol style="list-style-type: none"> <li>a. Provide CTE equipment necessary for students to learn the skills necessary to pursue a career in high-skill, high-wage, or in-demand industry sectors or occupations and that reflects what is being used in the industry.</li> <li>b. Focus our funds to support CTE programs that address high-demand and high-skill careers.</li> </ol> </li> <li>2. Instructors and Faculty, in consultation with business and industry, will identify equipment needs in the Fall and work with consortium leaders, district, and college administration to determine funding plans to purchase for both postsecondary and secondary by our Spring deadline.               <ol style="list-style-type: none"> <li>a. Provide CTE equipment necessary for students to learn the skills necessary to pursue a career in high-skill, high-wage, or in-demand industry sectors or occupations and that reflects what is being used in the industry.</li> <li>b. Focus our funds to support CTE programs that address high-demand and high-skill careers.                   <ol style="list-style-type: none"> <li>i. Secondary funding in Basic under Equipment Narrative 2.</li> <li>ii. Post-secondary funding in Narrative 2, 11</li> </ol> </li> </ol> </li> <li>3. Our Minnesota West CTC college-wide Finance Committee, which is a cross-section of staff and faculty, vets all requests for equipment and technology in the fall (Sept/Oct) of each year and/or as needed. The Finance Committee will evaluate and approve requests based on Perkins regulations and approved CTE programs along with the priority of request per CTE programs’ 5-year plans and Advisory Committee recommendations. Equipment will be purchased and received on campuses by June 30th. Inventory is reviewed Annually. Minnesota</li> </ol>					

<p>West inventory is updated as items are purchased, paid for and received. Blend funding streams and leverage funds with regional partners that share the same goals.</p> <p>4. Determine the viability of implementing cooperative purchasing by program area for larger equipment requests and then offering consortia-wide training.</p> <p>a. Secondary funding in Reserve under Equipment Narrative 2, 4, and 11.</p>
<p><b>3. Measurable Outcomes (report results in next APR):</b></p> <ul style="list-style-type: none"> <li>Equipment will be purchased for approved programs, enhancing the learning experience and increasing the number of CTE concentrators by 5% by Fall 2024.</li> <li>Advisory committee members will meet, resulting in recommendations for secondary and postsecondary instructors with enhancements and upgrades to align with industry standards, leading to improved course outcomes by April of 2025.</li> <li>The total value of equipment and monetary donations from industry and community partners will be assessed and reported by June 30, 2025.</li> </ul>

NEED B: Healthcare Lending Library	This Need is in Element(s):				
<p><b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results &amp; Priorities into field below):</p>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Students' interest and schools' capacity to provide Health Science courses has increased. In 2022, the consortium had 4 Health Science programs. There are now 15 approved Health Science programs. The Minnesota West Consortium saw a need to develop a Healthcare Lending Library to be utilized by both secondary and post-secondary instructors in their classrooms and at career exploration and outreach events. The goal was to increase students' exposure to healthcare fields as a career path. According to DEED, Healthcare is a high-demand industry for all of Minnesota. In light of all the healthcare programs Minnesota West offers, the Consortium chose to pool its reallocation funds to offer healthcare curriculum and simulation equipment to increase student experience and knowledge within the various healthcare fields for classrooms/programs that otherwise could not afford it. Lastly, 23.4% (the highest %) of the 10th graders who attended the SW MN Career Expo stated that they are interested in Health Science as a career.</p>					
<p><b>2. Strategies to address need:</b></p>					
<ol style="list-style-type: none"> <li>Maintain a Healthcare Lending Library for Minnesota West Perkins Consortium which is composed of 38 rural public high schools and Minnesota West CTC. Instructors can utilize equipment/curriculum they could not afford to purchase in their classrooms.</li> <li>Continue to host SW MN Career Expo and other enrollment events such as Scrubs Camp, Nursing &amp; OTA Camp, Explore, Breaking Traditions, MA &amp; Surg Tech Camps, Med Lab &amp; Rad Tech Camp, Sanford Promise and utilize the Healthcare Library materials in order for students to learn and get a demonstration on health care career options. <ol style="list-style-type: none"> <li>Secondary Funding in Basic under Personnel/Salary Narratives 2, 4, and 11.</li> <li>Secondary Funding in Basic under Supplies/Materials Narratives 2, 4, and 11.</li> </ol> </li> <li>Continue to purchase equipment and curriculum to add to the Health care Library based on feedback from teachers/instructors on what their needs are for their classrooms based on our programs of study. <ol style="list-style-type: none"> <li>Secondary Funding in Basic under Equipment Narratives 2, 4, and 11.</li> </ol> </li> <li>Develop a means to track items checked out. <ol style="list-style-type: none"> <li>Secondary Funding in Basic under Personnel/Salary Narratives 2, 4, and 11.</li> <li>Secondary Funding in Basic under Supplies/Materials Narratives 2, 4, and 11.</li> </ol> </li> <li>Develop a marketing campaign to create awareness. <ol style="list-style-type: none"> <li>Secondary Funding in Basic under Personnel/Salary Narratives 2, 4, and 11.</li> <li>Secondary Funding in Basic under Supplies/Materials Narratives 2, 4, and 11.</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>All strategies for Healthcare library for post-secondary Funding: Narrative: 2, 3, 5, 9, 11</li> </ul>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p>					

- A tracking system will be created and implemented by the Fall of 2024 to record and analyze the frequency of items being used.
- Surveys will be conducted at 5-10 student events annually, gathering feedback from at least 500 participants where students will rate event/student satisfaction at a "3" or higher by June 30th, 2025.
- The number of students exposed to healthcare at consortium-sponsored events will be tracked, aiming to reach 2,000 students annually to increase awareness of healthcare career opportunities by June 30th, 2025.

NEED C: Advisory Committees	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Advisory committees play a crucial role in the development, implementation, and ongoing improvement of CTE Programs of Study. These committees typically consist of representatives from the local community, businesses, industries, educational institutions, and other stakeholders.</p> <p>Their primary purpose is to provide guidance, expertise, and feedback to ensure that CTE programs align with current industry needs and effectively prepare students for the workforce. For students to be prepared for advanced training and careers, they must have access to modern, professional-quality, and industry-grade equipment. Purchasing equipment and instructional supplies, or sharing them when possible, will help students advance their skills in preparation for college or career. Review of our five-year equipment needs plans reveals more than \$8 million in equipment needs for our CTE programs.</p> <p>Advisory committees help identify emerging trends and changes in the industry, ensure that CTE programs remain up-to-date and relevant, and assist in conducting labor market analysis to identify local workforce needs. This ensures that CTE programs are tailored to the specific demands of the community and region, establish a continuous feedback loop, and provide insights into the effectiveness of CTE programs. This feedback is crucial for making adjustments and improvements over time, facilitating partnerships between educational institutions and local industries. This collaboration can lead to opportunities for internships, apprenticeships, and work-based learning experiences for students. In summary, advisory committees are essential partners in the progress toward the implementation of CTE Programs of Study. Their involvement ensures that these programs remain responsive to the needs of the local workforce, providing students with the skills and knowledge required for success in their chosen careers.</p> <p>The key Advisory Committees include our Perkins Advisory Committee, the SW MN Workforce Development Boards Youth Committee, Minnesota West Program Business Advisory Boards, and SWWC Service Cooperative LYFT Advisory Committee. Additionally, all of our schools with approved programs also engage with their local advisory committees.</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>Continue to convene our Perkins Advisory Board members.             <ol style="list-style-type: none"> <li>Secondary Funding in Basic under Personnel/Salary Narrative 2, 3, 5, 6, 8, and 10.</li> <li>Secondary Funding in Basic under Services/Subawards Narrative 2, 3, 5, 6, 8, and 10.</li> </ol> </li> <li>Maintain membership on the SW MN Workforce Development Board's Youth Committee.             <ol style="list-style-type: none"> <li>Maintain "Perkins" as a standing agenda item here.</li> <li>Acting as the MN West Perkins Consortium Advisory Committee.</li> <li>Maintain members on the LYFT Advisory Committee.                 <ol style="list-style-type: none"> <li>Secondary Funding in Basic under Personnel/Salary Narrative 2, 3, 5, 6, 8, and 10.</li> <li>Secondary Funding in Basic Services/Subawards Narrative 2, 3, 5, 6, 8, and 10.</li> </ol> </li> </ol> </li> <li>Support our schools with approved programs to utilize and access their advisory committees accordingly.</li> <li>Utilize Advisory Committees to determine current industry equipment standards, curriculum, and staff development that we should be utilizing to assist students preparing for their career.</li> <li>Provide funding for CTE programs at the post-secondary level that wish to continue providing technical skill assessments as a means to assess and realign curriculum to meet industry needs and standards per Advisory Committees.             <ol style="list-style-type: none"> <li>Post-secondary Funding: Narrative 2</li> </ol> </li> </ol>					

**3. Measurable Outcomes (report results in next APR):**

- Advisory committees, that include diverse representation from community partners, local agencies and industry partners, will convene regularly; minutes and agendas will be available to the public via a new link on the Perkins Consortium website and Minnesota West website by Fall of 2024.

NEED D: Career Pathway Partnerships	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Employers are challenged to hire employees with the skills needed as shown by our region's Job Vacancy rate. Both the number of vacancies and the number of unemployed individuals have declined from record levels in 2021. With around 72,500 unemployed workers statewide in second quarter 2022, there were 0.4 unemployed persons for each vacancy (.2 in SW MN- specifically Rock County, MN), meaning that there were more than twice as many open positions as unemployed individuals in Minnesota. Tight labor markets and a scarcity of workers are recognized as significant barriers to future economic growth. The evidence presented in DEED's June 2022 study (High School Career and Technical Education as a Workforce Development and Retention Strategy) suggests that investments in high school CTE can help sustain regional labor force growth and thus mitigate workforce shortages in Greater Minnesota. The article documents the challenges of workforce retention in Greater Minnesota among college-age individuals and examines the important role that high school Career and Technical Education (CTE) can play in mitigating them.</p> <p>The Career Pathways initiatives orchestrate adult and youth career pathway training programs for manufacturing and healthcare careers incorporating an integrated instruction model, competency-based skills development, employability skills, job placement, industry credential attainment, and college credit/certificate program completion. Students earn college credits, complete credit certificate programs that lead to diploma and AAS degree completion, and provide individuals with nationally portable, industry-recognized credentials to advance along defined employment career pathways across industry sectors. In 2022-23, 64 students (16-24 year olds) earned credentials in the following through this partnership: Para Educator (12 credits), NorthStar Digital Literacy (competency-based certificate), Trained Medication Aide (2 credits), Community Interpreter, Electrician, Automotive Technology, Dental Assistant, Practical Nursing, Diesel (17 credits), Certified Nursing Assistant (3 college credits), Community Health Worker (17 college credits/industry certification), Pharmacy Tech (10 credit certificate/industry certification), Welding (6 credits and 16 credit certificate), and Commercial Driving License (CDL).</p> <p>It has become evident that a more diverse workforce has been and will continue to be a vital source of the workers employers need. It is imperative that we equip and prepare these populations with the necessary information and experiences to gain employment in high-paying, in-demand occupations. The Career Pathways Program and partners have created avenues for high school and alternative-learning students to secure credits and certification in high-demand, skill, and wage careers. These students can also opt to continue their education in a multitude of areas. For many students it is the opportunity to move into a work-based learning opportunity with the certifications earned. For example, students complete their Nursing Assistant licensure and move into a work experience with their local clinic and/or hospital.</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"><li>Continue partnership with the Career Pathways Program.<ol style="list-style-type: none"><li>Secondary Funding in Basic under Personnel/Salary Narratives 2-7.</li></ol></li><li>Expand the available options for the Career Pathways Program.</li><li>Help secondary schools add introductory courses such as Healthcare, Manufacturing, Intro. to Education, and entrepreneurship.<ol style="list-style-type: none"><li>Secondary Funding in Basic under Personnel/Salary Narratives 2-7.</li></ol></li><li>Provide CTE teachers/faculty with professional development that will improve their awareness of careers in our region and align their curriculum between secondary, post-secondary, and industry.<ol style="list-style-type: none"><li>Post-Secondary Funding: Narrative 8</li><li>Secondary Funding in Basic under Personnel/Salary Narratives 2-7.</li></ol></li></ol>					



### 3. Measurable Outcomes (report results in next APR):

- Track the number of students participating in Career Pathway programs, aiming to serve 100 post-secondary students annually, which will increase student exposure and experience to CTE opportunities.
- Track program opportunities and the number of districts participating in Career Pathways, aiming to serve 10 districts annually by June 30, 2025.
- Track the participation of CTE teachers and faculty participating in professional development opportunities annually, aiming to support 20 teachers, faculty, and staff with professional development by June 30th, 2025.
- Assist districts in completing their program approvals by November 1, 2024, thereby ensuring that 100% of our schools are submitted by the deadline.

### 4. Provide additional narrative to address the following:

- a. **Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.**

- Minnesota West CTC is currently completing a needs assessment in the allied health arena to explore new possibilities and programs needed in our region that we could develop.
- Districts are adding and revising courses each year to meet labor market needs, student interests, and staff changes. Consortium staff will provide technical assistance to teachers and administrators looking to add courses or approved programs.

- b. **How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?**

- Minnesota West is working to establish and implement an equitable communication and outreach plan that services and reaches diverse populations at all levels of the life of a student.
- Minnesota West CTC has, for the past two years, been actively working on our Strategic Enrollment Plan, STEM Plan, and Equity and Inclusion Plan all of which we have aligned with our Perkins' CLNA and Application.

The following are some of the ways that Minnesota West addresses this need through these plans and through

#### Perkins:

- Minnesota West CTC's goal is to provide clear and transparent communications, event schedules, and calendars. Utilizing new EAB software, Salesforce, and the new college website for communication.
- Expand training and services of EAB and Salesforce our new post-secondary SSRM system to better streamline prospects and current students, better understand and align prospect, recruitment, participation, and retention practices.
- Provide activities that expose and provide access to the college to underserved, underrepresented populations and market those events. Collaborate with agencies serving economically disadvantaged, 1st Gen, EL learners, and Individuals 25 and older without high school diplomas/GEDs Ex. Major Madness, Breaking Traditions, College is for Me.
- Continue to expand on Major Madness events to provide career and education planning information for more students.
- Outreach/Marketing targeting specific programs and utilizing strategic marketing campaigns that reach a variety of recipients in and outside of our communities. ex. presence of banners, advertisements, and other materials within community service organizations, and business partners (JBS, AGCO, Mayo Clinic).
- Evaluate our CTE promotional materials to determine whether they can be provided in alternative language formats and are accessible to all students.
- Develop a special populations video campaign that highlights staff, faculty, and students participating in CTE.
- Minnesota West CTC utilizes Recruiting Specialists and a Health Care Navigator to enhance the prospective student's experience and build relationships with prospective students early and follow them through admissions, registration, and participation stages.
- Provide professional development to school staff on how to more effectively recruit special populations for CTE classes and to improve the culture of the College for all students especially those in special populations. Continue to

engage staff and faculty that have not participated in Appreciative Advising to change the culture at the college and implement the ideas of the model at all levels.

- Provide professional development and workplace experiences for teachers and counselors to help them improve their awareness of regional opportunities and resources that may be available to students.
- Minnesota West has strong collaboration and partnerships between businesses and schools, awareness of labor market information, work-based learning, Career Pathways programs, industry-specific meetings, and targeted outreach in order to reach students with disabilities, students of color, and economically disadvantaged students. Include representatives from agencies that represent special population students to serve on planning committees to ensure we actively recruit special population students and create an event environment that better meets the needs of all students.
- A number of events in the region are strengthening equal access to CTE programs for all students. These events include: Career Expo/ACE, Reality Check, Career Institute, Big Ideas, Major Madness, Scrubs Camp, Breaking Traditions, Tour of Manufacturing, Sanford Explore Events, Creating Entrepreneurial Opportunities (CEO), Student Entrepreneurship Conference, First Tech Challenge, Photography Competition, the Culinary Skills Competition, etc.
- Minnesota West was able to provide career exposure, exploration, and hands-on activities to over 880 students through events on our campuses. These include Breaking Traditions, Diesel Xtravaganza, Technology Day, and YMIC 9th Grade Day, Scrubs Camps to name a few. These events offer students the opportunity to learn about certain careers, speak with faculty and current students, and get their hands on the equipment and tools students utilize within these fields.

NOTE: Consortia must identify at least six State-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium.

[Review the Minnesota Perkins V Operational Guide for more information.](#)

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

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to collaboration with **local workforce development boards or other local workforce agencies**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Career Connectors/Health Careers Navigator	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>According to the American School Counselor Association, Minnesota's ratio this year (2023) is 533 to 1. Several of our schools do not have a counselor at all, and those that do, do not have the luxury of ensuring that all of their students are aware of their opportunities for after high school and more importantly ensuring that their students know how to navigate those paths.</p> <p>According to an article published by the Minnesota Department of Employment and Economic Development in June 2022, emphasizing the crucial role of High School Career and Technical Education and work-based learning as a potential workforce development and retention strategy, the significance of Work-Based Learning and Career Exploration has grown immensely. In the Youth Career Connector Annual Report released by the SW MN Private Industry Council (PIC) in the Summer of 2023, they explain “To sustain a skilled workforce within our hometowns, it's crucial for students to know the</p>					

immense opportunities available in their own communities. However, organizing these career-related opportunities within school districts has become challenging due to the various responsibilities put on teachers and counseling staff.

Youth Career Connectors help solve this problem by serving multiple schools as intermediaries, bridging the gap between businesses and education. From July 1, 2022-June 30, 2023, twenty-eight (28) school districts were served by PIC's Youth Career Connector program. 4056 students received career advisory services, including career awareness (1,840), career exploration (2,703), and work-based learning activities (152) and events (1,782). Providing quality Career Exploration and Career Experiences is vital to helping address employment disparities and ensuring that high-quality job opportunities are accessible to everyone. 44% of those enrolled were BIPOC students. Nearly 200 businesses partnered with us to help connect students to local companies and careers. Many businesses participated in multiple events throughout the region. We need to expand coordinated efforts between regional partners to ensure career exploration and guidance at earlier grade levels and navigation of career, job, and educational opportunities.

Minnesota West has three Recruitment Specialists and a Health Careers Navigator on staff who are highly effective at providing outreach to potential students at various events, schools, and career fairs. Utilize Recruiting Specialists and Health Careers Navigator role is to provide outreach to potential students, enhance the prospective student's experience, build relationships with prospective students early, and follow them through admissions, registration, and participation stages, and ensure they get connected with Advisors for their particular program to continue that relationship. Minnesota West has on staff three Recruitment Specialists and a Health Careers Navigator who are highly effective at providing outreach to potential students at various events, schools, and career fairs. The Health Careers Navigator role is intended to provide outreach to potential students, enhance the prospective student's experience, build relationships with prospective students early, and follow them through admissions, registration, and participation stages, and ensure they get connected with Advisors for their particular program to continue that relationship.

## **2. Strategies to address need:**

1. Minnesota West Perkins Consortium has a broad and engaged partnership that includes secondary education, 2 and 4-year colleges, workforce agencies, economic development, adult basic education, businesses, alternative learning programs, and a regional education cooperative and education district.
2. Advance collaborative partnerships that accelerate relevant and engaging CTE career pathway programs and courses that are simultaneously academic and experiential through current Advisory Committee priorities and strategies.
3. Collaborate on innovative career education resources that help students build pathways to careers and college while gaining critical workplace skills.
  - a. Postsecondary Funding: Narrative 3, 5, 11
  - b. Secondary Funding in Basic under Services/Subawards Narratives 2, 3, 5, 11.
4. Improve access to career and technical education programs for students by developing public and private partnerships with businesses, industry, labor, and workforce.
  - a. Postsecondary Funding: Narrative 3, 5, 11
  - b. Secondary Funding in Basic under Personnel/Salary Narratives 2, 3, 5, 11.
5. Provide transition/career/education support, and resources to all students but especially focusing on underserved students, such as English Learners (EL), students with disabilities, and minority students.
  - a. Postsecondary Funding: Narrative 3, 5, 9, 11
6. Minnesota West CTC will utilize Recruiting Specialists and Health Careers Navigator to enhance the prospective student's experience and build relationships with prospective students early and follow them through admissions, registration, and participation stages.
  - a. Postsecondary Funding: Narrative 3, 5, 9, 11
7. Minnesota West CTC Health Careers Navigator works with Career Navigators and Coordinators to guide direct and counsel students in the varied sector of allied health and nursing.
  - a. Postsecondary Funding: Narrative 3, 5, 9, 11
8. Provide staff development opportunities to learn and improve our advising services in order to best serve students and ensure their success.
  - a. Postsecondary Funding: Narrative 8

## **3. Measurable Outcomes (report results in next APR):**

- Track the enrollment of students in Health Science courses, aiming to assess growth of student enrollment by June 30th, 2025.
- Track the number of Health Science courses offered in the consortium annually, aiming to increase offerings to meet the growing demand for health careers and provide students with diverse learning opportunities by October 2025.

NEED B: Industry Tours/Industry Partnerships	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Industry Tours play a crucial role in promoting equal access to CTE programs by providing students with exposure, breaking down stereotypes, facilitating networking and mentorship, informing curriculum development, and advocating for resources and support. By leveraging industry tours as a tool for equitable access, schools and communities can empower all students to explore their interests, develop valuable skills, and pursue fulfilling career pathways. Many students, especially those from underrepresented backgrounds or rural areas, may have limited exposure to different career options.</p> <p>By visiting industries, students can see the practical application of their classroom learning and gain insights into potential career paths they might not have considered otherwise. Students may have preconceived notions about specific jobs based on societal perceptions or limited information. Visiting industries allows them to see the diversity of roles within an industry and challenge stereotypes. This can be particularly beneficial for encouraging students from marginalized communities or traditionally underrepresented groups to pursue non-traditional career paths.</p> <p>Industry tours often include interactions with professionals working in the field. These interactions can serve as valuable networking opportunities for students, allowing them to connect with professionals who can offer guidance, mentorship, and career advice. When students, educators, and community members witness the value of CTE firsthand through industry tours, they are more likely to advocate for increased funding, partner with local industries, and provide other resources to support the expansion and improvement of CTE programs. Student surveys from the Career Expo show that students' preferred way to learn about careers is by hearing directly from people in those careers. Work-based Learning, industry tours, job shadows, and internships are all avenues for students to get first-hand information to make career decisions.</p> <p>Jobs for the Future (JFF) partnered with College Board's BigFuture team to produce a research-based guide for caring adults, providing insights and resources on how to help young people make decisions about their postsecondary work and learning pathways. In their report "Career Decision-Making Support for Youth Before the 'Moment of Choice'" published in August of 2023, according to a survey conducted with students to determine how they think about "What's Next After High School?" and just 20% of students in the Morning Consult survey had heard much information about non-traditional pathways. Students who haven't started exploring their post-high-school options said they would be more motivated to start planning if they had access to career exposure, exploration, and experiential learning opportunities. "High school students want more ways to explore careers and the full range of postsecondary pathways" which is a statement highlighted and provided with emphasis in said report.</p> <p>According to the article released in June 2022 by the Minnesota Department of Economic and Employment Development, titled "High School Career and Technical Education as a Workforce Development and Retention Strategy" states that "High school students with disabilities, students of color, and economically disadvantaged students are participating and concentrating in CTE courses at a level that is consistent with their presence in the general high school population". We do know there are still barriers to high school completion and transition to post-secondary education and careers. Regional Workforce Development forums and surveys identified several things that are working well in the region to assure that a diverse set of services are available so the region has a diverse and quality workforce to meet its needs.</p> <p>These include strong collaboration and partnerships between businesses and schools, awareness of labor market information, work-based learning, Career Pathways programs, industry-specific meetings, and targeted outreach. Areas for improvement included: awareness/exposure of regional jobs, employer engagement/partnerships, comprehensive marketing, parents as key influencers, recognition that effective strategies may be more effective if adjusted based on locality for culturally diverse and underserved populations, addressing the skills gap, and better communication/collaboration.</p> <p>Events happening in the region that are strengthening equal access to CTE programs for all students are Career Expo/ACE, Career Institute, Reality Check, Big Ideas, Major Madness, Scrubs Camp, Breaking Traditions, Tour of Manufacturing,</p>					

Sanford Explore Events, Creating Entrepreneurial Opportunities (CEO), Student Entrepreneurship Conference, First Tech Challenge, Photography Competition, and the Culinary Skills Competition.

Minnesota West was able to provide career exposure, exploration, and hands-on activities to over 880 students through events on our campuses. These include Breaking Traditions, Diesel Xtravaganza, Technology Day, and YMIC 9th Grade Day to name a few. These events offer students the opportunity to learn about certain careers, speak with faculty and current students, and get their hands on the equipment and tools students utilize within these fields.

Student surveys from our local Career Expo consistently show that students' preferred way to learn about careers is by hearing directly from people in those careers. Work-based Learning, industry tours, job shadows, and internships are all avenues for students to get first-hand information to make career decisions.

Nearly every detail of our work plan includes industry partnerships. Our WIOA partners are by far the most instrumental across the region in creating connections for our students, schools, educators, and partners to gain access to the tremendous opportunities our industry partners bring to the needs and strategies addressed in both the CLNA and our consortium's plan. Following our local workforce development board, our Chambers of Commerce, Economic Development Authority and Regional Development commissions are dynamic in ensuring strong industry partnerships across the region for the benefit of our schools, students, and educators. Industry partnerships are present in the following needs addressed through the plan and CLNA. These include: Advisory Committees, Events, Career Connectors, Internships/Externships.

## **2. Strategies to address need:**

- Continue to intentionally collaborate and convene our diverse body of partners (most of this work will occur within our advisory committee meetings) to ensure quality of services to meet the needs of our local student interests and labor market needs identified in the CLNA.
  - a. Secondary Funding in Basic Personnel/Salary and Personnel/Non-Salary under Narratives 1-6.
- 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.
  - a. Postsecondary Funding: Narrative 3, 5, 9, 11
  - b. Secondary Funding in Basic Services/Subawards under Narratives 2-6.
- 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.
  - a. Postsecondary Funding: Narrative 1
  - b. Secondary Funding in Basic Personnel/Salary and Personnel/Non-Salary under Narratives 2-6.
- Include representatives from agencies that represent special population students to serve on the Career Expo planning committee to ensure we actively recruit special population students and create an event environment that better meets the needs of all students.
  - a. Postsecondary Funding: Narrative 3, 5, 9, 11
  - b. Secondary Funding in Basic Services/Subawards under Narratives 1-6.
- Minnesota West Perkins Consortium has a broad and engaged partnership that includes secondary education, 2 and 4-year colleges, workforce agencies, economic development, adult basic education, businesses, alternative learning programs, and a regional education cooperative and education district.
- Improve access to career and technical education programs for students by developing public and private partnerships with business, industry, labor, and workforce
  - a. Postsecondary Funding: Narrative 3, 5, 9, 11
  - b. Secondary Funding in Basic Services/Subawards under Narratives 1-6.
- Industry tours are listed as a consortium priority on the local application
- Minnesota West CTC students are able to participate in 70 credit-bearing internships/externships, clinicals, and capstone projects that provide vital exposure and training for students in their pursuit of a degree, and in many cases, licensure or certification.
  - a. Programs that do not offer formal internships or externships do encourage and assist students in doing paid work experiences during the summer between school years. Examples include Electrical and Wind.
  - b. Program faculty also have close industry ties in which they schedule a multitude of industry tours.

**3. Measurable Outcomes (report results in next APR):**

1. Track student participation in business tours and career exposure events across the region, aiming to serve 750 students annually, to increase career awareness and readiness for students by Spring 2025.
2. Create a system to track partner engagement annually, by event, to enhance students' career prospects and industry connections by Fall of 2024.

NEED C: Career Exploration and Career Development Events	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Jobs for the Future (JFF) partnered with College Board's BigFuture team to produce a research-based guide for caring adults, providing insights and resources on how to help young people make decisions about their postsecondary work and learning pathways. In their report "Career Decision-Making Support for Youth Before the 'Moment of Choice'" published in August of 2023, according to a survey conducted with students to determine how they think about "What's Next After High School?" and <i>just 20% of students in the Morning Consult survey had heard much information about non-traditional pathways</i>. Students who haven't started exploring their post-high-school options said they would be more motivated to start planning if they had access to career exposure, exploration, and experiential learning opportunities. "High school students want more ways to explore careers and the full range of postsecondary pathways" which is a statement emphasized in said report.</p> <p>High school students with disabilities, students of color, and economically disadvantaged students are participating and concentrating in CTE courses at a level that is consistent with their presence in the general high school population. We do know there are still barriers to high school completion and transition to post-secondary education and careers. Regional Workforce Development forums and surveys identified several things that are working well in the region to assure that a diverse set of services are available so that the region has a diverse and quality workforce to meet the needs of the region. These include strong collaboration and partnerships between businesses and schools, awareness of labor market information, work-based learning, Career Pathways programs, industry-specific meetings, and targeted outreach. Areas identified in which the region could do better included: awareness/exposure of regional jobs, employer engagement/partnerships, comprehensive marketing, and communications efforts are needed, parents are key influencers, recognition that effective strategies may be more effective if adjusted based on locality for culturally diverse and underserved populations, addressing the skills gap, and better communication/collaboration.</p> <p>Events happening in the region that are strengthening equal access to CTE programs for all students are Career Expo/ACE, Reality Check, Career Institute, Big Ideas, Major Madness, Scrubs Camp, Breaking Traditions, Tour of Manufacturing, Sanford Explore Events, Creating Entrepreneurial Opportunities (CEO), Student Entrepreneurship Conference, First Tech Challenge, Photography Competition, and the Culinary Skills Competition.</p> <p>Minnesota West was able to provide career exposure, exploration, and hands-on activities to over 880 students through events on our campuses. These include Breaking Traditions, Diesel Xtravaganza, Technology Day, and YMIC 9th Grade Day to name a few. These events offer students the opportunity to learn about certain careers, speak with faculty and current students, and get their hands on the equipment and tools students utilize within these fields.</p> <p>Student surveys from our local Career Expo, consistently (7+ years) show that students' preferred way to learn about careers is by hearing directly from people in those careers. Work-based Learning, industry tours, job shadows, and internships are all avenues for students to get first-hand information to make career decisions.</p> <p>In 2024, SWWC will partner with the Technology and Trades on the Prairie (TTOP) to host the 2nd Annual Career Institute that is for students in Redwood County in grades 7-9. According to the Student evaluations, nearly half of the students said that the career information sessions they participated in helped them understand the career, and just about a quarter of the students stated that the Career Institute career sessions were extremely helpful in understanding the career. Over half of the students stated that the Career Institute got them thinking about careers they had not considered before. Student comments included: "I think most of the sessions were very fun, and I really liked the hands-on aspects of some of them." "Most of the people leading the sessions were extremely pleasant, and seemed like they enjoyed what they did." "Very fun event." "I liked it, it was nice to learn more about careers. It gave me an open eye to know what I want for my future."</p>					

<b>2. Strategies to address need:</b>
<ol style="list-style-type: none"> <li>1. Continue to intentionally collaborate and convene our diverse body of partners (most of this work will occur within our advisory committee meetings) to ensure quality of services to meet the needs of our local student interests and labor market needs.               <ol style="list-style-type: none"> <li>i. Secondary Funding in Basic Personnel/Salary and Personnel/Non-Salary Narratives 2-7.</li> <li>ii. Secondary Funding in Basic Supplies and Materials under Narratives 2-6.</li> </ol> </li> <li>b. Provide career and exploration opportunities for all students but especially focusing on underserved students, such as English Learners (EL), students with disabilities, and minority students.               <ol style="list-style-type: none"> <li>i. Postsecondary Funding: Narrative 3, 5, 9, 11</li> </ol> </li> <li>c. Include representatives from agencies that represent special population students to serve on the Career Expo planning committee to ensure we actively recruit special population students and create an event environment that better meets the needs of all students.               <ol style="list-style-type: none"> <li>i. Postsecondary Funding: Narrative 3, 5, 9, 11</li> </ol> </li> <li>2. 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.               <ol style="list-style-type: none"> <li>a. Postsecondary Funding: Narrative 3, 5, 9, 11</li> <li>b. Secondary Funding in Basic Services/Subawards under Narratives 2-6.</li> </ol> </li> <li>3. 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.               <ol style="list-style-type: none"> <li>a. Postsecondary Funding: Narrative 1</li> <li>b. Secondary Funding in Basic Personnel/Salary and Personnel/Non-Salary under Narratives 2-6.</li> </ol> </li> </ol>
<b>3. Measurable Outcomes (report results in next APR):</b>
<ul style="list-style-type: none"> <li>● Create a system to track representation of all career fields and clusters at career events, aiming for participation from all career fields and clusters, to provide comprehensive exposure and career opportunities to students, enhancing their career readiness and decision-making by Fall of 2024.</li> <li>● Conduct surveys at each event to measure quality, targeting a 90% satisfaction rate among participants, and use the feedback to improve future events and increase overall student and school engagement by Spring 2025.</li> <li>● Collect consortium data annually, ensuring comprehensive analysis to identify trends, improve program effectiveness, and increase student and program success by June 30, 2025.</li> </ul>

<b>NEED D: Career Pathway Partnerships</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need D					
<b>2. Strategies to address need:</b>					
Reference Narrative 2: Need D					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 2: Need D					



<b>NEED E: Advisory Committees</b>	<b>This Need is in Element(s):</b>				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need C					
2. <b>Strategies to address need:</b>					
Reference Narrative 2: Need C					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 2: Need C					

**4. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:**

**a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.**

- The Minnesota West Perkins Consortium, the SWWC, and Minnesota West Community and Technical College work closely with our CareerForce partners, specifically the SW Minnesota Private Industry Council. The consortium is working with our local labor market analyst to develop/refine a dashboard that allows us to better understand the occupations with the greatest number of openings, highest projected demand, and the highest livable wage. <https://mn.gov/deed/data/data-tools/careers-pathways-tools/> This information will serve as a basis of our regional career development plan. We continuously work toward our partnership's comprehensive plan in order to best serve students and schools in our Perkins consortium.
- Minnesota West provides coordinated exploration and exposure to activities between secondary, postsecondary, CareerForce, and ABE that take place on the college campuses to provide students the opportunity to be on a campus, engage with current students and instructors, and experience hands-on activities. These events include, but are not limited to: YMCI 9th Grade Day, Breaking Traditions, Major Madness, Scrubs Camp, Sanford Promise Camp, Technology Day, Explore, and Diesel Extravaganza.

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

- Having accurate and up-to-date career information is critical to any career and college guidance system. Our consortium will provide schools access to and training on the use of the Minnesota Career Information System. <https://mn.gov/deed/data/data-tools/careers-pathways-tools/>
- Minnesota West facilitates an annual Career Expo Event that provides career and college information, campus tours, and access to hands-on-business exhibits for nearly 2,000 students to learn more about the jobs in our region.
- "Know Before You Go" is a campaign created by our Career Force partners to educate students and parents on the labor market and education information for key regional occupations.
- A survey of consortium schools indicated that very few have a formal career course for students to begin to understand their unique interests and abilities and to match what they have learned about themselves to career and training possibilities. Our consortium, in cooperation with LYFT Pathways, developed the 3E's Roadmap resources to help students and their families more effectively plan for post-high school education/training and careers. <https://www.lyftpathways.org/the3es> . We will work to expand those resources into an intuitive online learning platform for schools to use with their students.
- Next Up, You Science and Metier are just a few examples of ways in which we are providing career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment to students and schools.

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



- Minnesota West CTC advisors are training on resources available in our regions in order to best refer our special populations students to. The college works closely with Voc Rehab, SW MN Adult Basic Education, and Southwestern Center for Independent Living to refer students that would benefit from their services and aid them in their success. We also work closely with these providers when students transition to college to ensure they have the resources they need to be successful upon admittance. Examples include: requesting accommodations through Accessibility & Disability Services, Mental Health & Wellness Coordinator service, Student Basic Needs supplies/funding, etc.

## 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.

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	7,500
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	24,500
3.	<b>Postsecondary Subtotal</b>	32,000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	13,500
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	17,000
6.	<b>Secondary Subtotal</b>	30,500
7.	<b>TOTAL</b>	62,500

## Narrative 4: Integrated Academic and Technical Skills

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Equity Gaps/Special Populations	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 ✓	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Minnesota West's priority is closing the equity gaps and providing opportunities for learners 25 and older to gain post-secondary and industry-recognized credentials. These goals are also identified in the Minnesota West CTC 2022-2025 Strategic Enrollment Management and the Minnesota West CTC Equity and Inclusion Plan 2023-2026.

Regional Data provided by DEED indicates the percentage of individuals 25 and older who do not possess a high school diploma is of particular concern. The 14 counties of Southwest Minnesota are home to 155,332 residents. Individuals in this demographic with less than a high school diploma make up 10.1% of SW MN compared to 6.6% in Minnesota. Hispanic or Latinos 25 years + with less than a high school diploma make up 45.2% compared to 29.4% in Minnesota. The Poverty Rate is 10.5% in SW MN and Median Hourly Wage is \$19.34.

According to the Secure Reports, Enrollment: Participants and Concentrators, over 80% of all consortium students are taking CTE classes, however, the percentage of CTE concentrators across the populations decreases significantly. For example, the American Indian student % of Participants is 63.69% versus the % of Concentrators at 36.31%. On the flip side, those students who are concentrators have high graduation rates. For example, 25 of the 26 American Indian students who were CTE Concentrators graduated from high school. According to DEED's Regional Profiles, Southwest Minnesota's Educational attainment varies significantly by race. About 35% of Hispanic or Latino residents and 37% of people of Some Other Race had less than a high school diploma, compared to just 6% of White residents. However, over 30% of Blacks, American Indians, and people of Two or More Races have attended some college or earned an associate degree, and over 22% of White, Asian, and Black or African American residents had a bachelor's degree or higher. More than 27.1% of Asian residents held a bachelor's or higher.

Minnesota West's goal is to close equity gaps, as reported by the Minnesota State Equity Scorecard. The first year outcome of Fall to Fall persistence and completion in 2021 shows the equity gap is widening between all students, however, the completion rate 3YR & 6YR shows the equity gap narrowing.

Minnesota West for the past two years has been actively working on our Strategic Enrollment Plan, STEM Plan, and Equity and Inclusion Plan all of which we have aligned our Perkin's CLNA and Application with.

Minnesota West is working to establish and implement an equitable communication and outreach plan that services and reaches diverse populations, at all levels of the life of a student.

- Minnesota West CTC's goal is to provide clear and transparent communications, event schedules, and calendars. Utilizing new EAB software, Salesforce, and the college website for communication. A common theme in student surveys was that our current website was difficult to navigate and confusing.
- Provide activities that expose and provide access to the college to underserved, underrepresented populations and market those events. Collaborate with agencies serving economically disadvantaged, 1st Gen, EL learners, and Individuals 25 and older without high school diplomas/GEDs
  - Ex. Major Madness, Breaking Traditions, College is for Me.
- Outreach/Marketing targeting specific programs and utilizing strategic marketing campaigns that reach a variety of recipients in and outside of our communities. ex. presence of banners, advertisements, and other materials within community service organizations, business partners (JBS, AGCO, Mayo Clinic)
- Utilize Recruiting Specialists and Health Care Navigator to enhance the prospective student's experience, build relationships with prospective students early, and follow them through admissions, registration, and participation stages. According to College Factbook 2022, Fall '21 Prospective students totaled 2933; Applications totaled 2445; Admissions 1978, Actual registrations totaled 1490 for that year. Registration for Fall '22 dropped to 1497 students.

## **2. Strategies to address need:**

1. Minnesota West for the past two years has been actively working on our Strategic Enrollment Plan, STEM Plan and Equity and Inclusion Plan all of which we have aligned with Perkin's CLNA and Application. Perkins will continue to work toward the goals of those plans.
2. Minnesota West will continue to work to establish and implement an equitable communication and outreach plan that services and reaches diverse populations, at all levels of the life of a student.
  - o Minnesota West CTC will continue to work toward our goal to provide clear and transparent communications, event schedules, and calendars. Utilizing new EAB software, Salesforce, and the college website for communication.
    - i. Postsecondary Funding: Narrative 5, 11
  - o Provide activities that expose and provide access to the college to underserved, underrepresented populations and market those events. Collaborate with agencies serving economically disadvantaged, 1st Gen, EL learners, and Individuals 25 and older without high school diplomas/GEDs
    - Ex. Major Madness, Breaking Traditions, College is for Me.
    - Ensure faculty have supplies to complete activities and exploration experience.
    - Pay Faculty Stipends to participate in summer events.
  - i. Postsecondary Funding: Narrative 3, 4, 5, 9, 11
  - o Outreach/Marketing targeting specific programs and utilizing strategic marketing campaigns that reach a variety of recipients in and outside of our communities. ex. presence of banners, advertisements, and other materials within community service organizations, business partners (JBS, AGCO, Mayo Clinic)
    - i. Postsecondary Funding: Narrative 4, 5, 11
  - o Utilize Recruiting Specialists and Health Care Navigator to enhance the prospective student's experience and build relationships with prospective students early and follow them through admissions, registration, and participation stages.
    - i. Postsecondary Funding: Narrative 3, 4, 5, 9, 11
3. Minnesota West CTC will invest in staff development to provide staff with the skills and knowledge they need to provide students with the most efficient and effective service. MWCTC has embraced and invested in the Appreciative Advising model/training to ensure and focus students' overall success. Minnesota West prioritizes sending staff to NACADA and similar training(s) in order to gain insight into how other colleges are meeting the needs of their students ensuring their success.
  - i. Postsecondary Funding: Narrative 8
4. Minnesota West is working to improve the visibility of resources and opportunities students can take advantage in order to be successful. This is being done by improving internal communication by updating the EAB software system.
  - i. Postsecondary Funding: Narrative 5
5. The college is actively working to improve marketing and student communication campaigns through multiple forms of media, including our new website and new student success technology Navigate 360, and Salesforce. Navigate 360 will ensure retention and persistence of current students by identifying At-Risk students quickly in order to provide students with appropriate resources to ensure their success.
  - i. Postsecondary Funding: 9, 11
6. Minnesota West CTC will continue to invest in resources for students by providing a holistic approach to learning and success. The college offers a variety of resources for students to utilize, including but not limited to: tutors, a food pantry on each campus, Mental Health Coordinator, Accessibility & Disability Services, and Bluejay Emergency Funds.
7. Support schools to provide ALL students with access to quality, knowledge of CTE programs, contextual CTE programs and experiences that advance career exploration, preparation, and workplace skills
  - i. Postsecondary Funding: Narrative 3, 5, 11
8. Develop and/or implement CTE career pathway programs and courses that are simultaneously academic and experiential
9. Ensure needs of diverse students are met in student onboarding.
  - a. Review and assess program learning outcomes related to advising and orientations.
    - i. Postsecondary Funding: Narrative 5, 11

- Review performance reports, detailing key metrics and outcomes (enrollment %, equity gaps, persistence and completion rates), to track progress and implement improvements, leading to an increase in student achievement annually by April 2025.

NEED B: Geometry in Construction	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 ✓	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>At the secondary level, there is a slight decrease in math scores compared to previous years, however, we still met our Mathematics measure and are above the state average.</p> <p>Geometry in Construction (GIC) is a course written as an alternative to traditional math courses. The intent is to maintain the rigor of a traditional math course but teach with a different approach provided through a CTE pathway. Three districts completed the GIC training in June 2022. Teachers spent the 22-23 school year planning and working with district schedulers to fit this new course concept into a ¾ period day. GIC courses were implemented at all three districts at the beginning of the 2023-24 school year. To date, only anecdotal information is available. Teachers report higher numbers of females taking the GIC course compared to traditional construction classes. MCA scores will be monitored to determine the impact of the course. This concept is catching on across the state and region. Our region has four new school districts interested in learning more about implementing GIC in the coming years. We will continue to convene these schools and others to discuss further the reality of increasing the presence of GIS in southwest Minnesota.</p> <p>The Career Pathways initiatives orchestrate adult and youth career pathway training programs for manufacturing and healthcare careers incorporating integrated instruction model, competency-based skills development, employability skills, job placement, industry credential attainment, and college credit/certificate program completion. Students earn college credits, complete credit certificate programs that lead to diploma and AAS degree completion and provide the individual with nationally portable, industry-recognized credentials to advance along defined employment career pathways across industry sectors. In 2022-23, 64 students (16-24 year olds) earned credentials in the following through this partnership: Para Educator (12 credits), NorthStar Digital Literacy (competency-based certificate), Trained Medication Aide (2 credits), Community Interpreter, Electrician, Automotive Technology, Dental Assistant, Practical Nursing, Diesel (17 credits), Certified Nursing Assistant (3 college credits), Community Health Worker (17 college credits/industry certification), Pharmacy Tech (10 credit certificate/industry certification), Welding (6 credits and 16 credit certificate), and Commercial Driving License (CDL).</p> <p>It has become evident that a more diverse workforce has been and will continue to be a vital source of the workers employers need. It is imperative that we equip and prepare these populations with the necessary information and experiences to gain employment in high-pay, in-demand occupations. The Career Pathways Program and partners have created avenues for High School and Alternative Learning students to secure credits and certification in high demand, skill, and wage careers. These students can also opt to continue their education in a multitude of areas.</p>					
2. <b>Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Continue to convene schools implementing Geometry in Construction to ensure its success. <ol style="list-style-type: none"> <li>a. Secondary Funding in Reserve Personnel/Salary and Personnel/Non-Salary under Narratives 4 &amp; 9.</li> </ol> </li> <li>2. Continue to introduce and share the impact the current schools implementing GIC are having and encourage other local school districts to jump on board. <ol style="list-style-type: none"> <li>a. Secondary Funding in Reserve Supplies/Materials under Performance Gaps.</li> <li>b. Secondary Funding in Reserve Equipment under Performance Gaps.</li> </ol> </li> <li>3. Use similar strategies from Career Pathway piece in Narrative 2: Need D</li> </ol>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<ul style="list-style-type: none"> <li>● Collaborate with other consortia to explore offering GIC training in the Summer of 2025, aiming to establish partnerships with at least 1 consortia within the next year.</li> </ul>					

NEED C: Equipment and Healthcare Lending Library	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 ✓	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need A and Need B					
2. <b>Strategies to address need:</b>					

Reference Narrative 2: Need A and Need
<b>3. Measurable Outcomes (report results in next APR):</b>
Reference Narrative 2: Need A and Need B

NEED D: Student Organizations	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>We have very strong FFA programs- every school with an Ag program has an FFA program. While FFA is strong in most districts, BPA and FCCLA are only represented in ¼ of our consortium schools. One district has started a HOSA chapter and a new district is participating in SkillsUSA. All Student Organizations perform very well at State and National competitions. The establishment of student organizations along with participation in organizations/competitions such as Skills USA, BPA, HOSA, and CEO allow for career exposure, work-based learning, and student leadership development. Activities that allow for career exploration and participation in CTE programming are vital to sustaining programs of study.</p> <p>Student participation in 2022-23: FFA - 1566, BPA- 151, FCCLA- 161, HOSA- 7</p> <p>Student competitions, like the Culinary Skills Challenge, Digital Photography, the Student Entrepreneurship Conference, and First Tech Challenge offer students opportunities to demonstrate their classroom knowledge. Several Perkins consortia across the state are replicating some of our CTE competitions and events. Unfortunately, these events are far and few between. While opportunities are available in Sioux Falls or Minneapolis, they are not accessible or affordable for all families. For example, low-income families may not have reliable transportation, money to pay entrance fees, or the ability to take time off work. These are learning experiences that would otherwise not exist without SWWC and our partners. The partnerships we have built with regional schools, universities, and organizations have leveraged resources, keeping competitions affordable to families and schools.</p> <p>Minnesota West looks to grow student competition within the postsecondary CTE programs. Post-secondary Student Competitions include: BPA Leadership Conference; BPA National Leadership Conference; Welding Skills USA; SkillsUSA MN; and the American Welding Society's Behind the Mask Welding Competition. The BPA Chapter of Minnesota West in 2023 had one student compete at the National Leadership Conference; the student placed in the Top 10 in the post-secondary Interview Skills competition. In 2023, a Minnesota West student placed 3rd at the Minnesota SkillsUSA Welding contest.</p> <p>The Career Expo is run in two locations and provides a good foundation for high school students to see regional career opportunities and talk to folks who work in those careers. According to the evaluation completed by the students in attendance during the 2023-24 school year, 91% of the students rated it average to outstanding, 87% of students found the Career Expo to be interactive, 74% of students found the Career Expo to be helpful in determining a career. Testimonies from teachers and employers: "Best event in SW Minnesota hands down!", "Great event put on at a large venue with excellent attendance and student engagement. Always great to have face-to-face conversations.", and "We appreciate the opportunity to share with students the various careers and our ability to help them get there."</p>					
<b>2. Strategies to address need:</b>					
<p>1. Minnesota West Perkins Consortium will continue to invest in student competition within the secondary and postsecondary CTE programs.</p> <p>a. Postsecondary Funding: Narrative 3</p> <p>b. Secondary Funding Basic under Services/Subawards and Travel under Narratives 4 &amp; 5.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					

- Track Career and Technical Student Organization participation at secondary and post-secondary levels and organizations, aiming to increase the number of students advancing to State and National competitions by June 30, 2025.
- Student competition guidelines will be reviewed by industry experts annually.

<b>NEED E: Career Pathway Programs/ Career Connectors/ Health Navigators</b>	<b>This Need is in Element(s):</b>				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need D					
2. <b>Strategies to address need:</b>					
Reference Narrative 2: Need D					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 2: Need D					

<b>NEED F: Career Exploration and Career Development Events</b>	<b>This Need is in Element(s):</b>				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Reference Narrative 3: Need C					
2. <b>Strategies to address need:</b>					
Reference Narrative 2: Need D					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 2: Need D					

<b>NEED G: Industry Tours/ Industry Partnerships</b>	<b>This Need is in Element(s):</b>				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Reference Narrative 3: Need B					
2. <b>Strategies to address need:</b>					
Reference Narrative 3: Need B					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 3: Need B					

4. **Provide additional narrative to address the following:**
- How will your consortium improve both the academic and technical skills of students in CTE programs?**
    - By strengthening the academic and career and technical components of such programs
    - Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs



• **To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)**

- The SWWC, Carl Perkins Consortium, Minnesota West, the Foundation for Innovation in Education, and our other regional partners have emphasized student enrichment for over 20 years. Our goal is to work together to provide opportunities for students that would not be available in our region without our services and pooled resources.
  - Students have access to improved and relevant CTE courses, but also to some of the top CTSOs in Minnesota, after-school robotics and coding clubs, culinary arts/science and photography competitions, interactive Career Expos, science and technology conferences, career exploration labs, transition high school with internship rotations, entrepreneurship events, and much more.
- Integrated academic professional development will be provided to secondary and post-secondary CTE instructors. Training will focus on teaching and reinforcing math, reading, writing, and science skills/standards through CTE courses. There will also be an emphasis on teaching the workplace skills that regional employers tell us are the most critical skills they seek in their employees
- Secondary and postsecondary CTE instructors are brought together each fall by content area. They will receive professional development around the integration of academic and technical skill development and will receive information about all the upcoming opportunities in this area.
- Information will also be shared during monthly Superintendent Advisory Council meetings.
- Minnesota West CTC Advisory Committees meet with instructors to review academic and technical skills being taught in the classroom to ensure business/industry standards are being met. The Advisory Committee is to provide guidance and advice concerning design, development, implementation, evaluation, and maintenance and revision of CTE programs. In addition, they may assist with marketing, recruitment, placement, and financial support of programs. Committee members consist of business/industry representatives.
- CTE programs at post-secondary level provide technical skill assessments as a means to assess and realign curriculum to meet industry needs and standards per Advisory Committees.

## Narrative 5: Special Populations

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Career Connector/ Career Consultant Program	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>The Career Connector information is referenced in Narrative 4. Year after year, the Youth Career Connectors testify that they face the challenge of new school administration, counselors, etc., and the activities and events that have been held stop due to the change in staff creating a rift in the continuum of career services needed. According to the Work-Based Learning Framework by Jobs for the Future Center for Apprenticeship &amp; Work-Based Learning, work-based learning supports a continuum of lifelong learning and skill development for a range of workers and learners. This new approach will involve embedding Career Consultants in our local school districts. The <b>Career Consultant Program</b> will assist school districts in building a foundation that supports students in developing a plan for their unique and chosen future path. By fostering partnerships between administrators, educators, counselors, higher education, and area businesses, Career Consultants will assist in developing, refining, and implementing Personal Learning Plans, Life Ready Learning, Career Experiences, Business Connections, Career Pathway Development, and Higher Education Partnerships. Integrated and intertwined in every step is a promise of Equitable Access for all students in the region to explore, be exposed, and experience careers. Through the work of the Career Consultant Program, there will be an engrained opportunity for our consortia to determine appropriate Programs of Study from year to year while also ensuring achievement gaps decrease for students in Math and Language Arts. For example, we are hopeful to increase the number of schools offering Geometry in Construction, find ways to align state requirement courses with CTE courses, and align industry and education.</p>					
2. Strategies to address need:					
<ol style="list-style-type: none"> <li>1. Continue to intentionally collaborate and convene our diverse body of partners (most of this work will occur within our advisory committee meetings) to ensure quality of services to meet the needs of our local student interests and labor market needs. <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 2-6.</li> </ol> </li> <li>2. Identify and implement strategies recommended by our partner experts including PIC, NCIC, and MDE to name a few, for recruiting and retaining CTE teachers including marketing to BIPOC and historically marginalized populations. <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 2-6.</li> <li>b. Secondary Funding in Basic Services/Subawards under Narratives 2-6.</li> </ol> </li> </ol>					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> <li>Track and monitor the number of career exploration activities workplace experiences for historically marginalized and BIPOC populations annually.</li> </ul>					

NEED B: Project SEARCH/Project Discovery	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>

Project Discovery offers career exploration and assessments for special population high school students. The program is expanding to serve EL students in future years. Information gleaned from focus groups, surveys, and performance reports indicates that a more directed effort to reach English Language Learners is needed. Project Discovery can address EL students' unique career exploration needs. SWWC offers professional development opportunities specifically for EL teachers. In collaboration with our local workforce development boards professional development for employers efforts to effectively engage with BIPOC populations is also occurring.

Up to 140 students with disabilities a year come to the career exploration lab in Marshall with an opportunity to explore more than 40 careers. Project Discovery broadens student's exposure to available careers. Some of the students who participate in Project Discovery apply for Project SEARCH, our region's transition high school.

Project SEARCH, an international program with over 400 host sites, is designed to assist youth with disabilities reach their goals of community employment. This program serves as an opportunity for students to transition from high school to community employment by learning and working at host partner sites. SWWC has two partner host sites: Avera Marshall and Sanford Worthington. The Sanford Worthington partnership is new this year. It has been decided that the program will not be able to begin during the 24-25 school year due to the need for hiring a teacher and providing them the adequate training necessary to teach and facilitate Project SEARCH. According to the report by the MN Rural Development and Policy, work-based learning tied to CTE enhances students' meaningful workforce participation in the region.

## 2. Strategies to address need:

1. Work alongside SWWC's EL Teacher to determine capacity needed to accommodate ELL students' unique career exploration needs.
  - a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 2-7.
  - b. Secondary Funding in Basic Supplies/Materials under Narratives 2-7.
  - c. Secondary Funding in Basic Services/Subawards under Narratives 2-7.
2. Continue to provide Project Discovery to our students with disabilities.
  - a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 2-7.
3. Project SEARCH students will continue to participate in Project Discovery.
  - a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 2-7.
  - b. Secondary Funding in Basic Supplies/Materials under Narratives 2-7.
4. Project SEARCH Advisory committee will continue to meet and provide oversight and guidance of the programming to ensure the quality of services.

## 3. Measurable Outcomes (report results in next APR):

- A second Project Search program will be in place in Worthington by September 2025.
- All Project Discovery units will be reviewed and updated to ensure inclusivity and effectiveness in serving English Language Learners, with a target of completing revisions for 30% of units annually, thereby enhancing accessibility and supporting the diverse needs of all students in achieving career readiness. In 2024-25, we will enroll 10 ELL students in Project Discovery.

NEED C: Industry Tours/ Industry Partnerships		This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):		1	2	3	4	5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reference Narrative 3: Need B						
2. Strategies to address need:						
Reference Narrative 3: Need B						
3. Measurable Outcomes (report results in next APR):						
Reference Narrative 3: Need B						

NEED D: Career Exploration and Career Development Events	This Need is in Element(s):
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<b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>5</b> <input checked="" type="checkbox"/>
Reference Narrative 3: Need C					
<b>2. Strategies to address need:</b>					
Reference Narrative 3: Need C					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 3: Need C					

<b>NEED E: Next Up/ You Science/ Metier (Career discovery, development, and transition curriculum)</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>5</b> <input checked="" type="checkbox"/>
<p>Through our annual data collection survey, it was discovered that 24% of the schools in the Minnesota West Perkins Consortium do not offer a career course for their students. One of the goals of the consortium is to expand the transition curriculum options for our districts. To that end, we will continue to support the purchases of the NextUp curriculum for districts in the region. NextUp offers weekly online video lessons, classroom material, and customizable lesson plans. NextUp provides teachers with resources to seamlessly integrate innovative transition curriculum into their classroom and student IEPs. The curriculum can be used in regular or special education classrooms- there has been an increased interest in using the curriculum in EL classrooms. A concerted effort was made with the SWWC Service Cooperative's Special Education Directors to share information directly with SpEd staff rather than relying on district administration. The use of the curriculum increased from 5 districts in 2022-23 to 15 in 2023-24.</p> <p>Launch Your Future Today (LYFT) Career Pathways has provided new tools to help students decide, "What's Next After High School", which is also the title of an animated video that explores this topic. The video was created to provide practical advice to parents and high school students about the process of career and education planning. It is fully animated, southwest Minnesota-focused, available in four languages, and can be found on the <a href="http://www.LYFTpathways.org">www.LYFTpathways.org</a> website and DEED'S "The Path to Workforce Success" webpage. In addition to the animated video, an interactive 3 Es (Exploration, Exposure, and Experience) Roadmap was created to guide students through the career planning process. For more information go to the <a href="http://www.LYFTpathways.org">www.LYFTpathways.org</a> website and use the 3 E's Roadmap menu. During FY22, two schools fully piloted the Careers Course for a total of 237 students who were impacted by the course. Testimonials from teachers include: "The career landscape has changed and a one-size-fits-all approach to career planning just isn't appropriate today. The world is changing. By emphasizing discovery and exposure, these new "3Es" tools will help guide our students, and their parents, through a strategy that will help them find their niche in today's evolving workforce. A way for them to use their unique combination of strengths to make their own mark." AND "I truly think this resource can be a game changer for our youth/young adults making plans for their futures!"</p> <p>Metier is an experiential learning and lifestyle design program for students in 5-8 grades. Students focus on career awareness with the goal of sampling 12 careers to determine which ones make them come alive. Students investigate career clusters, engage in career-related activities, and score themselves on a student-friendly flow scale. There are opportunities for educators to incorporate industry speakers from the community, cross-content collaboration, and other personalized learning enhancements.</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>Collaborate on innovative career education resources that help students build pathways to careers and college while gaining critical workplace skills. <ol style="list-style-type: none"> <li>Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 2-7.</li> <li>Secondary Funding in Basic Supplies/Materials under Narratives 2-7.</li> <li>Secondary Funding in Basic Services/Subawards under Narratives 2-7.</li> </ol> </li> <li>Support schools in developing/offering career pathways and academies that better connect education with real-life applications and provide students with skills and experience that translate into rewarding careers. <ol style="list-style-type: none"> <li>Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 2-7.</li> <li>Secondary Funding in Basic Supplies/Materials under Narratives 2-7.</li> <li>Secondary Funding in Basic Services/Subawards under Narratives 2-7.</li> </ol> </li> </ol>					

<p>3. Support advanced/emerging technologies and educator training that builds student skills aligned with business/industry/labor standards.</p> <ul style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 2-7.</li> <li>b. Secondary Funding in Basic Supplies/Materials under Narratives 2-7.</li> <li>c. Secondary Funding in Basic Services/Subawards under Narratives 2-7.</li> </ul>
<p><b>3. Measurable Outcomes (report results in next APR):</b></p> <ul style="list-style-type: none"> <li>● Review and analyze the Next Up survey results annually to identify trends and gather feedback on career readiness initiatives, aiming for a minimum response rate of 80% and utilizing insights to improve program effectiveness and student outcomes.</li> <li>● Track the adoption of Metier by schools and students, aiming to onboard 2 new schools and 50 students annually, thereby increasing access to career exploration tools and facilitating informed career decisions for students in 5-8 grade by Spring 2025.</li> <li>● Track the use of LYFT 3 Es Roadmap resources aiming for a 35% user participation rate, thereby increasing access to career planning and exploration tools for our students and schools by June 30, 2025.</li> </ul>

NEED F: Persistence and Completion Rate	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 ✓	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 
<p>At the Post-secondary level, we are aware that according to the Consortium Performance Report the 2P1: Earned Recognized Postsecondary Credential performance measure could be strengthened. Our goal has been met each year getting just above the SDPL, however, the Actual performance % has been trending in a decrease over a three-year period. We recognize that receiving credentials is directly connected to retention and persistence. Actionable items we have employed and will employ include:</p> <p>Minnesota West is working to improve the visibility of resources and opportunities students can take advantage of to be successful. This is being done by improving internal communication by updating the EAB software system.</p> <p>The college is actively working to improve marketing and student communication campaigns through multiple forms of media, including our new website and new student success technology Navigate 360, EAB, and Salesforce. Navigate 360 will ensure the retention and persistence of current students by identifying At-Risk students quickly in order to provide students with appropriate resources to ensure their success. Minnesota West CTC invests in resources for students by providing a holistic approach to learning and success. The college offers a variety of resources for students to utilize, including but not limited to: tutors, a food pantry on each campus, Mental Health Specialist, Accessibility &amp; Disability Services, and Bluejay Emergency Funding. .</p> <p>Minnesota West CTC invests in professional development to provide staff with the skills and knowledge they need to provide students with the most efficient and effective service. MWCTC has embraced and invested in the Appreciative Advising model/training to ensure and focus on students' overall success. Minnesota West prioritizes sending staff to NACADA and similar training(s) in order to gain insight into how other colleges are meeting the needs of their students ensuring their success.</p>					
2. <b>Strategies to address need:</b>					

1. Invest in professional development to provide staff with skills and the knowledge they need to provide students with the most efficient and effective services.
  - a. Invest in Appreciative Advising training.
    - i. Postsecondary Funding: Narrative 8
  - b. Prioritize investing in NACADA Conference for Advisors.
    - i. Postsecondary Funding: Narrative 8
2. Continue to invest in EAB, Salesforce, Navigate 360, and the new college website as well as training and professional development in the utilization of the tools.
  - i. Postsecondary Funding: Narrative 5, 8, 9, 11
3. Continue to work at removing barriers students face
  - a. Examples of doing so include: Ensure all students have access to and are aware of the resources available for them to utilize, including but not limited to: tutors, a food pantry on each campus, Mental Health Specialist, Accessibility & Disability Services, and Bluejay Emergency Funding.
4. Continue to invest in skill assessments such as NOCTI for programs that choose to.
  - i. Postsecondary Funding: Narrative 3
5. Ensure needs of diverse students are met in student onboarding
  - i. Postsecondary Funding: Narrative 5, 8, 9, 11
6. Minnesota West CTC has developed and implemented a Strategic Enrollment, STEM and DEI Plan over the past two years. The college is invested in meeting the goals of these plans and Perkins is aligned with these plans and will continue to work towards the goals set forth.
7. Continue to work towards inclusivity of our diverse student body in our marketing materials.
  - a. Marketing & Communication will work to create and disseminate inclusive and accurate marketing and communication materials that support the college's commitment to equity and inclusion.
  - b. Marketing materials Website & Communication will reflect diversity of the student body, also be available in multiple languages.

### 3. Measurable Outcomes (report results in next APR):

- Monitor performance indicators including student retention rates, graduation rates, enrollment rates and post-graduation employment rates, aiming to increase in each indicator annually to demonstrate continuous improvement and enhance student success by April 2025.
- To streamline processes, improve data management, and enhance student support services, usable platforms like Salesforce and EAB Navigate will be used across all departments by December 2024.
- Survey marketing materials and displays to ensure that we are on target with our Equity and Inclusion Plan for 2023-2026 by December 2024.

#### 4. Provide additional narrative to address the following:

##### a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

- Minnesota West CTC is working to establish and implement an equitable communication and outreach plan that services and reaches diverse populations, at all levels of the life of a student.
- Minnesota West CTC has been actively working on its Strategic Enrollment Plan, STEM Plan, and Equity and Inclusion Plan- all of which we have aligned with the Perkin's CLNA and Application. The following address just some of the ways that Minnesota West CTC is addressing this need through these plans:
  - Minnesota West CTC's goal is to provide clear and transparent communications, event schedules, and calendars. Utilizing new EAB software, Salesforce, and the new college website for communication.
  - Expand training and services of EAB and Salesforce our new post-secondary SSRM system to better streamline prospects and current students, better understand and align prospect, recruitment, participation, and retention practices.
  - Outreach/Marketing targeting specific programs and utilizing strategic marketing campaigns that reach a variety of recipients in and outside of our communities. ex. presence of banners, advertisements, and other materials within community service organizations, and business partners (JBS, AGCO, Mayo Clinic).
    - Work with business partners to provide employees with courses that will increase their skills and advance their careers.

- Evaluate our CTE promotional materials to determine whether they can be provided in alternative language formats and are accessible to all students.
  - Develop a special populations video campaign that highlights staff, faculty, and students participating in CTE.
  - Minnesota West CTC utilizes Recruiting Specialists and Health Care Navigator to enhance the prospective student's experience and build relationships with prospective students early and follow them through admissions, registration, and participation stage.
  - Provide professional development to school staff on how to more effectively recruit special populations for CTE classes and to improve the culture of the College for all students especially those in special populations. Continue to engage staff and faculty that have not participated in Appreciative Advising to change the culture at the college and implement the ideas of the model at all levels.
  - Ensure students are aware of resources available at the college in order to assist them with their success. Ensure the information and resources are easily accessible to students. Resources include but are not limited to: Basic Needs: Food Pantry, Bluejay Emergency Fund, Accessibility & Disability Services, Mental Health and Wellness provider, Student Success tutoring, Chromebook/computer loan program, etc.
  - Refer students to outside regional resources when appropriate to ensure they utilize resources available to them to assist in their success. ex. VRS, PIC, SWCIL
  - Provide professional development and workplace experiences for teachers and counselors to help them improve their awareness of regional opportunities and resources that may be available to students
- Minnesota West has strong collaboration and partnerships between businesses and schools, awareness of labor market information, work-based learning, Career Pathways programs, industry-specific meetings, and targeted outreach in order to reach students with disabilities, students of color, and economically disadvantaged students. Include representatives from agencies that represent special population students to serve on planning committees to ensure we actively recruit special population students and create an event environment that better meets the needs of all students.
  - A number of events in the region are strengthening equal access to CTE programs for all students. These events include: Career Expo/ACE, Reality Check, Career Institute, Big Ideas, Major Madness, Scrubs Camp, Breaking Traditions, Tour of Manufacturing, Sanford Explore Events, Creating Entrepreneurial Opportunities (CEO), Student Entrepreneurship Conference, First Tech Challenge, Photography Competition, and the Culinary Skills Competition.
  - Minnesota West was able to provide CTE outreach, career exposure, exploration, and hands-on activities to over 880 students through events on our campuses. Providing exposure and access to the college to underserved, underrepresented populations and market those events. Collaborate with agencies serving economically disadvantaged, 1st Gen, EL learners, and Individuals 25 and older without high school diplomas/GEDs.
    - These include Breaking Traditions, Diesel Xtravaganza, Technology Day, and YMIC 9th Grade Day, Scrubs Camps to name a few. These events offer students the opportunity to learn about certain careers, speak with faculty and current students, and get their hands on the equipment and tools students utilize within these fields. Minnesota West is working to expand on Major Madness events to provide career and education planning information for more students.
    - Collaborate with agencies serving economically disadvantaged, 1st Gen, EL learners, and Individuals 25 and older without high school diplomas/GEDs to increase access to these special populations that we may otherwise not have access to.
  - ELL Career Exploration- Student surveys have shown that parents and other family members are the primary sources of career guidance advice. Many of our region's minority students are the first generation to consider post-secondary training. With their parents having little experience and information about college and career opportunities, they fall back on what they know, and consequently, students aren't encouraged to explore many of the career fields that could lead them to successful careers. ELL students will benefit from career exploration events designed specifically for them and their parents. Advisory team members include staff from Southwest Minnesota State University, MWCTC, SW MN Adult Basic Education, SWWC, SW MN Private Industry Council, and high school ELL teachers.
  - Translation of career information materials will be available in the most common foreign languages spoken in the region.

**b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?**

- Project Discovery is a State-Approved Career Exploration Program providing career exploration and assessments for special population high school students. Career Exploration lab offers the opportunity to explore more than 40 careers. In FY23 and FY24, new career units will be added and existing ones will be modernized. This program is available to all students in the consortium with an IEP or a 504 plan and is being expanded to serve EL students.
- Project SEARCH is a transition high school program developed through the cooperation of several organizations. The program serves as an opportunity for students to transition from high school to community employment. Students participate in three 10-week internship rotations that best meet their interests, experiences, and abilities. A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment. The program serves 8-10 students each year.
- The SWWC offers Educational Learning Center (ELC) programming in 6 locations throughout the region. The programs are designed to meet the needs of special education students with severe disabilities, behavior issues, and mental health needs. Administration for the ELCs would like to provide more CTE experiences for its students, especially those in high school. In 2022, a WBL Coordinator was hired to expand internships and other WBL opportunities to students. In FY24 and FY25, the Coordinator will build capacity by helping teaching staff fully implement the NextUp Transition curriculum.
- Accommodations for Special Needs Students - Consortium school districts serve special population students in their CTE classrooms. At times, those students need special modifications and accommodations to fully participate in activities. When appropriate, schools can request access funds to break down barriers to allow for full program access.
- There have been expressed interests in the development of local and regional Practical Assessment Exploration System (PAES) Labs. These are work development labs where students become employees and teachers become employers. The labs are used to assess a student's competitive work potential and interest level, while simultaneously exploring various jobs, using real tools, and developing proper work behaviors in the following five areas: Business and Marketing, Consumer Service, Construction and Industrial, Computer Technology, and Processing and Production.

**c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?**

- The Career Expo provides career and college information, campus tours, and access to hands-on business exhibits so nearly 2,000 students can learn more about the jobs our regional economy needs. Industry exhibitors also indicate if they are currently hiring or are supporting job shadowing, industry tours, or internship opportunities. College students and community members are also invited to participate. In FY23 and FY24, the Expo will expand on its goal of providing transition information and recruiting vendors that provide non-traditional career representation.
- Breaking Traditions is an annual event sponsored by Minnesota West Community and Technical College and the Southwest Minnesota Private Industry Council. The event is designed to encourage high school students, especially those in ALC environments and students with disabilities, to consider a variety of career pathways, especially non-traditional careers. Breaking Traditions is in its 29th year, and each year the program expands to give participants more opportunities to explore careers through hands-on activities as well as tours of the various program areas offered at Minnesota West campuses. In addition to the program exploration, the students learn about the college admission process, financial aid, and scholarships. Along with the campus visit, the students also have the opportunity to tour a community business. Direct marketing will be done to EL teachers for Breaking Traditions. This is just one example of exploration activities the college works with secondary partners on. Others include Women in the Trades, Scrubs Camp, 9th Grade Day, Kids College, and Technology Day. Our priority will be to develop a schedule of events for students to explore starting as early as 7th and 8th grades.
- Health Careers Navigator will work within the college to concentrate on efforts to reach out to, recruit, and retain non-traditional, underserved, and special populations within health careers. They will also work to leverage existing tools and explore other innovative technologies and tools to better communicate, expose, retain, and provide better access to students in CTE.
- Major Madness is in collaboration with several partners. This event is hosted at Southwest Minnesota State University and Minnesota West's Worthington campus. This event gives students an opportunity to explore a 4-year college and a 2-year college but also allows the school which campus to attend and therefore the hope is to eliminate distance as a barrier to attendance.



- The consortium is in current discussion to re-partner with the Lower Sioux Community and is working on the recruitment of prospective students.
- Ensure members of special populations will not be discriminated against: Minnesota West is a student-centered open-access community and technical college within the Minnesota State system. The college provides transfer, occupational and career programs, educational outreach, and lifelong learning opportunities. The college is committed to accomplishing its mission by serving the varied educational needs of our diverse students in affordable, accessible, and supportive settings. The college is an open-enrollment institution and is presently using Multiple Measures placement which further provides access to college-level coursework for students. The application to the college is free for all students.
- For the past two years, the college has been actively working on a Strategic Enrollment Plan, Equity and Inclusion Plan, and STEM plan.

The mission, vision, and values of the college have been adopted by the consortium are as follows:

- Mission - Prepare learners for a lifetime of success
- Vision - Be the regional college of choice
- Values - Community engagement, courage, diversity and inclusion, innovation, integrity, and student success.

We are also working with the system office's initiative to have a work plan for Ability to Benefit which will further provide access for students. This is referenced in our Minnesota West STEM Plan

**d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?**

- Minnesota West is working to establish and implement an equitable communication and outreach plan that services and reaches diverse populations, at all levels of the life of a student.
- Facilitate and/or collaborate with events whose purpose is to promote access to special populations. See Major Madness, Breaking Traditions, etc.
- Minnesota West CTC has for the past two years been actively working on our Strategic Enrollment Plan, STEM Plan and Equity and Inclusion (DEI) Plan all of which we have aligned with our Perkin's CLNA and Application. Through these plans, but specifically the DEI Plan, identified goals for Minnesota West to work to achieve. Goals include but are not limited to:
  - Integrate an inclusive perspective into all institutional curricula materials.
  - To create a universal and "culturally inclusive" event planning process.
  - To create and implement a process that will provide structure and guidance to enhance diverse representation when beginning major projects and initiatives.
  - To integrate Equity into the current student orientation and Advising practices
  - To ensure that budgetary consideration is directed specifically towards DEI projects and initiatives.
  - To adapt programs and services that are inclusive and accessible across all institutional platforms
- Minnesota West invests in Professional Development to encourage a college culture that promotes diversity, equity, and inclusion and that reflects and celebrates inclusivity to ensure overall success of our college and our students. In 2023, Minnesota West completed a PACE Climate Survey.
- Minnesota West provides surveys and listening sessions with the College President to better understand the needs of our students and the barriers to participation, persistence and retention they face. The college works to eliminate barriers for all students by providing Basic Need Food Pantries, Bluejay Emergency Funds, Student Success Services, etc.

## Narrative 6: Work-Based Learning

**Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.**

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?

3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)
- 4.

NEED A: Alternative Teacher Preparation Project	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>There are 160 CTE teachers in the consortium with approved programs plus 15 others who have not gotten their programs approved. While some schools have robust CTE programs, many have as few as one CTE teacher and limited course offerings. On average, there are about 4.2 CTE teachers per school. The largest group of high school CTE teachers with approved programs is Agriculture (35) followed by Business (24), Work-based Learning (23), FCS (22), Trade &amp; Industry (21)- Communications (2)- Construction- (15), and Transportation (4), and Health Science (15). We have doubled the number of work-based Learning courses offered in the region, from 8 to 18 programs.</p> <p>Many teachers are at retirement age and fully licensed CTE teachers are in very short supply, making it difficult for schools to recruit quality candidates for open positions. As a result, the <a href="#">Alternative Teacher Program</a> has impacted our region by the following number of teachers earning their license: 3- Construction, 1- Transportation, and 12- Work-based learning. Currently, we have six (6) teachers in the process of earning their CTE license: three (3) Construction, two (2) Work-based learning, and one (1) Transportation.</p> <p>Some programs are discontinued due to a lack of instructors.</p> <p>Licensing requirements between secondary and post-secondary instructors and faculty do not align well, so building programs of study eligible for CTE levy can be a barrier.</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Continue to make our schools and educators aware of the competency-based alternative CTE licensure programs available to them at no charge currently.               <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 4-7.</li> <li>b. Secondary Funding in Basic Supplies/Materials under Narratives 4-7.</li> <li>c. Secondary Funding in Basic Services/Subawards under Narratives 4-7.</li> </ol> </li> <li>2. Provide high-level professional development for CTE teachers that builds relevant connections between education and business/industry and increases the relevancy of skills among educators/students.               <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 4-7.</li> <li>b. Secondary Funding in Basic Supplies/Materials under Narratives 4-7.</li> <li>c. Secondary Funding in Basic Services/Subawards under Narratives 4-7.</li> </ol> </li> <li>3. Increase the number of schools and teachers in our Perkins Consortium that will take advantage of the alternative CTE licensure programming available to them.               <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 4-7.</li> <li>b. Secondary Funding in Basic Supplies/Materials under Narratives 4-7.</li> <li>c. Secondary Funding in Basic Services/Subawards under Narratives 4-7.</li> </ol> </li> <li>4. Support schools in developing/offering career pathways and academies that better connect education with real-life applications and provide students with skills and experience that translate into rewarding careers.               <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 4-7.</li> <li>b. Secondary Funding in Basic Supplies/Materials under Narratives 4-7.</li> <li>c. Secondary Funding in Basic Services/Subawards under Narratives 4-7.</li> </ol> </li> <li>5. Determine which CTE areas and schools need industry partners to support student work based learning placements via meetings with advisory committees, CTE coordinators, teachers, and school administrators to discuss their programmatic goals and identify areas where industry partnerships could enhance work-based learning experiences for students and conduct surveys among CTE students, teachers, and administrators to identify areas where industry partnerships are most needed for job placements. Ask specific questions about industries of interest, desired career paths, and potential barriers to securing work-based learning opportunities.               <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narratives 4-7.</li> <li>b. Secondary Funding in Basic Supplies/Materials under Narratives 4-7.</li> </ol> </li> </ol>					

c. Secondary Funding in Basic Services/Subawards under Narratives 4-7.

**3. Measurable Outcomes (report results in next APR):**

- Enroll a minimum of 10 schools and 25 teachers from our Perkins Consortium in the alternative CTE licensure programming, facilitating professional growth and enhancing instructional quality across our network by June 30, 2025.
- Our goal is to increase the number of students participating in work-based learning opportunities throughout the consortium annually by June 30, 2025.

NEED B: Career Pathway Programs	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need D					
2. Strategies to address need:					
Reference Narrative 2: Need D					
3. Measurable Outcomes (report results in next APR):					
Reference Narrative 2: Need D					

NEED C: Career Exploration and Career Development Events	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Reference Narrative 3: Need D					
2. Strategies to address need:					
Reference Narrative 3: Need D					
3. Measurable Outcomes (report results in next APR):					
Reference Narrative 3: Need D					

NEED D: Advisory Committees	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need C					
2. Strategies to address need:					
Reference Narrative 2: Need C					
3. Measurable Outcomes (report results in next APR):					
Reference Narrative 2: Need C					

NEED E: Industry Tours/ Industry Partnerships	This Need is in Element(s):				
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1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Reference Narrative 3: Need B					
2. <b>Strategies to address need:</b>					
Reference Narrative 3: Need B					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 3: Need B					

#### 4. Provide additional narrative to address the following:

- a. **Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.**
  - 25 districts have work-based learning programs
  - Through student surveys, we have learned that students prefer to learn about careers directly from business and industry professionals.
  - Job Shadowing - Some of our schools are located in communities that are too small to support diversified job shadowing experiences for high school students. In those situations, we want to support relationships between neighboring school districts and businesses so they can share a more robust program that offers a wide variety of workplace experiences.
  - Internships - Only a few of our consortium schools provide comprehensive internship programs. We will work with the SW MN Private Industry Council to create regional internship programs that can be shared between school districts that offer diversified worksite experiences.
  - Entrepreneurship - A broad regional partnership is growing the Midland CEO program across the region. Midland CEO is an entrepreneurship training program for high school students. Students meet daily before the typical school day starts at a business location. They do not learn business concepts from the class facilitator but from mentors from the business community. During the course of the year, the students will develop one class-run business and an individual business. The class facilitator serves as the primary instructor responsible for delivering curriculum content, facilitating discussions, and overseeing student progress. This role aligns with the requirement for CTE courses to be taught by appropriately licensed CTE teachers, ensuring that students receive instruction from qualified professionals with expertise in the subject matter. The business mentor, on the other hand, provides real-world expertise and guidance to students by sharing their entrepreneurial experiences, offering industry insights, and providing mentorship and support outside the classroom. While the business mentor may not be required to hold a teaching license, their involvement enriches the learning experience and enhances the practical relevance of the curriculum. Together, the class facilitator and business mentor collaborate to create a comprehensive learning environment that combines academic instruction with hands-on experiential learning, meeting the standards set for CTE courses while also offering valuable insights and mentorship from industry professionals.
  - Minnesota West CTC students are able to participate in 70 credit-bearing internships/externships, clinicals, and capstone projects that provide vital exposure and training for students in their pursuit of a degree, and in many cases, licensure or certification.
    - Programs that do not offer formal internships or externships do encourage and assist students in doing paid work experiences during the summer between school years. Examples include Electrical and Wind.
    - Program faculty also have close industry ties in which they schedule a multitude of industry tours.
- b. **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.**
  - Project Discovery staff works directly with employers and post-secondary instructors to develop experiential career units so students can engage in activities that are as similar to the workplace as possible.

- Project SEARCH works with supervisors at Avera Hospital and other employers to develop internship rotations for special education students. Students work with a job coach but report directly to department supervisors.
  - Alternative Learning and Educational Learning Centers have employed a WBL Coordinator to expand internships and other out-of-school work experiences. The WBL Coordinator coordinates experiences directly with employers or through Work and Learn Coordinators at the SW Minnesota PIC.
  - SW Minnesota PIC's Work and Learn Coordinators serve as an intermediary between schools and employers to provide the following services to youth 16-24 (which includes at-risk and dropouts): employment and training programs for young adults looking to obtain employment, maintain employment, and/or advance in their career pathway by means of secondary school completion, entering a post-secondary education program (short-term/long-term), apprenticeship, work experience, or on-the-job training.
  - Students in the Midland CEO program never meet for class in a school. Throughout the year, students from various high schools meet at up to 40 business locations and are mentored directly by industry professionals and regional entrepreneurs. A program facilitator works directly with businesses to identify meeting locations, determine business mentors, and raise funds to support the program. Students selected for the program do not need to meet strict GPA or other academic requirements.
  - Career Expo staff and advisory committee members recruit up to 120 employer vendors each year to provide information about their business through experiential activities to about 2,000 students annually.
  - Minnesota West has partnered with Sanford's Aspire program which provides opportunities for Sanford to provide career exploration activities and recruit in partnership with our campuses.
    - Over 100 students have participated in camps at our Luverne Center for MLT, Medical Assisting, Rad and Surg Tech, and Pipestone for nursing. Junior High students will participate in a Promise camp in Luverne this summer focusing on STEM careers.
  - Kibble Equipment has also partnered with Minnesota West and area high school agriculture classes to provide industry tours and hands-on experiences at the college.
  - Increase WBL opportunities
    - SWWC Career and Technical Project Coordinator works to build capacity in the region for WBL programs and transition services for special population students.
  - The Private Industry Council's Career Connectors have been instrumental in bringing together students, teachers, and employers, and creating new and enhancing existing partnerships for work-based learning. Currently, there are three Career Connectors serving our 38 school districts. We are hopeful to increase the capacity for Career Connectors in the region. The Health Careers Navigator at the college will also be working to connect students to WBL and shadowing activities.
  - Our partnership has invested aggressively in expanding internships, job shadowing, industry tours, etc. for many years. The dollars are not always coming directly from our Carl Perkins Consortium funds, but are leveraged from other sources including the SW MN Private Industry Council and LYFT Pathways.
- c. **Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.**
- The Minnesota West CTC Strategic Plan addresses this as a goal.
  - Minnesota West CTC fully invests in making education relevant for students by investing in staff and faculty time.
    - Minnesota West CTC provides faculty assignments to students in work-based learning and possibly staff assignments to assist students as needed.
  - The consortium is actively referring teachers to the CTE Alternative Teacher Preparation Program. Candidates are prepared for teaching careers in Agriculture, Business & Marketing, Family & Consumer Sciences, Health Science (Medical), Trade & Industry (Construction, Manufacturing, Transportation, Communications Technology), and Work-Based Learning.

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.

## Narrative 7: Early Postsecondary Credit Opportunities

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Early Postsecondary Credit Opportunities**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

<b>NEED A: Career Pathway Partnerships</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need D					
<b>2. Strategies to address need:</b>					
Reference Narrative 2: Need D					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 2: Need D					

<b>NEED B: Articulated College Credit</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Articulated College Credit (ACC)-</b> 52 students from 6 high schools were awarded ACC in 2022-23. Minnesota West is currently listed as a participating college on 35 agreements. We will continue our partnership with 7 other consortia to offer Articulated College Credit through <a href="http://www.CTECreditMN.com">www.CTECreditMN.com</a> for high school students. Students can explore careers and earn college credit- saving time and money.</p> <p>Early Post-secondary Credit Opportunities (PS): Consortium high schools have a very close working relationship with our college partner, Minnesota West Community and Technical College. During the 2022-23 school year, high school students earned college credits, both CTE and non-CTE through contracted PSEO and REACH arrangements. PSEO students came from 63 different schools. In Fall 2022, 1759 were enrolled in PSEO, and in Spring 2023, the number increased to 1,963 enrolled. In Fall 2022, students enrolled in REACH courses were 1,061 and in Spring 2023, 942 were enrolled.</p> <p>These partnerships allow high school students to take CTE courses in their interest area that would not have been available in their school. For instance, several years ago we had no high school programs with health science offerings; now we have 15 high schools that are cooperating with one another, businesses, and Minnesota West to offer high school courses in Intro to Medical Careers, Medical Terminology, and Nursing Assistant. Partnerships with the Marshall Area Technical Education Center and Pipestone Area Schools have also provided opportunities for students to complete credits in Nursing Assistant, Welding, Construction, and Plumbing.</p> <p>Our partnership with the Lower Sioux Community has provided approximately 20 students the opportunity to complete Carpentry and Plumbing certificates in the past. Currently, we are not providing credit-based education with the Lower Sioux Agency but continue to engage with the Community regarding their needs.</p>					
<b>2. Strategies to address need:</b>					

<ol style="list-style-type: none"> <li>1. Ensure that everyone eligible receives college credits</li> <li>2. Continue to partner with other consortia to invest in the Articulated College Credit website <ol style="list-style-type: none"> <li>a. Postsecondary Funding: Narrative 7</li> <li>b. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narrative 7.</li> <li>c. Secondary Funding in Services/Subawards under Narrative 7.</li> </ol> </li> <li>3. Minnesota West will continue partnerships with high schools to ensure students have access to PSEO/REACH credits.</li> <li>4. Continue to work with High Schools to create opportunities for students to receive college credits. <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narrative 7.</li> </ol> </li> <li>5. Continue to engage with the Lower Sioux Community in order to partner in ways that best serve their needs.</li> <li>6. Continue to work with schools to create articulated credits and dual enrollment opportunities.</li> </ol>
<b>3. Measurable Outcomes (report results in next APR):</b>
<ul style="list-style-type: none"> <li>● Achieve an increase in enrollment rates in the PSEO/REACH programs compared to the previous academic year by June 30, 2025.</li> <li>● Increase the number of secondary partners participating in PSEO/REACH programs from the previous academic year by June 30, 2025.</li> <li>● Increase the number of claimed articulated credits by students from the previous academic year by June 30, 2025.</li> </ul>

4. Provide additional narrative to address the following:
  - a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?
  - The Minnesota West Consortium has numerous opportunities for high school students to gain postsecondary credits.
    - We will continue our partnership with 7 other consortia to offer Articulated College Credit through [www.CTECreditMN.com](http://www.CTECreditMN.com) for high school students. Students can explore careers and earn college credit-saving time and money.
      - Training will be provided to high school counselors to assist students with applying for and claiming these credits as these are often underutilized. In 2022-23, 52 students from 6 high schools were awarded ACC. Minnesota West is currently listed as a participating college on 35 agreements.
      - The number of students receiving articulated college credit has not returned to pre-pandemic levels.
  - Minnesota West has a robust PSEO and Concurrent Enrollment (REACH) programs. 85 students were involved in our Career Academies.
    - Our K-12 Coordinator works to ensure these partnerships are in place and opportunities exist.
  - The CTE coordinator for the MRVED is housed on the Minnesota West Granite Falls campus.
  - Pipestone High School continues to partner with the college in the Carpentry programs ensuring students can acquire at minimum a certificate at the time of high school graduation.
  - Dual credits are available in Nursing Assistant, Ag, Construction, and Production.

## Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1234

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Secondary Teacher Meetings by Discipline		This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Throughout southern Minnesota, career and technical training helps students prepare for the workforce of the twenty-first century. Effective teachers are an obvious component of these programs and, as a result, school districts and post-secondary institutions are focused on teacher recruitment and retention. CTE teachers who completed a multi-consortium survey indicated that mentoring was a key factor in their decision to remain in their current position. These findings confirm the importance for teachers to meet with others who teach similar content. Many teachers are the only ones in their district who teach in their content area and as a result, they lack a fellow teacher to confer.</p> <p>The consortium continues, with the support of MDE specialists, its successful practice of holding annual job-alike meetings for Ag, Family Consumer Science, Trade &amp; Industry, and Business instructors from Secondary and Post-secondary. With the addition of multiple approved Health programs, we partnered with South Central Perkins Consortium to hold the first-ever Healthcare meeting.</p>						
2. <b>Strategies to address need:</b>						
<ol style="list-style-type: none"> <li>1. Offer times for CTE teachers to meet with others who teach similar content in their discipline.               <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narrative 8.</li> <li>b. Secondary Funding in Basic Supplies/Materials under Narrative 8.</li> <li>c. Secondary Funding in Basic Travel under Narrative 8.</li> </ol> </li> <li>2. Provide resources, professional development, and mentoring for our CTE teachers by discipline.               <ol style="list-style-type: none"> <li>a. Secondary Funding in Basic Personnel/Salary, Personnel/Non-Salary, and Travel under Narrative 8.</li> <li>b. Secondary Funding in Basic Supplies/Materials under Narrative 8.</li> <li>c. Secondary Funding in Basic Travel under Narrative 8.</li> </ol> </li> <li>3. Invite MDE Specialists to be a part of these meetings for our secondary teachers.</li> <li>4. Minnesota West CTC partners with District 518 to invest in growing their own teachers.</li> </ol>						
3. <b>Measurable Outcomes (report results in next APR):</b>						
<ul style="list-style-type: none"> <li>• Meetings will be held for secondary and post-secondary Ag, Business, FCS, Health Science, Trades, and Work-based Learning instructors to present information about programs and offer and discipline-related training by December 2024.</li> </ul>						

NEED B: Alternative Teacher Preparation Project		This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 6: Need A						
2. <b>Strategies to address need:</b>						
Reference Narrative 6: Need A						
3. <b>Measurable Outcomes (report results in next APR):</b>						
Reference Narrative 6: Need A						

NEED C: Faculty & Staff Recruitment & Retention		This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>



Minnesota West CTC has had its share of turnover with faculty, staff, and administration in the past 2-4 years. Some of the loss of talent is due to retirement but also the culture of the organization and better opportunities outside of the institution. Well-trained and onboarded talent is imperative to the success of students, the institution, the region, and career and technical education. Commitment to better onboarding, mentoring, and professional development opportunities is a priority of the institution.

Effective teachers/instructors are an obvious component of these programs and, as a result, post-secondary institutions are focused on teacher recruitment and retention. College Mentors are critical to improving the recruitment, retention, and training of CTE professionals, including underrepresented groups. Minnesota West assigns a mentor to and provides monthly training sessions for new faculty.

Minnesota West also has maintained the Centers for Teaching and Learning model on the campuses to encourage learning environments to build community, better course delivery, use of technology, and beyond. Surveys of both faculty and staff at MWCTC show that about 70% of responding faculty and 60% of responding staff utilize professional development funds. These tended to be development activities that related specifically to job duties, for recertification, accreditation, and teaching improvement strategies. The college provides professional development opportunities for instructors to help them stay current in their field and up to date with the latest changes in technology.

The college is currently completing a Remote Work pilot for certain positions within the college to increase recruitment and retention based on trending employment needs.

The reduced talent pool has resulted in multiple failed faculty searches. Salaries for CTE faculty and instructors do not keep pace with industry. The college has also expanded recruitment efforts through Higher Education Jobs, a nationwide source for job seekers, and employers advertising in trade publications when appropriate and recruiting previous alumni.

MWCTC continues to explore creative recruiting and retention strategies such as the “grow your own” teacher pathway partnership between high schools, MWCTC, and Southwest Minnesota State University. The college utilizes professional development around educating and supporting diverse student populations and diverse student learning needs.

## 2. Strategies to address need:

1. Minnesota West CTC has invested in developing and implementing a Strategic Plan and Equity and Inclusion Plan that addresses this goal and works toward creating a universal and culturally inclusive environment within the college.
2. Continue to explore recruiting and retention strategies for faculty and staff.
3. Encourage membership of search committees that are representative of and applicable to the posted position and training for members of the search committee completed.
4. Continue to invest in Professional Development.
  - i. Postsecondary funding: Narrative 8
5. Continue with the Center for Teaching and Learning Model of professional development for faculty.
6. Continue mentorship program for both faculty and staff which also includes monthly new employee training.
7. Provide diversity and inclusiveness facilitation training opportunities to faculty and staff.
8. Minnesota West CTC will continue the Teacher Pathway Partnership between high schools, MWCTC, and SMSU.

## 3. Measurable Outcomes (report results in next APR):

- 100% of Minnesota West CTC employees hired this academic year (2024-25) will complete the new onboarding process created as part of the 2024-2029 Strategic Plan by June 30, 2025.

NEED D: Professional Development		This Need is in Element(s):				
1.	Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Lakes Country Service Cooperative's Alternative Teacher Preparation program offers an efficient, affordable, attainable, results-oriented, and competency-based licensure program that is a clear pathway to obtain a license, yet nimble enough to provide individualized POS based on the identified needs of each licensure candidate.

There is a severe shortage of licensed teachers in all areas. There are no training programs to get teachers licensed in certain CTE areas. Salary and benefits for high school and college instructors do not keep pace with that of industry making it difficult to attract an adequate pool let alone a diverse pool of applicants. The Minnesota West Consortium partnered with several other consortia in southern Minnesota to deploy a survey to analyze factors that affect the recruitment and retention of teachers.

The purpose of the CTE Teacher Induction Program (TIP) is to function as a professional learning community for early career CTE teachers and support their development, efficacy, success, resilience, and retention. Participation provides just-in-time monthly professional development, mentorship, and a cohort of support. LCSC prioritizes teachers of color and Indigenous teachers, as well as Tier 1 and Tier 2 teachers, in our program.

In collaboration with the Minnesota Service Cooperatives' CTE Consortium Grant, SWWC can provide its schools and teachers with professional development, curricular resources, mentoring and coaching, CTE-focused pedagogical resources, support, and opportunities to analyze and reflect on teaching that build teacher efficacy, resilience, and influence job satisfaction and teacher retention.

Additionally, CTE Works! held in South Central Minnesota, NACADA Conference, Externships, and New Staff Appreciative Advising has been determined valuable through discussions from secondary and postsecondary administrators and teachers.

By experiencing firsthand the skills and knowledge needed in the workplace, educators can tailor their curriculum to ensure it aligns with industry needs and prepares students for successful careers. This alignment between education and industry enhances the relevance and effectiveness of CTE programs, ultimately benefiting all students regardless of their background.

Minnesota West CTC's priority is to diversify post-secondary staff and faculty to better match the population of students we serve. Minnesota West CTC is implementing the Equity and Inclusion Plan 2023-2026 to implement equitable hiring practices that attract a diverse pool of candidates and strive to foster an inclusive working environment.

Post-secondary diversity data shows that staff and faculty do not necessarily mirror the students in the classroom. Recruiting and attracting CTE professionals including those from underrepresented groups is a challenge in the region in part because wages do not keep pace with industry. The college utilizes professional development around educating and supporting diverse staff, faculty, student populations, and diverse student learning needs. MWCTC will provide continuous training to faculty and staff on diversity and cultural competence to improve our campus culture and learning environments.

At MWCTC, women make up about 54%, minorities make up about 4%, and individuals with disabilities make up 4.71% of the total agency workforce. While women make up more than half of employees, there is an opportunity for MWCTC to grow and retain other underrepresented populations. MWCTC hiring goals include recruiting ethnic and racially diverse faculty and staff, more women in service maintenance as well as individuals with disabilities in all sectors of the college.

## **2. Strategies to address need:**

1. Invest in Professional Development for Faculty and staff to increase skills, knowledge and create a culturally competent environment for staff, faculty and students.
  - a. Provide diversity and inclusiveness facilitation training opportunities to faculty and staff.
  - b. Invest in staff going to trainings/conferences which may include but not limited to: CTE Works, NACADA Conference, Externships, New Staff Appreciative Advising, CTE TIP, etc.
    - i. Postsecondary Funding: Narrative 8
2. Invest in Professional Development for faculty to learn innovative technology for new equipment.
  - i. Postsecondary Funding: Narrative 8
3. Identify professional development opportunities for instructors.
  - i. Postsecondary Funding: Narrative 8
4. Continue with the Center for Teaching and Learning Model of professional development for faculty.

5. Continue mentorship program for both faculty and staff which also includes monthly new employee training.
<b>3. Measurable Outcomes (report results in next APR):</b>
<ul style="list-style-type: none"> <li>Track the participation of CTE teachers and faculty participating in professional development opportunities annually, aiming to support 20 teachers, faculty, and staff with professional development by June 30th, 2025.</li> </ul>

NEED E: Advisory Committees	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need C					
2. <b>Strategies to address need:</b>					
Reference Narrative 2: Need C					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 2: Need C					

4. Provide additional narrative to address the following:
- a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.
- The SWWC Service Cooperative employs a recruitment specialist and hosts an annual Virtual Career Fair for education professionals for individuals seeking new career opportunities and for students ready to begin their teaching careers.
  - The SWWC also hosts student teachers, job shadowing experiences, interns, and others who want to learn more about the wide variety of careers at the SWWC.
  - The SWWC Alternative Teacher Preparation Program is one of the first and few alternative teacher preparation programs in the state of Minnesota. SWWC's Alternative Teacher Preparation Program is in partnership with Southwest Minnesota State University. The grant is intended to fill teacher shortages, train teachers who reflect racial or ethnic diversity, and establish professional development programs for teachers who've obtained their licenses through alternative prep programs.
  - The Southwest Minnesota Teacher Preparation Partnership is a unique career pathway model created by Worthington Public School District, Minnesota West Community and Technical College, Southwest Minnesota State University, and the Southwest Initiative Foundation. This partnership aims to increase the diverse pool of quality teacher candidates in the region.
  - The consortium is actively referring teachers to the CTE Alternative Teacher Preparation Program. Candidates are prepared for teaching careers in Agriculture, Business & Marketing, Family & Consumer Sciences, Health Science (Medical), Trade & Industry (Construction, Manufacturing, Transportation, Communications Technology), and Work-Based Learning.
  - MWCTC assigns a mentor to and provides monthly training sessions for new faculty. Monthly training sessions for faculty advisors are now available which include topics such as reading and understanding degree audit reports, SAP progress and appeals, and entering grades. MWCTC also has maintained the Centers for Teaching and Learning model on the campuses to encourage learning environments to build community, better course delivery, use of technology and beyond.
  - Southwest Minnesota State University offers one of only two Ag teacher prep programs available in the state right in our region.
  - SMSU and Minnesota West both offer PSEO and Concurrent Enrollment classes in Introduction to Education which provides students an opportunity to explore the career and gain transcribed college credit that can be applied toward a degree.

- The college has expanded recruitment efforts through Higher Education Jobs, a nationwide source for job seekers and employers utilizing an option to expand searches to more diverse candidates.
  - We also advertise in trade publications when appropriate and recruit previous students.
- b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.
- According to research from the University of Pennsylvania Graduate School of Education, forty-four percent of new teachers leave teaching within five years. This is much higher than in many professions. Our consortium will support new CTE teachers and instructors by encouraging districts to enroll new teachers in the Career and Technical Education Teacher Induction Program (CTE TIP™). This statewide CTE mentoring program combines in-person support with curriculum and professional development to support early-career teachers during their first years in the profession. On average, 97% of teachers who participate in our program return to teach the following year and more than 90% of participants are still teaching two years later.
  - Job-alike meetings and mentoring are critical for teachers and especially for new teachers. The consortium will continue to offer discipline-specific workshops for all CTE disciplines, as well as school counselors and licensed work-based learning teachers. These workshops include both secondary and post-secondary faculty, where appropriate, to strengthen the connection between instructors and to expose secondary instructors to career options for students.
  - Secondary instructors use discipline-specific meetings to help shape their courses. Joint advisory committees are also a part of these meetings. Many small, rural schools have a difficult time finding advisory committee members, so a regional committee serves them well.
  - State Department of Education staff regularly attend these discipline-specific meetings to give guidance, meet the teachers, and share initiatives going on across the state.
  - The Minnesota West Perkins Consortium will offer Educator Externship opportunities to up to 10 secondary CTE teachers with approved programs. Teachers who are chosen to participate will be expected to contact a company in the industry area in which they teach and submit a short review as to how they can enhance their classroom based on what they learned during their experience. The Educator Externship offers teachers a hands-on opportunity to spend time in a business environment where they can connect their subject area with relevant business practices as well as understand the challenges, new technologies, and necessary academic skills needed in businesses today.
  - The annual CTEWorks Summit offers workshops for teachers, instructors, and CTE professionals to connect and be inspired to deliver CTE in innovative ways. The consortium will support both secondary and post-secondary faculty and staff to attend the conference.
  - At the college, mentors are assigned to and provide monthly training sessions for new faculty. Minnesota West also has maintained the Centers for Teaching and Learning model on the campuses to encourage learning environments to build community, better course delivery, use of technology and beyond.
  - New faculty must also participate in new faculty courses which include curriculum development as part of their credentialing.

## Narrative 9: Performance Gaps

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Performance Gaps**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Equity Gaps/Special Populations	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ✓	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Reference Narrative 4: Need A
<b>2. Strategies to address need:</b>
Reference Narrative 4: Need A
<b>3. Measurable Outcomes (report results in next APR):</b>
Reference Narrative 4: Need A

<b>NEED B: College Persistence and Completion rates</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 ✓	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 5: Need F					
<b>2. Strategies to address need:</b>					
Reference Narrative 5: Need F					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 5: Need F					

<b>NEED C: Geometry in Construction</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 ✓	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 4: Need B					
<b>2. Strategies to address need:</b>					
Reference Narrative 4: Need B					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 4: Need B					

**4. Provide additional narrative to address the following if not already addressed in the table above:**

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

- Consortium Math Scores have decreased slightly over the past 3 years. Reading scores have remained relatively stable.
- The largest gaps in reading achievement are in the economically disadvantaged, students of color, and special education populations.
- Non-economically disadvantaged students achieve near the state average in math.
- Special populations especially economically disadvantaged students, single parents, EL and homeless individuals see some of the largest performance gaps.
- Southwest Minnesota's Educational attainment varies significantly by race.
- The consortium is home to the 2nd most diverse county in the state and includes higher percentages of individuals 25 years and older with less than a high school diploma, Hispanic or Latinos 25 years and older with less than a high school diploma, and poverty rates higher than the state averages.
- Like reading, the largest gaps in math achievement are in the economically disadvantaged, students of color, special education, and EL populations.

**b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?**

- Reading/Math Teacher Professional Development- The SWWC will prioritize regional training and school-based support to districts on strategies and implementation techniques that support student achievement in language arts and math. Additionally, SWWC will support teachers and districts in utilizing data from MCA III, benchmark data, and common formative assessments to drive instruction and support student growth. The SWWC's Teaching and Learning Educational Consultants

would focus on research-based strategies that CTE teachers could implement in the classroom and then come back together to discuss and further plan for continued implementation.

- High school achievement gaps in math will be addressed through the Geometry in Construction Project. Math concepts are taught in the context of a full-year building trades course that is co-taught by a high school construction and math teacher. Geometry in Construction is a proven program through Contextualized Learning Concepts. Six teachers from three high schools piloted the curriculum in 2023-24. Due to the success of the pilot schools, Southern Minnesota Perkins Consortia Leaders have shown an interest in bringing the training back to Minnesota. Studies show that the mathematical connection of students taught by contextual learning approaches is better than the mathematical connection of students who are taught with ordinary learning, and students who are taught with contextual learning approaches have higher math confidence than students who are taught with ordinary learning approaches. Rusmini, & Surya, Edy. (2017).
- Major Madness expanded to a second location in hopes of reaching more students. The first event focused on students currently taking EL classes, but has expanded to students who have recently transitioned to regular classrooms and to first-generation students.
  - Event speakers will include minority college students and community members.
  - College representatives will advise students on how to pay for college and get involved in on-campus activities.
  - The planning team consists of staff from SWWC, Adult Basic Education, SW MN Private Industry Council, MWCTC, and SMSU.
- Cultures on the Prairie is an annual conference to raise awareness of the challenges, successes, and opportunities as they relate to specific cultures. It is meant to provide insight when hiring and serving all people of southwest Minnesota. Education, agency, and business professionals experience the stories, history, and cultures throughout southwest Minnesota by listening and interacting with select panels, which will discuss the views of employers/workforce personnel, students, and adults.
- SEM Planning which will include closing equity gaps.
- Review and development of comprehensive intervention activities for at-risk students including holistic case management.
- Adoption of Appreciative Advising as the advising model for the college.
- Implementation of EAB, Salesforce as our CRM tool to track progress and identify trends in enrollment and retention and provide more inclusive and accessible communication. Updating the College website to make it more accessible to all students.
- Comprehensive student onboarding.
- Minnesota West CTC for the past two years has been working on the implementation of the following plans: Strategic Enrollment Plan, STEM Plan, and Equity and Inclusion Plan. The Perkins CLNA and Application is aligned with these plan goals.

## Narrative 10: Consortium Governance

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Advisory Committees	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need C					
2. Strategies to address need:					
Reference Narrative 2: Need C					

### 3. Measurable Outcomes (report results in next APR):

Reference Narrative 2: Need C

#### 4. Provide additional narrative to address the following:

##### a. Describe your consortium's formal governance structure, including: How the consortium leadership is organized,

- See attached Perkins Governance Structure Document
- The Executive Leadership Team, which consists of Secondary and Postsecondary Perkins Coordinators, the SW MN Private Industry Council Youth Program Manager, and the SWWC CTE Project Manager, will ultimately make final planning, implementation, and budget decisions. This group regularly makes strategic decisions and monitors the activity of the priorities determined in the CLNA.
- Input from the following groups will be vital in monitoring budget expenditure priorities and program decision making:
  - SW MN PIC Youth Council is composed of regional agencies, secondary staff, post-secondary staff, and employers. The group meets quarterly to discuss and coordinate regional youth employment and training programs. This group provides input and approves the final WIOA and Carl Perkins annual plans.
  - Perkins Consortium Advisory Team is composed of secondary and postsecondary consortium staff, school administrators, CTE instructors from each program area, and SW Minnesota PIC staff. This advisory team meets semi-annually and reviews CLNA data and Perkins spending guidelines to determine program and budget priorities for the upcoming fiscal year.
  - LYFT Pathways Advisory Committee meets quarterly. This group comprises two Carl Perkins Consortia, three regional colleges, three regional economic development commissions, the SW Initiative Foundation, two adult basic education consortiums, regional DEED representatives, K-12 school administrators, SW Minnesota PIC staff, and Central Minnesota Jobs and Training staff. This committee collects and analyzes information about workforce needs, barriers to program development and implementation, and funding streams that might be available to implement CTE programming. They shape the budget and program priorities for the LYFT Pathways project and look for ways to braid funding streams to avoid duplication and maximize efficiency.
  - Consortium staff communicate weekly with CTE teachers and school administrators throughout the school year. Those communications include invitations to participate in professional development, grant opportunities, pilot projects, student enrichment events, and innovative trends in CTE.
  - Other advisory teams that provide data and general input include: SW MN Adult Basic Education, Lower Sioux Agency Education Committee, SWWC Teaching and Learning, and the Foundation for Innovation in Education.

##### b. Processes used for making financial decisions,

- See included Secondary Local Application Request Process
- See included Minnesota West Perkins Consortium Funding Priority Process
- See included Secondary Expenditure Inform Form

##### c. Processes and structures in place to ensure secondary and postsecondary collaboration,

- The Minnesota West Perkins Consortium's Secondary Coordinator is dual-employed by Minnesota West and the SWWC Service Cooperative. This arrangement was designed to ensure the long-term connection between secondary and post-secondary.
- The consortium will continue to offer discipline-specific workshops for all CTE disciplines as well as school counselors and licensed work-based learning teachers. These workshops include both secondary and post-secondary faculty, where appropriate, to strengthen the connection between instructors as well as to expose secondary instructors to career options for students.
- See included Consortium Funding Priority Process document

##### d. Communication systems in place to ensure all consortium members are continually informed.

- Secondary and postsecondary CTE instructors are brought together each fall by content area. They will receive professional development around the integration of academic and technical skill development and will receive information about all the upcoming opportunities in this area.
- Information will be posted on the Minnesota West Carl Perkins consortium website, the SWWC Perkins webpage, and through our CTE email distribution list. Information will also be shared during monthly Superintendent Advisory Council meetings.
- The Minnesota West Carl Perkins Consortium advisory team will also help distribute information throughout the region.
- LYFT Social Media posts
- CTE programs at the post-secondary level all have advisory boards and meet at least once a year.

**e. Note any areas of governance that are being developed or improved.**

- The Dean of Equity, Inclusion, and Student Development at Minnesota West supervises the Secondary and Post-secondary Perkins Coordinators. Bi-weekly meetings will be held with the Dean and Perkins staff.

## Narrative 11: Reserve Funds

**Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.**

**Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.**

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Healthcare Lending Library	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need B					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need:</b>					
Reference Narrative 2: Need B					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 2: Need B					



<b>NEED B: Equipment</b>	<b>This Need is in Element(s):</b>				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 2: Need A					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. <b>Strategies to address need:</b>					
Reference Narrative 2: Need A					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 2: Need A					

<b>NEED C: Special Populations/Equity Gaps</b>	<b>This Need is in Element(s):</b>				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 4: Need A					
<b>Reserve Category:</b> <input checked="" type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. <b>Strategies to address need:</b>					
Reference Narrative 4: Need A					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 4: Need A					

<b>NEED D: Persistence and Completion Rate</b>	<b>This Need is in Element(s):</b>				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reference Narrative 5: Need F					
<b>Reserve Category:</b> <input checked="" type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. <b>Strategies to address need:</b>					
Reference Narrative 5: Need F					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Reference Narrative 5: Need F					

**4. Provide additional narrative to address the following:**

- a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.**
- Our consortium will focus Reserve Funds on addressing Achievement Gaps through the Geometry in Construction project and the Child Development Associate Credential consortium project.
  - Minnesota West CTC utilizes this funding for marketing campaigns that are accessible and reach a broader range of population especially targeting special populations.
  - Minnesota West CTC utilized reserve funds to purchase innovative equipment for POS to ensure students are meeting industry standards.

- b. **Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.**
- High school achievement gaps in math will be addressed through the Geometry in Construction Project. Math concepts are taught in the context of a full-year building trades course that is co-taught by a high school construction and math teacher. Geometry in Construction is a proven program through Contextualized Learning Concepts. Six teachers from three high schools piloted the curriculum in 2023-24. Due to the success of the pilot schools, Southern Minnesota Perkins Consortia Leaders have shown an interest in bringing the training back to Minnesota.
  - Entrepreneurship courses within a General Business Management POS are only available in a handful of our consortium high schools. Because small businesses are critical for rural economies, we want to foster the development of an entrepreneurial mindset in our youth. At the secondary level, this will be accomplished by expanding the Midland CEO program to an additional cluster of high schools each year. Midland Institute CEO encourages local businesses to partner with area schools to create project-based experiences for students by providing funding, expertise, meeting space, business tours, and one-on-one mentoring. It is a full-year course that never meets in a school, only at host business sites. In addition to expanding the Midland CEO program, we will also support other entrepreneurial projects/courses for approved CTE programs in our high schools.
  - Geometry in Construction Project will be supported by the following secondary reserve expenditures:
    - Construction equipment and technology purchases
    - Consortium staff-time to facilitate the project -
    - Development and implementation of a Professional Learning Community for Geometry in Construction (FY25) that provides travel reimbursement and stipends to participants -
    - Four full-day workshops for schools that want to implement the program (FY25)
  - Geometry in Construction Project is intended to produce the following results:
    - Implement an innovative approach to math instruction with proven success at closing the achievement gap in mathematics education
    - Greatly improve math results on all forms of assessments, pass/fail rates, and student engagement
    - Strategically integrate math concepts into technology laboratory instruction and boost rigor in CTE
    - Bring real-world relevance to math by engaging students in hands-on challenges which apply the geometry concepts they are learning (aligned with Common Core Mathematical Practices)
  - Entrepreneurship programs will be supported by the following secondary reserve expenditures:
    - Staff time to facilitate meetings between the business owners and educators to develop new programs that are shared by multiple high schools.
    - Payment of one-time fees to start a new program in the region.
    - Rent and other workshop expenses for an annual student entrepreneurship conference.
    - Approved expenses for secondary schools that support entrepreneurship in local Perkins Consortium applications.
    - Provide students the opportunity to explore math in context, thereby opening the potential to pursue STEM or CTE graduation diploma pathways
  - Entrepreneurship initiatives are intended to produce the following results:
    - Fifty students will learn business start-up, marketing, and 21st-century skills directly from 100 business mentors.
    - Three class-run businesses will be developed.
    - Fifty individual businesses will be developed and showcased at end of the year Trade Shows.
    - An annual Student Entrepreneurship Conference will be held each year for high school and college students.
    - Students will learn from veteran entrepreneurs and have the opportunity to pitch their business ideas and receive constructive feedback.
  - The Geometry in Construction Project will be sustained by the high schools' general fund budgets to cover teacher salaries and to maintain any equipment and technology initially purchased through the Minnesota West Carl Perkins Consortium.
  - The Entrepreneurship initiative will be sustained by funding from approximately 90 businesses after receiving Carl Perkins Consortium support for the initial program fees. The program fees associated with the Midland CEO program are essential for covering curriculum, professional development, continuing advisory assistance, and marketing support. These fees enable our school districts to maintain the high quality of the program, expand its reach to more students, and ensure continued sustainability and effectiveness in

- delivering entrepreneurial education and experiential learning opportunities. Besides ongoing financial support, businesses will also provide rent-free classroom space and mentors for the student entrepreneurs.
- At the post-secondary level, our reserve funds will focus on performance gaps and the development of new POS. While we aren't necessarily developing new programs of study, the plan will be used to expand our programs such as Welding, Therapeutic and Construction POS. The college is currently completing an assessment to determine needs in our regions to determine the expansion or addition of POS.
    - Funds will support equipment, technology, and marketing for CTE programs.
    - Performance gaps will also be addressed with the addition of the Health Careers Navigator to work between the college, industry, high school partners, ABE, SW MN PIC, and other service organizations to recruit and manage prospects through the admission process, introducing students to the varied sectors of allied health and nursing, targeting specific populations, and providing for exploration activities.
    - The college will also plan to develop a campaign that highlights special populations in CTE fields.
    - The college would expect to see increased enrollment of special populations in our CTE programs. In conjunction with some of our other initiatives then see better completion and placement rates for our diverse students. We would also expect to see sustainable enrollment numbers in our new programs of study. The college is beginning the process of switching to EAB, Salesforce, Navigate, and a new website to improve upon student communication, student success rates, and improve enrollment rates, etc.
  - The college initiatives theoretically would sustain themselves through tuition and fees after Perkins funding.

## Perkins-Funded Positions

### Submit the following with your application materials:

- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

## Required Documentation

### These required documents must be submitted with your Perkins V Local Application:

1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet
5. Consortium Consolidated Equipment Inventory
6. Perkins Funded Positions spreadsheet
7. Position Descriptions for each position partially or fully funded by Perkins
8. Improvement Plan (Only required for those consortia on an improvement plan)

# PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) RESULTS & PRIORITIES

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

<b>Consortium Name:</b>	Minnesota West
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## Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

- Key partners involved in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.



### Briefly describe the process used to complete the CLNA (type your summary in the space below):

Our consortium compiled information from multiple sources using various strategies depending on the source. Data from local, regional, state, and national databases including surveys, focus groups, interviews, and research. These are all listed on the Minnesota West Consortium [2024 CLNA Data Sources](#) document.

Key partners analyzed the information and conclusions were collaboratively derived.

#### Element #1: Student Performance

Performance indicator data from SLEDs, MDE's Secure Reports, [Annual Consortium Indicator Report on the Perkins Consortia webpage](#), Minnesota West Strategic Enrollment Management Plan (2022-2025), Minnesota West Equity and Inclusion Plan (2023-2026), Minnesota West Draft Strategic Plan, and Minnesota West enrollment and placement data including the numbers of students participating in activities that impact student performance was reviewed. Discussions with the three schools offering the Geometry in Construction (GIC) course provided anecdotal information. MCA scores will be monitored to determine the impact of the GIC course. Disaggregated data and an exploration of root causes will determine which student groups were most impacted. Of note, for the past two years, Minnesota West has completed a [Strategic Enrollment Management Plan \(STEM\)](#), [Equity and Inclusion Plan](#) and a [Strategic Plan](#). Data reviewed for these plans and the plans themselves have been reviewed and considered for **all elements of the CLNA**. Minnesota West has intentionally worked to align these plans along with Perkins CLNA to meet the needs of our students/College. All plans can be found on our website at mnwest.edu

#### Element #2: Size, Scope, Quality, and Alignment with Labor Market

Dozens of documents and data sources (including that in Element #1) were collected over the past several months which showed the variety of partnerships and the level of commitment many organizations in our region have to helping students find fulfilling careers and to helping employers find skilled workers. An in-depth review was completed of labor market information from Real Time Talent, DEED's Career Pathway Tool, student surveys from Career Expo and Major Madness events, articulation reports, MN West PSEO reports, Program Approval Database, the local workforce development board, regional development commission, and local employers. The greatest employment opportunities were identified for our region and compared to existing POS. POS class size, courses, student disaggregated data, and student interest were considered. Course alignment, sequencing, rigor, and dual enrollment opportunities were examined in relation to scope. Quality indicators included looking at work-based learning opportunities, certificates, and available degrees.

#### Element #3: Programs of Study (POS) Implementation Progress

Using much of the information collected in Elements 1 & 2, existing and potential POS were examined to determine if they met the needs of students and employers. Multiple exit and entry points were identified, along with dual enrollment options, and obtainable certificates and degrees. Priorities are based on existing status and future career needs. POS areas were discussed during the Advisory Committee meetings and will be updated and shared as part of the consortium plan and POS spreadsheet. Employer feedback from Career Expo surveys and employers who participated in student organizations and competitions were considered. Information is also collected through a regional needs assessment done by Minnesota West Deans to determine if the current POS are sufficient.

#### Element #4: Recruitment, Retention, and Training of CTE Educators

The 2023 MN Teacher Supply and Demand Report was reviewed and considered. Data from the Alternative Teacher Preparation and Teacher Induction Program at the secondary level was reviewed and utilized. Postsecondary credential criteria were reviewed along with the PACE Climate Survey Report. Aiding in this analysis was the input gathered from secondary and postsecondary administrators, educators, and employers. Additionally, data from DEED's Labor Market Tools indicates that current educator shortages are severe and future staffing needs were identified at both the secondary and postsecondary levels. CTE teachers who completed a multi-consortium survey indicated that mentoring was a key factor in their decision to remain in their current position. The Minnesota West Consortium partnered with several other consortia in southern Minnesota to deploy a survey to analyze factors that affect the recruitment and retention of teachers. Surveys of both faculty and staff at MWCTC show that about 70% of responding faculty and 60% of responding staff utilize professional development funds.

#### Element #5: Progress toward Improving Equity and Access

Data collected from Element #1 provided information on performance and enrollment for students of special populations into CTE programs. Also examined were potential processes and structural procedures that may or may not encourage students of special populations to participate in CTE courses and opportunities. This included a review of local partners' annual reports, information-gathering sessions like "Pizza with the President" at Minnesota West, published research, and school and student surveys. While some districts have robust career exploration plans, others seem to have very disjointed systems to prepare their students for college and careers. The Minnesota West Consortium's CLNA highlights strengths and gaps in how career and technical education is delivered in southwest Minnesota. Overall, students' preferred way to learn about careers is by hearing directly from people in those careers.

## What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations<sup>1</sup>;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

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<sup>1</sup> The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.



Please indicate the key partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Eriann Faris	CTE Project Coordinator, SWWC	CTE Local Educational Agency- Secondary
Gail Polejewski	Career Development Coordinator, SWWC	CTE Local Educational Agency- Secondary
Linda Pesch	Director of Enrollment, Minnesota West	CTE Postsecondary Educational Institution
Jen Thovson	Student Services Advisor/Post-Secondary Perkins Coordinator, Minnesota West	CTE Postsecondary Educational Institution
Carrie Bendex	Executive Director, Southwest Minnesota Private Industry Council & SW MN Workforce Development Board	Local Workforce Development Board
Luke Greiner	Labor Market Data Analyst, DEED	Minnesota Department of Employment and Economic Development
Maria Peters	Youth Program Manager, Southwest Minnesota Private Industry Council (PIC)	Local Workforce Development Board, SW MN Youth Committee Local agencies serving out-of-school youth, homeless children and youth, and at-risk youth.
Craig Peters	Dean of Career and Technical Education, Minnesota West	Higher Education, Minnesota West
Rebecca Weber	Dean of Student Services, Minnesota West	Higher Education, Minnesota West
Abdullahi Farah Abdigaani	Dean of DEI and Student Development, Minnesota West	Higher Education, Minnesota West
Jackie Otkin	Dean of Allied Health, Minnesota West	Higher Education, Minnesota West
Dawn Gordon	Dean of Nursing, Minnesota West	Higher Education, Minnesota West
Kent Dahlman	Academic Administrator, Minnesota West	Higher Education, Minnesota West
Cheryl Glaeser	Facilitator, Launch Your Future Today (LYFT) Career Pathways	Students and Parents CTE Local Educational Agency- Secondary
Jesse Kodet	Education Coordinator, Lower Sioux	Indian Tribes and Tribal organizations Students and Parents

## Prioritizing Needs (Optional)

The form below may be used to assign a numerical prioritization of the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete Priority rows depending on the number identified.

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1							
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students							
Priority 1							
Priority 2							
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1							
Priority 2							
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1							
Priority 2							
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1							
Priority 2							

## Narrative Tracking Matrix (Optional)

The form below may be used to begin to assign potential narratives to the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete rows depending on the number of needs identified for each element.

### Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)	5 = Special Populations (Pops)	9 = Performance Gaps (Gaps)
2 = Programs of Study (POS)	6 = Work-based Learning (WBL)	10 = Consortium Governance (Gov)
3 = Workforce Innovation Opportunity Act (WIOA)	7 = Early Postsecondary Credit Opportunities (PS)	11 = Reserve Funds (Res)
4 = Integrated Academic & Technical Skills (Skills)	8 = Support to Professionals (Prof)	

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WB L	7 PS	8 Prof	9 Gap s	10 Gov	11 Res
<b>Element 1: Student Performance of Required Performance Indicators</b>											
Need A: Geometry in Construction				X					X		
Need B: Graduation rate data/ Reading/Math data									X		
Need C: College Persistence and Completion rates									X		
Need D: Equity Gaps (Tutor/ Student Success/ Advising / Freshman Seminar/ College is For Me/ Get Ready for College, Academic Alerts)				X	X				X		
<b>Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students</b>											
Need A: Articulated College Credit							X				
Need B: Equipment		X		X							X
Need C: Healthcare Lending Library		X		X							X
<b>Element 3: Progress Towards Implementation of CTE Programs of Study</b>											
Need A: Advisory Committees		X	X		X	X		X		X	
Need B: Student Organizations (Skills USA, BPA, AWS, etc.), Culinary Skills Challenge, CEO, First Tech Challenge				X	X						
Need C: Career Pathway Partnerships (MN West, PIC)		X	X	X	X	X	X				
<b>Element 4: Improving Recruitment, Retention, and Training of CTE Professionals</b>											
Need A: Secondary Teacher Meetings by discipline								X			
Need B: CTE Works, NACADA Conference, Externships, New Staff Appreciative Advising, Professional Development, CTE TIP, etc.								X			
Need C: Recruitment specialist, career fairs, college mentors								X			
Need D: Alternative Teacher Preparation Project						X		X			
<b>Element 5: Progress Towards Equal Access to CTE Programs for all Students</b>											

Prioritized Needs / Barriers:	Narratives to Address the Need										
Need A: <b>Career Exploration and Career Development events:</b> Career Expo/ACE, Career Institute, Reality Check, Big Ideas, Major Madness, College Is For Me/ Get Ready for College, Scrubs Camp, Breaking Traditions, Tour of Manufacturing, Sanford Explore Events, CEO, Student Entrepreneurship Conference, First Tech Challenge, Photography Competition		X	X	X	X	X	X				
Need B: Industry Tours/Industry Partnerships(JBS, etc.)		X	X	X	X	X					
Need C: Next Up/ You Science/ Metier (Career discovery, development, and transition curriculum)				X	X	X					
Need D: Project Discovery/ Project Search				X	X	X					
Need D: Healthcare Navigator/ Career Connectors		X	X	X	X	X					X

## ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of [\*Minnesota's Comprehensive Local Needs Assessment Guide\*](#).

- Performance Indicator data can be found in these sources:
  - Secondary Secure Reports
  - Postsecondary PowerBI Reports
  - Annual Consortium Indicator Report on the [Perkins Consortia webpage](#)

**In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.**

## PRIORITIZED NEEDS

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

#### E1-Need A:

At the secondary level, there is a slight decrease in math scores compared to previous years, however, we still met our Mathematics measure and are above the state average.

Geometry in Construction (GIC) is a course written as an alternative to traditional math courses. The intent is to maintain the rigor of a traditional math course but teach with a different approach provided through a CTE pathway. Three districts completed the GIC training in June 2022. Teachers spent the 22-23 school year planning and working with district schedulers to fit this new course concept into a ½ period day. GIC courses were implemented at all three districts at the beginning of the 2023-24 school year. To date, only anecdotal information is available. Teachers report higher numbers of females taking the GIC course compared to traditional construction classes. MCA scores will be monitored to determine the impact of the course. This concept is catching on across the state and region. Our region has four new school districts interested in learning more about implementing GIC in the coming years. We will continue to convene these schools and others to discuss further the reality of increasing the presence of GIS in southwest Minnesota.

#### E1-Need B

At the secondary level, there is a significant drop in our Academic Proficiency: Reading/Language Arts from 2022 (51.35%) to 2023 (39.95%.) While the performance measure for schools in our consortium is markedly higher than the SDLP of 10.57%, it's still much too low. The SWWC Teaching & Learning Department will be the leader in providing training for the LETRS (Language Essentials for Teachers of Reading and Spelling) initiative to consortium schools. **LETRS® for Administrators** is professional development that combines A Principal's Primer for Raising Reading Achievement with an online component to help instructional leaders create the systems and structures needed to improve overall literacy instruction in English Language Arts. This course provides an overview of the pedagogy of literacy corresponding to the professional learning teachers experience through LETRS, units 1-4, in addition to the resources needed to enhance administrators' role as instructional leaders. Principals will learn how to examine resources, create highly efficient methods of analyzing student data, establish highly effective instructional blocks in literacy, and examine resources of all tiers for appropriate instruction.

## E1-Need C

At the Post-secondary level, we are aware that according to the Consortium Performance Report the 2P1: Earned Recognized Postsecondary Credential performance measure could be strengthened. Our goal has been met each year getting just above the SDPL, however, the Actual performance % has been trending in a decrease over a three-year period. We recognize that receiving credentials is directly connected to retention and persistence. Actionable items we have employed and will employ include:

Minnesota West is working to improve the visibility of resources and opportunities students can take advantage of to be successful. This is being done by improving internal communication by updating the EAB software system.

The college is actively working to improve marketing and student communication campaigns through multiple forms of media, including our new website and new student success technology Navigate 360, EAB, and Salesforce. Navigate 360 will ensure the retention and persistence of current students by identifying At-Risk students quickly in order to provide students with appropriate resources to ensure their success. Minnesota West CTC invests in resources for students by providing a holistic approach to learning and success. The college offers a variety of resources for students to utilize, including but not limited to: tutors, a food pantry on each campus, Mental Health Specialist, Accessibility & Disability Services, and Bluejay Emergency Funding. .

Minnesota West CTC invests in staff development to provide staff with the skills and knowledge they need to provide students with the most efficient and effective service. MWCTC has embraced and invested in the Appreciative Advising model/training to ensure and focus on students' overall success. Minnesota West prioritizes sending staff to NACADA and similar training(s) in order to gain insight into how other colleges are meeting the needs of their students ensuring their success.

#### E1-Need D

Minnesota West's priority is closing the equity gaps and providing opportunities for learners 25 and older to gain post-secondary and industry-recognized credentials. These goals are also identified in the Minnesota West CTC 2022-2025 Strategic Enrollment Management and the Minnesota West CTC Equity and Inclusion Plan 2023-2026. Regional Data provided by DEED indicates the percentage of individuals 25 and older who do not possess a high school diploma is of particular concern. The 14 counties of Southwest Minnesota are home to 155,332 residents. Individuals in this demographic with less than a high school diploma make up 10.1% of SW MN compared to 6.6% in Minnesota. Hispanic or Latinos 25 years + with less than a high school diploma make up 45.2% compared to 29.4% in Minnesota. The Poverty Rate is 10.5% in SW MN and Median Hourly Wage is \$19.34.

According to the Secure Reports, Enrollment: Participants and Concentrators, over 80% of all consortium students are taking CTE classes, however, the percentage of CTE concentrators across the populations decreases significantly. For example, the American Indian student % of Participants is 63.69% versus the % of Concentrators at 36.31%. On the flip side, those students who are concentrators have high graduation rates. For example, 25 of the 26 American Indian students who were CTE Concentrators graduated from high school. According to DEED's Regional Profiles, Southwest Minnesota's Educational attainment varies significantly by race. About 35% of Hispanic or Latino residents and 37% of people of Some Other Race had less than a high school diploma, compared to just 6% of White residents. However, over 30% of Blacks, American Indians, and people of Two or More Races have attended some college or earned an associate degree, and over 22% of White, Asian, and Black or African American residents had a bachelor's degree or higher. More than 27.1% of Asian residents held a bachelor's or higher.

Minnesota West's goal is to close equity gaps, as reported by the Minnesota State Equity Scorecard. The first year outcome of Fall to Fall persistence and completion in 2021 shows the equity gap is widening between all students, however, the completion rate 3YR & 6YR shows the equity gap narrowing.

Minnesota West for the past two years has been actively working on our Strategic Enrollment Plan, STEM Plan, and Equity and Inclusion Plan all of which we have aligned our Perkin's CLNA and Application with.

Minnesota West is working to establish and implement an equitable communication and outreach plan that services and reaches diverse populations, at all levels of the life of a student.

- Minnesota West CTC's goal is to provide clear and transparent communications, event schedules, and calendars. Utilizing new EAB software, Navigate 360, Salesforce, and the college website for communication. A common theme in student surveys was that our current website was difficult to navigate and confusing.
- Provide activities that expose and provide access to the college to underserved, underrepresented populations and market those events. Collaborate with agencies serving economically disadvantaged, 1st Gen, EL learners, and Individuals 25 and older without high school diplomas/GEDs
  - Ex. Major Madness, Breaking Traditions, College is for Me.
- Outreach/Marketing targeting specific programs and utilizing strategic marketing campaigns that reach a variety of recipients in and outside of our communities. ex. presence of banners, advertisements, and other materials within community service organizations, business partners (JBS, AGCO, Mayo Clinic)
- Utilize Recruiting Specialists and Health Career Navigator to enhance the prospective student's experience, build relationships with prospective students early, and follow them through admissions, registration, and participation stages. According to College Factbook 2022, Fall '21 Prospective students totaled 2933; Applications totaled 2445; Admissions 1978, Actual registrations totaled 1490 for that year. Registration for Fall '22 dropped to 1497 students.



## ELEMENT #2: PROGRAM SIZE, SCOPE, AND QUALITY TO MEET THE NEEDS OF ALL STUDENTS

Refer to the **Guidance to Assess Element Two** section of [\*Minnesota's Comprehensive Local Needs Assessment Guide\*](#).

Minnesota defines size, scope and quality at the consortium level as follows:

**Size:** Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

**Scope:** Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)

- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

**Quality:** A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in [DEED's Occupation in Demand index](#) and/or through the Comprehensive Local Needs Assessment

**In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.**

## **PRIORITIZED NEEDS**

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

## E2-Need A:

The Minnesota West Carl Perkins Consortium comprises 38 rural public high schools, with an average graduating class of about 45 students, and 1 two-year community and technical college with 5 campuses and 2 centers. There are 140 approved CTE programs in the consortium. While some schools have robust CTE programs, many have limited course offerings. The largest group of high school CTE programs with approved programs is Agriculture (35) followed by Work-based Learning (23), Business (24), FCS (22), Trade & Industry (21 Total; Communications-2; Construction- 15; Transportation- 4), and Health Science (15).

As our rural populations are decreasing, so are our school enrollments. As a result of declining enrollment and loss of programs, the number of CTE students served each year is also decreasing. The Concentrator Enrollment Report indicates that in 2022 the consortium had 777 concentrators, and in 2023, there were just 677.

A common theme of student surveys, advisory committees, and strategic planning all point to the need to improve our equipment to keep pace with industry standards and to have adequate equipment and spaces for all students to be able to participate at the same time. Our larger survey administered this past school year to our member school districts indicated that Equipment was a top priority for them in addition to Work-Based Learning, Career Connected Learning, Innovation Grants, and Teacher Prep/Support. The purchase of up-to-date equipment for CTE programs positively impacts the size, quality, and scope of the programs by providing students with relevant, engaging, and industry-aligned learning experiences. This, in turn, contributes to success in students' academic and professional pursuits. For students to be prepared for advanced training and careers, they must have access to modern, professional-quality, and industry-grade equipment. Purchasing equipment and instructional supplies, or sharing them when possible, will help students advance their skills in preparation for college or career. The current educational climate dictates the need for distance learning options and calls for advanced technology solutions, virtual software, and simulation software.

Students' interest and schools' capacity to provide Health Care courses has increased. In 2022, the consortium had 4 Health Science programs. There are now 15 approved Health Science programs. The Minnesota West Consortium saw a need to develop a Healthcare Lending Library to be utilized by both secondary and post-secondary instructors within their classrooms and at career exploration and outreach events. The goal was to increase students' exposure to healthcare fields as a career path. According to DEED, Healthcare is a high-demand industry for all of Minnesota. In light of all the healthcare programs Minnesota West offers, the Consortium chose to pool its reallocation funds to offer healthcare curriculum and simulation equipment to increase student experience and knowledge within the various healthcare fields for classrooms/programs that otherwise could not afford it. Lastly, 23.4% (the highest %) of the 10th graders who attended the SW MN Career Expo stated that they are interested in Health Science as a career.

Student surveys from sophomores attending our Career Expo events show that students' preferred way to learn about careers is by hearing directly from people in those careers (48.9% of students declared this during the 2023 SW MN Career Expo). Work-based Learning, industry tours, job shadows, and internships are all avenues for students to get first-hand information to make career decisions according to the article "High School Career and Technical Education as a Workforce Development and Retention Strategy" published by DEED in June of 2022.

New program development is based on local and regional needs of our economy and employers. Partnerships between businesses, high schools, and colleges look at labor market needs/projections, student interests, and gaps in course offerings. The expansion of Surgical Tech and Medical Lab Tech has happened at the Granite Falls campus based on market needs and gap analysis over the past two years; we are currently working to expand Welding and Nursing to the Granite Falls Campus. Minnesota West CTC is at the beginning stages of analyzing the expansion of other programs based on needs. Using a dashboard developed by our DEED Labor Market Analyst, we have identified 126 regional occupations that meet two of the three criteria of high wage, high demand, or high skills. All of them meet high-demand and high-wage qualifiers, but some of the occupations for high school level education may not meet the threshold of high-skill.

## E2-Need B

**Articulated College Credit (ACC)**- 52 students from 6 high schools were awarded ACC in 2022-23. Minnesota West is currently listed as a participating college on 35 agreements. We will continue our partnership with 7 other consortia to offer Articulated College Credit through [www.CTECreditMN.com](http://www.CTECreditMN.com) for high school students. Students can explore careers and earn college credit- saving time and money.

### Early Post-secondary Credit Opportunities (PS):

Consortium high schools have a very close working relationship with our college partner, Minnesota West Community and Technical College. During the 2022-23 school year, high school students earned college credits, both CTE and non-CTE through contracted PSEO and REACH arrangements. PSEO students came from 63 different schools. In Fall 2022, 1759 were enrolled in PSEO, and in Spring 2023, the number increased to 1,963 enrolled. In Fall 2022, students enrolled in REACH courses were 1,061 and in Spring 2023, 942 were enrolled.

Our partnerships allow high school students to take CTE courses in their interest area that would not have been available in their school. For instance, several years ago we had no high school programs with health science offerings; now we have 15 high schools that are cooperating with one another, businesses, and Minnesota West to offer high school courses in Intro to Medical Careers, Medical Terminology, and Nursing Assistant. Partnerships with the Marshall Area Technical Education Center and Pipestone Area Schools have also provided opportunities for students to complete credits in Nursing Assistant, Welding, Construction, and Plumbing.

Our partnership with the Lower Sioux Community has provided approximately 20 students the opportunity to complete Carpentry and Plumbing certificates in the past. Currently, we are not providing credit-based education with the Lower Sioux Agency but continue to engage with the Community regarding their needs.

## E2-Need C

There are 160 CTE teachers in the consortium with approved programs plus 15 others who have not gotten their programs approved. While some schools have robust CTE programs, many have as few as one CTE teacher and limited course offerings. On average, there are about 4.2 CTE teachers per school. The largest group of high school CTE teachers with approved programs is Agriculture (35) followed by Business (24), Work-based Learning (23), FCS (22), Trade & Industry (21)- Communications (2)- Construction- (15), and Transportation (4), and Health Science (15). We have doubled the number of work-based Learning courses offered in the region, from 8 to 18 programs.

Many teachers are at retirement age and fully licensed CTE teachers are in very short supply, making it difficult for schools to recruit quality candidates for open positions. As a result, the [Alternative Teacher Program](#) has impacted our region by the following number of teachers earning their license: 3- Construction, 1- Transportation, and 12- Work-based learning. Currently, we have six (6) teachers in the process of earning their CTE license: three (3) Construction, two (2) Work-based learning, and one (1) Transportation.

Some programs are discontinued due to a lack of instructors.

Licensing requirements between secondary and post-secondary instructors and faculty do not align well, so building programs of study eligible for CTE levy can be a barrier.

## E2-Need D

One of Minnesota West College's top priorities is to increase student enrollment, provide more opportunities for adult learners to earn credentials, matriculate more of our PSEO/REACH students to regular undergrad status, as well as increase participation by first-generation and English language learners. Minnesota West will implement our Strategic Enrollment Management 2022-2025 Plan and our Equity and Inclusion Plan 2023-2026 According to College Factbook 2022, Fall 21 Prospective students totaled 2933; Applications totaled 2445; Admissions 1978 and finally, actual registrations totaled 1490 for that year. Registration for Fall 22 dropped to 1497 students

- Minnesota West has on staff three Recruitment Specialists and a Health Careers Navigator who are highly effective at providing outreach to potential students at various events, schools, and career fairs. Utilize Recruiting Specialists and Health Cares Navigator role is to provide outreach to potential students, enhance the prospective student's experience, build relationships with prospective students early, and follow them through admissions, registration, and participation stages, and ensure they get connected with Advisors for their particular program to continue that relationship.
- Minnesota West College hosts several enrollment events throughout the year to provide students with hands-on exploration of various career paths. Enrollment Events include: Nursing & OTA Camps, Tour of Healthcare Careers, Tour of Manufacturing, Life Skills, Diesel Xtravaganza, College is for Me Program, Sanford Promise Camp, Scrubs Camp- Allied Health Explore, Explore events at all campuses, Breaking Traditions, Get Ready for College, YMIC 9th Grade Day, Medical Lab Tech & Radiologic Technology Camp, Medical Assistant and Surgical Technology Camp; Major Madness, Scrubs Camp, Kids Camp, and Sanford Promise Camp,
- Minnesota West program instructors and students attend local and regional Career Fairs highlighting the tremendous programs available at Minnesota West. According to student surveys, they prefer to learn about careers from those who are engaged in the industry.
- Create inclusive and accurate marketing and communication materials and campaigns that support equity and inclusion.

## E2-Need E

The Minnesota West Perkins Consortium offers Educator **Externship** opportunities for secondary CTE teachers with approved programs. The Educator Externship offers teachers a hands-on opportunity to spend time in a business environment where they can connect their subject area with relevant business practices as well as understand the challenges, new technologies, and necessary academic skills needed in businesses today. Externships provide CTE teachers with hands-on experience in real-world workplaces related to their subject areas. This practical experience enhances their understanding of industry trends, technologies, and practices, which they can then incorporate into their curriculum. It helps them stay current and relevant in their field. Externships allow teachers to align their curriculum with industry standards and requirements. By gaining insight into the skills and knowledge needed in the workforce, teachers can tailor their teaching to ensure that students are adequately prepared for careers in their chosen fields. Externships enable teachers to establish valuable connections with industry professionals, businesses, and community organizations. These connections can lead to partnerships, guest speakers, mentorship opportunities, and even internships for students, enriching the learning experience beyond the classroom. The SW MN PIC utilized five methods for engaging staff, board, and partners to provide insights for updating and prioritizing goals/strategies for the Region 5 MN WIOA plan. Partnerships and Greater Community Connections were noted as important by several and noted as working well in the region. Several educators shared with us that they often returned to the classroom with renewed enthusiasm and passion for their subject. They then share real-world examples, stories, and experiences with students, making the curriculum more engaging and relevant. This can increase student interest and motivation, leading to improved learning outcomes. Externships encourage teachers to reflect on their teaching practices and identify areas for improvement. By experiencing industry settings firsthand, they can gain insights into effective teaching methods, instructional strategies, and assessment techniques, fostering continuous professional growth.

# ELEMENT #3: PROGRESS TOWARDS IMPLEMENTATION OF CTE PROGRAMS OF STUDY

Refer the **Guidance to Assess Element Three** section of [\*Minnesota’s Comprehensive Local Needs Assessment Guide\*](#).

In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

## PRIORITIZED NEEDS

### Element 3: Progress towards implementation of CTE Programs of Study

#### E3-Need A:

**Advisory committees** play a crucial role in the development, implementation, and ongoing improvement of CTE Programs of Study.

These committees typically consist of representatives from the local community, businesses, industries, educational institutions, and other stakeholders.

Their primary purpose is to provide guidance, expertise, and feedback to ensure that CTE programs align with current industry needs and effectively prepare students for the workforce. For students to be prepared for advanced training and careers, they must have access to modern, professional-quality, and industry-grade equipment. Purchasing equipment and instructional supplies, or sharing them when possible, will help students advance their skills in preparation for college or career.

Advisory committees help identify emerging trends and changes in the industry, ensure that CTE programs remain up-to-date and relevant, and assist in conducting labor market analysis to identify local workforce needs. This ensures that CTE programs are tailored to the specific demands of the community and region, establish a continuous feedback loop, and provide insights into the effectiveness of CTE programs. This feedback is crucial for making adjustments and improvements over time, facilitating partnerships between educational institutions and local industries. This collaboration can lead to opportunities for internships, apprenticeships, and work-based learning experiences for students. In summary, advisory committees are essential partners in the progress toward the implementation of CTE Programs of Study. Their involvement ensures that these programs remain responsive to the needs of the local workforce, providing students with the skills and knowledge required for success in their chosen careers.

The key Advisory Committees include our Perkins Advisory Committee, the SW MN Workforce Development Boards Youth Committee, Minnesota West Program Business Advisory Boards, and SWWC Service Cooperative LYFT Advisory Committee. Additionally, all of our schools with approved programs also engage with their local advisory committees.

In FY2023, MWCTC received \$194,210.44 donated dollars that are used to purchase equipment, materials, supplies, etc.

**Student Organizations (Skills USA, BPA, AWS), Culinary Skills Challenge, CEO, First Tech Challenge**

We have very strong FFA programs- every school with an Ag program has an FFA program. While FFA is strong in most districts, BPA and FCCLA are only represented in ¼ of our consortium schools. One district has started a HOSA chapter and a new district is participating in SkillsUSA. All Student Organizations perform very well at State and National competitions. The establishment of student organizations along with participation in organizations/competitions such as Skills USA, BPA, HOSA, and CEO allow for career exposure, work-based learning, and student leadership development. Activities that allow for career exploration and participation in CTE programming are vital to sustaining programs of study.

Student participation in 2022-23: FFA - 1566, BPA- 151, FCCLA- 161, HOSA- 7

Student competitions, like the Culinary Skills Challenge, Digital Photography, the Student Entrepreneurship Conference, and First Tech Challenge offer students opportunities to demonstrate their classroom knowledge. Several Perkins consortia across the state are replicating some of our CTE competitions and events. Unfortunately, these events are far and few between. While opportunities are available in Sioux Falls or Minneapolis, they are not accessible or affordable for all families. For example, low-income families may not have reliable transportation, money to pay entrance fees, or the ability to take time off work. These are learning experiences that would otherwise not exist without SWWC and our partners. The partnerships we have built with regional schools, universities, and organizations have leveraged resources, keeping competitions affordable to families and schools.

Minnesota West looks to grow student competition within the postsecondary CTE programs.

Student

Competitions through post-secondary participation include: BPA Leadership Conference; BPA National Leadership Conference; Welding Skills USA; SkillsUSA MN; and American Welding Society Behind the Mask Welding Competition.

The BPA Chapter of Minnesota West in 2023 had one student compete at the National Leadership Conference; the student placed in the Top 10 in the post-secondary Interview Skills competition. In 2023, a Minnesota West student placed 3rd at the Minnesota SkillsUSA Welding contest.

The Career Expo is run in two locations and provides a good foundation for high school students to see regional career opportunities and talk to folks who work in those careers.

According to the evaluation completed by the students in attendance during the 2023-24 school year, 91% of the students rated it average to outstanding, 87% of students found the Career Expo to be interactive, 74% of students found the Career Expo to be helpful in determining a career. Testimonies from teachers and employers:

“Best event in SW Minnesota hands down!”, “Great event put on at a large venue with excellent attendance and student engagement. Always great to have face-to-face conversations.”, and “We appreciate the opportunity to share with students the various careers and our ability to help them get there.”



### E3-Need C

The Career Pathways initiatives orchestrate adult and youth career pathway training programs for manufacturing and healthcare careers incorporating integrated instruction model, competency-based skills development, employability skills, job placement, industry credential attainment, and college credit/certificate program completion. Students earn college credits, complete credit certificate programs that lead to diploma and AAS degree completion and provide the individual with nationally portable, industry-recognized credentials to advance along defined employment career pathways across industry sectors. In 2022-23, 64 students (16-24 year olds) earned credentials in the following through this partnership: Para Educator (12 credits), NorthStar Digital Literacy (competency-based certificate), Trained Medication Aide (2 credits), Community Interpreter, Electrician, Automotive Technology, Dental Assistant, Practical Nursing, Diesel (17 credits), Certified Nursing Assistant (3 college credits), Community Health Worker (17 college credits/industry certification), Pharmacy Tech (10 credit certificate/industry certification), Welding (6 credits and 16 credit certificate), and Commercial Driving License (CDL).

It has become evident that a more diverse workforce has been and will continue to be a vital source of the workers employers need. It is imperative that we equip and prepare these populations with the necessary information and experiences to gain employment in high-pay, in-demand occupations. The Career Pathways Program and partners have created avenues for High School and Alternative Learning students to secure credits and certification in high-demand, skill, and wage careers. These students can also opt to continue their education in a multitude of areas.

Employers are challenged to hire employees with the skills needed as shown by our region's Job Vacancy rate. Both the number of vacancies and the number of unemployed individuals has declined from record levels in 2021. With around 72,500 unemployed workers statewide in second quarter 2022, there were 0.4 unemployed persons for each vacancy (.2 in SW MN- specifically Rock County, MN), meaning that there were more than twice as many open positions as unemployed individuals in Minnesota. Tight labor markets and a scarcity of workers are recognized as a significant barrier to future economic growth. The evidence presented in DEED's June 2022 study (High School Career and Technical Education as a Workforce Development and Retention Strategy) suggests that investments in high school CTE can help sustain regional labor force growth and thus mitigate workforce shortages in Greater Minnesota. The article documents the challenges of workforce retention in Greater Minnesota among college-age individuals and examines the important role that high school Career and Technical Education (CTE) can play in mitigating them.

### E3-Need D

According to the Workforce Trends publication by Real Time Talent for Southwest Minnesota in 2023, “Business, Management, and Administration accounts for the largest share of employment by career field in the Southwest region yet are no more concentrated locally than found nationally on average. Agriculture, Food, and Natural Resources and Engineering, Manufacturing, and Technology careers are more concentrated in the Southwest region than what is typically observed nationwide.” According to Real Time Talent, Health Science Technology careers offer the highest average annual wages across all experience levels in southwest Minnesota. An accurate assessment of future occupation demand requires that future growth, retirements, and other job exits be considered. In the Southwest, Hospitality and Tourism, Business, Management, and Administration, and Manufacturing have the highest annual job demand by volume of opportunities—due to retirements and job changes. The Science, Technology, Engineering and Mathematics cluster has the highest wages of the Career Clusters followed by the Information Technology and Finance clusters. Minnesota’s Department of Employment and Economic Development Southwest Minnesota Regional Profile for 2023 says that the “The largest occupations in the region include Production, Office and Administrative Support, Transportation & Material Moving, and Sales & Related positions. The highest paying jobs are found in Management, Healthcare Practitioners, Computer & Mathematical, Architecture & Engineering, Legal, Business & Financial Operations, and Life, Physical, & Social Science occupations, which all need higher levels of education and experience, including many that require postsecondary training. Data from DEED’s Occupational Employment Statistics program shows that only about 30% of jobs in the region require postsecondary education for entry. The other 70 percent can be started with a high school diploma or less and some amount of on-the-job training. According to DEED’s Occupations in Demand tool, there are well over 200 occupations showing relatively high demand in the region, with training and education requirements ranging from short-term on-the-job training to postsecondary education to advanced degrees. These occupations are spread across different sectors but are also concentrated in the region’s major industries. For example, Nursing Assistants, Personal Care Aides, Teachers, Mechanics and Repair workers, and Heavy and Tractor Trailer Truck Drivers are among the top occupations in demand based on the consistent need for workers in these fields. Many of the jobs are concentrated in Manufacturing, Healthcare, Transportation, and other related industries. The median hourly wage offer was \$16.55 across all occupations but ranged from a low of around \$12.78 per hour for Personal Care & Service occupations, to about \$31.75 per hour or more for Computer & Mathematical occupations. The median wage offer increased from Q2 2021 by \$1.53 according to 2022 Southwest Minnesota Job Vacancy Survey Results. To that end, the **Minnesota West Perkins Consortium Programs of Study (POS)** have been decided upon and include: Therapeutic Services, Agribusiness, Early Childhood Development and Services, Facility and Mobile Equipment Maintenance, Construction, Production, Accounting, Administrative Support, and Marketing Management. And the **State Recognized POS**: Therapeutic Services, Agribusiness Systems, Construction, Production, Early Childhood Development, Accounting, and Restaurants and Food/Beverage Services, The data provided indicates a robust justification for the relevance and effectiveness of our region’s CTE initiatives.

# ELEMENT #4: IMPROVING RECRUITMENT, RETENTION, AND TRAINING OF CTE PROFESSIONALS, INCLUDING UNDERREPRESENTED GROUPS

Refer to the **Guidance to Assess Element Four** section of [\*Minnesota’s Comprehensive Local Needs Assessment Guide\*](#).

In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

## PRIORITIZED NEEDS

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

#### E4-Need A:

Throughout southern Minnesota, career and technical training helps students prepare for the workforce of the twenty-first century. Effective teachers are an obvious component of these programs and, as a result, school districts and post-secondary institutions are focused on teacher recruitment and retention. CTE teachers who completed a multi-consortium survey indicated that mentoring was a key factor in their decision to remain in their current position. These findings confirm the importance for teachers to meet with others who teach similar content. Many teachers are the only ones in their district who teach in their content area and as a result, they lack a fellow teacher to confer with.

The consortium continues, with the support of MDE specialists, its successful practice of holding annual job-alike meetings for Ag, Family Consumer Science, Trade & Industry, and Business instructors from Secondary and Post-secondary. With the addition of multiple approved Health programs, we partnered with South Central Perkins Consortium to hold the first-ever Healthcare meeting.

#### E4-Need B

In October 2018, Lakes Country Service Cooperative (LCSC) was approved by the Minnesota Professional Educator Licensing & Standards Board (PELSB) as the first alternative teacher preparation provider under Minnesota Statute §122A.2451. LCSC's **Alternative Teacher Preparation** program offers an efficient, affordable, attainable, results-oriented, and competency-based licensure program that is a clear pathway to obtain a license, yet nimble enough to provide individualized POS based on the identified needs of each licensure candidate. Our teachers do not have to spend thousands of dollars on expensive academic textbooks. Everything is practical and practitioner-based, teaching skills and knowledge in a hands-on and real environment. Each module and project is applicable and immediately useful in the classroom. There is a severe shortage of licensed teachers in all areas. There are no training programs to get teachers licensed in certain CTE areas. Salary and benefits for high school and college instructors do not keep pace with that of industry making it difficult to attract an adequate pool let alone a diverse pool of applicants. The Minnesota West Consortium partnered with several other consortia in southern Minnesota to deploy a survey to analyze factors that affect the recruitment and retention of teachers.

The purpose of the CTE **Teacher Induction Program** (TIP) is to function as a professional learning community for early career CTE teachers and support their development, efficacy, success, resilience, and retention. Participation provides just-in-time monthly professional development, mentorship, and a cohort of support. LCSC prioritizes teachers of color and Indigenous teachers, as well as Tier 1 and Tier 2 teachers, in our program.

In collaboration with the Minnesota Service Cooperatives' CTE Consortium Grant, SWWC can provide its schools and teachers with professional development, curricular resources, mentoring and coaching, CTE-focused pedagogical resources, support, and opportunities to analyze and reflect on teaching that build teacher efficacy, resilience, and influence job satisfaction and teacher retention.

Additionally, CTE Works! held in South Central Minnesota, NACADA Conference, Externships, and New Staff Appreciative Advising has been determined valuable through discussions from secondary and postsecondary administrators and teachers.

By experiencing firsthand the skills and knowledge needed in the workplace, educators can tailor their curriculum to ensure it aligns with industry needs and prepares students for successful careers. This alignment between education and industry enhances the relevance and effectiveness of CTE programs, ultimately benefiting all students regardless of their background.

#### E4-Need C

Minnesota West CTC has had its share of turnover with faculty, staff, and administration in the past 2-4 years. Some of the loss of talent is due to retirement but also the culture of the organization and better opportunities outside of the institution. Well-trained and onboarded talent is imperative to the success of students, the institution, the region, and career and technical education. Commitment to better onboarding, mentoring, and professional development opportunities is a priority of the institution.

Effective teachers/instructors are an obvious component of these programs and, as a result, post-secondary institutions are focused on teacher recruitment and retention. College Mentors are critical to improving the recruitment, retention, and training of CTE professionals, including underrepresented groups. Minnesota West assigns a mentor to and provides monthly training sessions for new faculty.

Minnesota West also has maintained the Centers for Teaching and Learning model on the campuses to encourage learning environments to build community, better course delivery, use of technology, and beyond. Surveys of both faculty and staff at MWCTC show that about 70% of responding faculty and 60% of responding staff utilize professional development funds. These tended to be development activities that related specifically to job duties, for recertification, accreditation, and teaching improvement strategies. The college provides professional development opportunities for instructors to help them stay current in their field and up to date with the latest changes in technology.

The college is currently completing a Remote Work pilot for certain positions within the college to increase recruitment and retention based on trending employment needs.

The reduced talent pool has resulted in multiple failed faculty searches. Salaries for CTE faculty and instructors do not keep pace with industry. The college has also expanded recruitment efforts through Higher Education Jobs, a nationwide source for job seekers, and employers advertising in trade publications when appropriate and recruiting previous alumni.

MWCTC continues to explore creative recruiting and retention strategies such as the “grow your own” teacher pathway partnership between high schools, MWCTC, and Southwest Minnesota State University. The college utilizes professional development around educating and supporting diverse student populations and diverse student learning needs.

#### E4-Need D

Minnesota West CTC’s priority is to diversify post-secondary staff and faculty to better match the population of students we serve. Minnesota West CTC is implementing the Equity and Inclusion Plan 2023-2026 to implement equitable hiring practices that attract a diverse pool of candidates and strive to foster an inclusive working environment.

Post-secondary diversity data shows that staff and faculty do not necessarily mirror the students in the classroom. Recruiting and attracting CTE professionals including those from underrepresented groups is a challenge in the region in part because wages do not keep pace with industry. The college utilizes professional development around educating and supporting diverse staff, faculty, student populations, and diverse student learning needs. MWCTC will provide continuous training to faculty and staff on diversity and cultural competence to improve our campus culture and learning environments.

At MWCTC, women make up about 54%, minorities make up about 4%, and individuals with disabilities make up 4.71% of the total agency workforce. While women make up more than half of employees, there is an opportunity for MWCTC to grow and retain other underrepresented populations. MWCTC hiring goals include recruiting ethnic and racially diverse faculty and staff, more women in service maintenance as well as individuals with disabilities in all sectors of the college.

# ELEMENT #5: PROGRESS TOWARDS EQUAL ACCESS TO CTE PROGRAMS FOR ALL STUDENTS

Refer to the **Guidance to Assess Element Five** section of [\*Minnesota’s Comprehensive Local Needs Assessment Guide\*](#).

In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

## PRIORITIZED NEEDS

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

#### E5-Need A:

Jobs for the Future (JFF) partnered with College Board's BigFuture team to produce a research-based guide for caring adults, providing insights and resources on how to help young people make decisions about their postsecondary work and learning pathways. In their report "Career Decision-Making Support for Youth Before the 'Moment of Choice'" published in August of 2023, according to a survey conducted with students to determine how they think about "What's Next After High School?" and *just 20% of students in the Morning Consult survey had heard much information about non-traditional pathways*. Students who haven't started exploring their post-high-school options said they would be more motivated to start planning if they had access to career exposure, exploration, and experiential learning opportunities. "High school students want more ways to explore careers and the full range of postsecondary pathways" which is a statement emphasized in said report.

High school students with disabilities, students of color, and economically disadvantaged students are participating and concentrating in CTE courses at a level that is consistent with their presence in the general high school population. We do know there are still barriers to high school completion and transition to post-secondary education and careers. Regional Workforce Development forums and surveys identified several things that are working well in the region to assure that a diverse set of services are available so that the region has a diverse and quality workforce to meet the needs of the region. These include strong collaboration and partnerships between businesses and schools, awareness of labor market information, work-based learning, Career Pathways programs, industry-specific meetings, and targeted outreach. Areas identified in which the region could do better included: awareness/exposure of regional jobs, employer engagement/partnerships, comprehensive marketing, and communications efforts are needed, parents are key influencers, recognition that effective strategies may be more effective if adjusted based on locality for culturally diverse and underserved populations, addressing the skills gap, and better communication/collaboration. Events happening in the region that are strengthening equal access to CTE programs for all students are Career Expo/ACE, Reality Check, Big Ideas, Major Madness, Scrubs Camp, Breaking Traditions, Tour of Manufacturing, Sanford Explore Events, Creating Entrepreneurial Opportunities (CEO), Student Entrepreneurship Conference, First Tech Challenge, Photography Competition, and the Culinary Skills Competition.

Minnesota West was able to provide career exposure, exploration, and hands-on activities to over 880 students through events on our campuses. These include Breaking Traditions, Diesel Xtravaganza, Technology Day, and YMIC 9th Grade Day to name a few. These events offer students the opportunity to learn about certain careers, speak with faculty and current students, and get their hands on the equipment and tools students utilize within these fields.

Student surveys from our local Career Expo, every single year since we started surveying students (7+ years) show that students' preferred way to learn about careers is by hearing directly from people in those careers. Work-based Learning, industry tours, job shadows, and internships are all avenues for students to get first-hand information to make career decisions.

## E5-Need B

Industry Tours play a crucial role in promoting equal access to CTE programs by providing students with exposure, breaking down stereotypes, facilitating networking and mentorship, informing curriculum development, and advocating for resources and support. By leveraging industry tours as a tool for equitable access, schools and communities can empower all students to explore their interests, develop valuable skills, and pursue fulfilling career pathways. Many students, especially those from underrepresented backgrounds or rural areas, may have limited exposure to different career options. By visiting industries, students can see the practical application of their classroom learning and gain insights into potential career paths they might not have considered otherwise. Students may have preconceived notions about specific jobs based on societal perceptions or limited information. Visiting industries allows them to see the diversity of roles within an industry and challenge stereotypes. This can be particularly beneficial for encouraging students from marginalized communities or traditionally underrepresented groups to pursue non-traditional career paths. Industry tours often include interactions with professionals working in the field. These interactions can serve as valuable networking opportunities for students, allowing them to connect with professionals who can offer guidance, mentorship, and career advice. When students, educators, and community members witness the value of CTE firsthand through industry tours, they are more likely to advocate for increased funding, partnerships with local industries, and other resources to support the expansion and improvement of CTE programs. Student surveys from the Career Expo show that students' preferred way to learn about careers is by hearing directly from people in those careers. Work-based Learning, industry tours, job shadows, and internships are all avenues for students to get first-hand information to make career decisions.

Minnesota West CTC students participate in 70 credit-bearing internships, externships, clinicals, and capstone projects in Accounting, Automotive, Agriculture, RADT, Surgical Tech, Pharmacy Tech, Medical Lab Tech, Child Development, Computer Support, Community Health Worker, Computer Science, Cosmetology, Diesel, Dental, Nursing, Health Information Tech, Business, Precision Machining, OTA, and Medical Assisting. Students in other programs such as Electrician and Wind Energy Technology are highly encouraged to seek internship opportunities that are not credit-bearing. Program faculty also have close industry ties in which they schedule a multitude of industry tours.



## E5-Need C

Through our annual data collection survey, it was discovered that 24% of the schools in the Minnesota West Perkins Consortium do not offer a career course for their students. One of the goals of the consortium is to expand the transition curriculum options for our districts. To that end, we will continue to support the purchases of the [NextUp](#) curriculum for districts in the region. NextUp offers weekly online video lessons, classroom material, and customizable lesson plans. **NextUp** provides teachers with resources to seamlessly integrate innovative transition curriculum into their classroom and student IEPs. The curriculum can be used in regular or special education classrooms- there has been an increased interest in using the curriculum in EL classrooms. A concerted effort was made with the SWWC Service Cooperative's Special Education Directors to share information directly with SpEd staff rather than relying on district administration. The use of the curriculum increased from 5 districts in 2022-23 to 15 in 2023-24.

Launch Your Future Today (LYFT) Career Pathways has provided new tools to help students decide, "What's Next After High School", which is also the title of an animated video that explores this topic. The video was created to provide practical advice to parents and high school students about the process of career and education planning. It is fully animated, southwest Minnesota-focused, available in four languages, and can be found on the [www.LYFTpathways.org](http://www.LYFTpathways.org) website and DEED'S "The Path to Workforce Success" webpage. In addition to the animated video, an interactive 3 Es (Exploration, Exposure, and Experience) Roadmap was created to guide students through the career planning process. For more information go to the [www.LYFTpathways.org](http://www.LYFTpathways.org) website and use the 3 E's Roadmap menu. During FY22, two schools fully piloted the Careers Course for a total of 237 students who were impacted by the course. Testimonials from teachers include: "The career landscape has changed and a one-size-fits-all approach to career planning just isn't appropriate today. The world is changing. By emphasizing discovery and exposure, these new "3Es" tools will help guide our students, and their parents, through a strategy that will help them find their niche in today's evolving workforce. A way for them to use their unique combination of strengths to make their own mark." AND "I truly think this resource can be a game changer for our youth/young adults making plans for their futures!".

Additionally, Jobs for the Future (JFF) partnered with College Board's BigFuture team to produce a research-based guide for caring adults, providing insights and resources on how to help young people make decisions about their postsecondary work and learning pathways. In their report "Career Decision-Making Support for Youth Before the 'Moment of Choice'" published in August of 2023, says "When it comes to career decisions, it's not just the "moment of choice" that matters; the foundational experiences that lead up to it are critical". The report says "students may not begin to consider career possibilities seriously until later, but their thoughts about the possibilities start to take shape early". YouScience is a tool that has been extremely effective with our Career Connectors, with 11 of our 38 schools utilizing the Career Aptitude and Discovery tool to help students begin to understand their options sooner and that are in line with their talents, skills, and abilities.

## E5-Need D

**Project Discovery** offers career exploration and assessments for special population high school students. The program is expanding to serve EL students in future years. Information gleaned from focus groups, surveys, and performance reports indicates that a more directed effort to reach English Language Learners is needed. Project Discovery can address EL students' unique career exploration needs. SWWC offers professional development opportunities specifically for EL teachers. In collaboration with our local workforce development boards professional development for employers efforts to effectively engage with BIPOC populations is also occurring.

Up to 140 students with disabilities a year come to the career exploration lab in Marshall with an opportunity to explore more than 40 careers. Project Discovery broadens student's exposure to available careers. Some of the students who participate in Project Discovery apply for Project SEARCH, our region's transition high school.

**Project SEARCH**, an international program with over 400 host sites, is designed to assist youth with disabilities reach their goals of community employment. This program serves as an opportunity for students to transition from high school to community employment by learning and working at host partner sites. SWWC has two partner host sites: Avera Marshall and Sanford Worthington. According to the report by the MN Rural Development and Policy, work-based learning tied to CTE enhances students' meaningful workforce participation in the region.

## E5-Need E

According to the American School Counselor Association, Minnesota's ratio this year (2023) is 533 to 1. Several of our schools do not have a counselor at all, and those that do, do not have the luxury of ensuring that all of their students are aware of their opportunities for after high school and more importantly ensuring that their students know how to navigate those paths. According to an article published by the Minnesota Department of Employment and Economic Development in June of 2022, emphasizing the crucial role of High School Career and Technical Education and work-based learning as a potential workforce development and retention strategy. The significance of Work Based Learning and Career Exploration has grown immensely. In the Youth **Career Connector** Annual Report put out by the SW MN Private Industry Council (PIC) in the Summer of 2023 they explain "To sustain a skilled workforce within our hometowns, it's crucial for students to know the immense opportunities available in their own communities. However, organizing these career-related opportunities within school districts has become challenging due to the various responsibilities put on teachers and counseling staff. Youth Career Connectors help solve this problem by serving multiple schools as intermediaries, bridging the gap between businesses and education. With our support, students gain exposure to real-world job scenarios and foster stronger connections between education and local industries.

By investing in our Youth Career Connectors, you help us build a thriving workforce, shaping a promising tomorrow for our region!" From July 1st, 2022-June 30th, 2023 twenty-eight (28) school districts were served by PIC's Youth Career Connector program. 4056 students received career advisory services, including career awareness (1,840), career exploration (2,703), and work-based learning activities (152) and events (1,782). Providing quality Career Exploration and Career Experiences is vital to helping address employment disparities and ensuring that high-quality job opportunities are accessible to everyone. Of the students that we worked with, 44% of the students were in communities of color. Nearly 200 businesses partnered with us to help connect students to local companies and careers. Many businesses participated in multiple events throughout the whole region. We need to expand coordinated efforts between regional partners to ensure career exploration and guidance at earlier grade levels and navigation of career, job, and educational opportunities.

Year after year, the Youth Career Connectors testify that they face the challenge of new school administration, counselors, etc., and the activities and events that have been held stop due to the change in staff creating a rift in the continuum of career services needed. According to the Work-Based Learning Framework by Jobs for the Future Center for Apprenticeship & Work-Based Learning, work-based learning supports a continuum of lifelong learning and skill development for a range of workers and learners. This new approach will involve embedding Career Consultants in our local school districts. The **Career Consultant Program** will assist school districts in building a foundation that supports students in developing a plan for their unique and chosen future path. By fostering partnerships between administrators, educators, counselors, higher education, and area businesses, Career Consultants will assist in developing, refining, and implementing Personal Learning Plans, Life Ready Learning, Career Experiences, Business Connections, Career Pathway Development, and Higher Education Partnerships. Integrated and intertwined in every step is a promise of Equitable Access for all students in the region to explore, be exposed, and experience careers. Through the work of the Career Consultant Program, there will be an engrained opportunity for our consortia to determine appropriate Programs of Study from year to year while also ensuring achievement gaps decrease for students in Math and Language Arts. For example, we are hopeful to increase the number of schools offering Geometry in Construction, find ways to align state requirement courses with CTE courses, and align industry and education.

## E5-Need F

Career planning in 5th-8th grade continues to surface as a focus in several of our advisory committees and according to Stride Learning Solutions in a brief “Why Career Exploration Should Begin in Middle School —and How to Make It Happen” that discusses the importance of career exploration in the middle grades. It highlights how career exploration in middle school can engage students during a pivotal transition period in their lives. According to the Association for Career and Technical Education (ACTE) Career exploration engages middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty, and navigating new environments. It also capitalizes on their developing abilities to think abstractly, and their preferences for teamwork and active learning through relevant real-life scenarios. In a survey completed by  $\frac{3}{4}$  of our schools say that MS/Jr. High career exploration is a priority.

Data collected from districts’ designated Perkins contacts in September 2023 showed that 2 districts had CTE courses in 5th grade, 10 in 6th grade, 26 in 7th grade, and 32 in 8th grade.

**Metier** is a grades 5-8 experiential learning and lifestyle design program. Students focus on career awareness with the goal of sampling 12 careers to determine which ones make them come alive. Students investigate career clusters, engage in career-related activities, and score themselves on a student-friendly flow scale. There are opportunities for educators to incorporate industry speakers from the community, cross-content collaboration, and other personalized learning enhancements. In 2024, SWWC will partner with the Technology and Trades on the Prairie (TTOP) to host the 2nd Annual **Career Institute** that is for students in Redwood County in grades 7-9. According to the Student evaluations, nearly half of the students said that the career information sessions they participated in were helpful in understanding the career and just about a quarter of the students stated that the Career Institute career sessions were extremely helpful in understanding the career. Over half of the students stated that the Career Institute got them thinking about careers they had not thought about before. Student comments included: “I think most of the sessions were very fun, and I really liked the hands-on aspects of some of them.” “Most of the people leading the sessions were extremely pleasant, and seemed like they enjoyed what they did.” “Very fun event.” “I liked it, it was nice to learn more about careers. It gave me an open eye to know what I want for my future.”

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	<b>Basic</b>	<b>Reserve</b>	<b>Sec/PS Subtotals</b>
<b>Secondary Allocation:</b>	<b>\$304,305.26</b>	<b>\$109,938.70</b>	<b>\$414,243.96</b>
<b>Postsecondary Allocation:</b>	<b>\$126,224.67</b>	<b>\$109,938.70</b>	<b>\$236,163.37</b>
<b>Total Consortium Allocation:</b>	<b>\$430,529.93</b>	<b>\$219,877.40</b>	<b>\$650,407.33</b>

### INSERTING ADDITIONAL ROWS

*To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):*

1. Right-click on the row number of a empty row in the section for which additional rows are needed.
2. From the popup menu, select "Copy"
3. Right-click the same row again
4. From the popup menu, select "Insert Copied Cells"

### DATA ENTRY

*Data entry on the four "Funding" tabs includes the following reminders:*

1. Do NOT change any information in rows 1 - 3.
2. Cells highlighted in YELLOW require data entry.
3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.
4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

### SUMMARY SPREADSHEET

Amount reported on the Summary Spreadsheet will auto-populate from other tabs in this Workbook. DO NOT enter any data on this spreadsheet.

Rows 47-52 allow you to compare your budget request totals to the allocation amounts entered above on this Instructions tab.

1. If the amount reported on the "Budget Over/Short" row is \$0...your request is equal to your allocation. This is the goal--Congratulations!
2. If the amount reported on the "Budget Over/Short" row is shown in **BLACK** text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to **increase** your requests as needed to reach the goal of \$0 yet to be allocated.
3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of \$0 yet to be allocated.

### STEP-BY-STEP INSTRUCTIONS FOR COMPLETION OF THE BUDGET WORKBOOK

STEP #1	Enter the Secondary and Postsecondary Basic and Reserve totals from your consortium allocation letter in the yellow cells above.
	Enter Budget Line Items on the <b>Basic Funding SEC 428</b> Worksheet. A. Enter the consortium name in cell A1. B. Select appropriate UFARS code using arrow to the right of the cell. C. Enter a description of the item.

STEP #2	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #3	<p>Enter Budget Line Items on the <b>Reserve Funding SEC 475</b> worksheet.</p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #4	<p>Complete the <b>Budget Narrative SEC</b> worksheet</p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p>Enter Budget Line Items on the <b>Basic Funding POSTSEC</b> worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #5	<p>Enter Budget Line Items on the <b>Reserve Funding POSTSEC</b> worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #6	<p>Look at Rows 48 and 50 of the Summary Worksheet; dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported under each narrative:

[illegible]

## Minnesota West

## Reserve Funding--Secondary

Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			[Enter POS Here]	
110 Administration/Supervision	Administrative Staff Salary	\$1,063.00		\$1,063.00
141 Non-Licensed Classroom Personnel	Program Staff Salary	\$9,894.00		\$9,894.00
170 Non Instructional Support	Support Staff Salary	\$15,953.00		\$15,953.00
				\$0.00
<b>100's Personnel/Salary</b>	<b>SUBTOTAL</b>	<b>\$26,910.00</b>	<b>\$0.00</b>	<b>\$26,910.00</b>
210 FICA/Medicare	Administrative, Program and Support Staff Benefits	\$2,057.00		\$2,057.00
214 PERA (Public Employees Retirement Association)	Administrative, Program and Support Staff Benefits	\$1,939.00		\$1,939.00
				\$93.00
230 Health Insurance	Administrative, Program and Support Staff Benefits	\$5,080.00		\$5,080.00
230 Life Insurance	Administrative, Program and Support Staff Benefits	\$36.00		\$36.00
240 Long Term Disability Insurance	Administrative, Program and Support Staff Benefits	\$48.00		\$48.00
250 Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	Administrative, Program and Support Staff Benefits	\$715.00		\$715.00
260 Unemployment Compensation	Administrative, Program and Support Staff Benefits	\$379.00		\$379.00
270 Workers Compensation	Administrative, Program and Support Staff Benefits	\$269.00		\$269.00
280 Unemployment Compensation	Administrative, Program and Support Staff Benefits	\$41.00		\$41.00
<b>200's Personnel/Non-Salary</b>	<b>SUBTOTAL</b>	<b>\$10,657.00</b>	<b>\$0.00</b>	<b>\$10,657.00</b>
303 Federal Subawards and Subcontracts - Amount up to \$25,000	CTE/CDA High School Program, Geometry in Construction, Midland CEO program fee, reimbursement for local application expenses to support entrepreneurship, the construction trades-math project, and the Child Development Associate program.	\$36,874.76		\$36,874.76
304 Federal Subawards and Subcontracts - Amount over \$25,000	Program fees over \$25,000 to support entrepreneurship, construction-trades math project, and child development.	\$10,000.00		\$10,000.00
360 Travel, Conventions and Conference	Travel reimbursement to schools and for consortium staff for training.	\$6,000.00		\$6,000.00
				\$0.00
				\$0.00
<b>300's Services/Subawards</b>	<b>SUBTOTAL</b>	<b>\$52,874.76</b>	<b>\$0.00</b>	<b>\$52,874.76</b>
430 Supplies and Materials - Non-individualized Instructional	Supplies and Materials for Geometry in Construction and other approved program areas where cooperative purchasing may take place including the CTE/CDA High School Program.	\$6,000.00		\$6,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>400's Supplies/Materials</b>	<b>SUBTOTAL</b>	<b>\$6,000.00</b>	<b>\$0.00</b>	<b>\$6,000.00</b>
530 Other Equipment Purchased	Equipment for Geometry in Construction and other larger equipment requests (implementing cooperative purchasing by program area).	\$8,000.00		\$8,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>500's Capital/Equipment</b>	<b>SUBTOTAL</b>	<b>\$8,000.00</b>	<b>\$0.00</b>	<b>\$8,000.00</b>
<b>895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				<b>\$5,496.94</b>
<b>2024-2025 Proposed Budget</b>		<b>\$104,441.76</b>	<b>\$0.00</b>	<b>\$109,938.70</b>

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

5681.06

	Performance Gaps	POS/CTE Programs
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.	X	
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.	X	
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	X	
Support integration of academic skills into CTE programs and programs of study.	X	
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	
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 APR report.	X	
Not applicable.		

## SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures (100s and 200s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

**BASIC: 141 - \$3,894** Consortium staff working to incorporate career exploration activities for our special populations. Expanding WBL activities through partnerships with our local workforce development boards. Participating in CLNA reviews and advisory boards. Narratives 1-10; CLNA 1-5. **170 - \$22,933** Consortium staff time for processing expenditures requests from consortium schools for shared equipment, professional development, technology, and equipment. Consortium staff time for processing expenditures and registering participants for applied academic training. Consortium staff time for coordinating logistics and scheduling for students in Project Discovery. Secondary Perkins Coordinator contract for development and coordination for regional professional development for teachers in approved CTE programs. Consortium staff time for updating the CTE website, tracking inventory, and tracking CTE application expenses. Narratives 1-10; CLNA - 1-5 **200 - \$12,985** All benefits for the 141 and 170 personnel expenditures listed above. Narratives 1-10; CLNA - 1-5 **RESERVE: 110 -** Consortium staff time to provide administrative support to new staff implementing new activities and support to staff transitioning into Perkins. **\$1,063** **141 - \$9,894** Consortium staff working with partners to facilitate Geometry in Construction, CTE/Child Development Associate (CDA) High School Programs, expand Midland CEO Programs, and resources to support our employers in developing their career pathways for transparency for increase students and parents awareness of opportunities available locally in the region. **200 - \$10,658** All benefits for the 141 and 170 personnel expenditures listed above. Narratives 1-10; CLNA - 1-5

*Describe how your consortium plans to use your Perkins award on **Services and Subawards expenditures (300s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*



**BASIC 303 - \$2,000** Secondary and postsecondary consortium staff scheduling advisory meetings to gather input and update the CLNA. Narrative 1 CLNA 1-5 **303- \$5,000** Consortium staff time to coordinate with CTE Teachers and administrators for the planning and delivery of Perkins approved WBL services in the region (Industry Tours/Partnerships/Career Connectors/Career Pathway Programs). Narrative 6 CLNA 3-5 **303- \$87,653.26** Payments or reimbursements to schools for approved program purchases of specialized instructional supplies, professional development and supplementary curriculum (Including curriculum to close the reading and math achievement gaps). These purchases can apply to classrooms or the improvement of new or existing CTE student organizations. Each fall, state-approved Perkins programs have the opportunity to apply for funds that meet the established priorities listed on the Expenditure Request Form that is part of our local application. Funds requested must meet criteria established by the MN West Carl Perkins advisory committee. Narrative 2 CLNA 1-5 **303- \$2,000** Secondary consortium staff time reviewing annual performance data and determining plans to address gaps. Narrative 9 CLNA 1 **303- \$3,000** Secondary consortium staff time setting up agenda, preparing meeting materials, and facilitating consortium advisory meetings. Narrative 10 CLNA 1-5 **303- \$2,000** Contracted costs for OutSource Projects-SendGrid for southern regional articulation website and meetings (Articulated College Credit). Narrative 7 CLNA 2 **303- \$3,510** Contracted costs for Interactive Trailer(s) and/or Keynote Speaker for the SW MN Career Expo. Narrative 2-7 CLNA 5 **303- \$5,000** Reimbursement for equipment and reusable supplies to start 4 new First Tech Challenge Teams. Narrative 2 CLNA 2,3, 5 **303- \$16,000** Creating new interactive career units for Project Discovery to serve 75 special education and 75 EL students. Contracted costs for the Major Madness career event for EL students and teachers. Narrative 2-7 CLNA 5 **303- \$500** Reimbursement for teacher externship stipends and sub and travel reimbursement for annual discipline-specific CTE professional development. Narrative 8 CLNA - 2, 4 **304 - \$10,000** Consortium staff time to establish the local grant process, review applications, meet with school CTE and administration, and assure the alignment of expenses with approved POS. Narrative 2 CLNA 2-5 **329 - \$250** Estimated postage costs for consortium staff communication with CTE teachers and administrators. Narrative 2 CLNA 2, 3, 5 **366 - \$3,000** Estimated travel costs for staff to travel to attend advisory meetings, review Carl Perkins spending guidelines with schools, provide information about grant opportunities, and attend regional CTSO competitions. Narrative 2-5, 8, 10 CLNA 3 **366- \$1,500** - Travel costs and event expenses for Career Exploration and Career Development Events held at Minnesota West and Southwest Minnesota State University. Narrative 2-6 CLNA 5 **366- \$1,000** Travel costs for student competitions, conferences and workshops. Narrative 2-7 CLNA 3,5 **366- \$10,000** Travel and lodging for 8 teachers and 2 consortium staff to attend the CTE Works Conference. Travel reimbursement/workshop expenses for annual CTE professional development meetings by discipline. Travel and lodging for 3 consortium staff to attend a ACTE Conference in the Fall or Spring. Narrative 8 CLNA 3, 4, 5 **366- \$2,000** Travel reimbursement for 10 Perkins Advisory Board Members to attend two annual meetings. Narrative 10 CLNA 1-5 **RESERVE 303- \$15,000** Reimbursement for 4 school district program expenses (equipment, materials, curriculum) to support new Geometry in Construction pilot projects. Narrative 4, 9, 11 CLNA 1 **303- \$36,874.76** Contract for curriculum and support for **the Early Childhood Education Programs that are embedding the Child Development Associate (CDA) National Credentialing Program**, Geometry in Construction, Midland CEO program for 1 new partnership. Support for CTE program costs for entrepreneurial **project in consortium high schools. Contracts for curriculum and support for the CDA and Geometry in Construction will be supported throughout the entire consortium.** Narrative 4,9, 11 CLNA 1,5 **304- \$10,000** Program fees over \$25,000 for **the Early Childhood Education Programs that are embedding the Child Development Associate (CDA) National Credentialing Program**, Geometry in Construction and Midland CEO Program **(initial cost \$35,000). The fees associated with these initiatives include licensed curriculum, technical assistance and professional development.** Narrative 4, 9, 11 CLNA 1, 5 **366- \$2,000** Travel reimbursement to schools and for consortium staff for training and PLC Geometry in Construction and **the Early Childhood Education Programs that are embedding the Child Development Associate (CDA) National Credentialing Program** meetings. Narrative 11 CLNA 1,5 **366- \$4,000** School entrepreneurship travel costs for four Midland CEO programs and expenses for the conference. Narrative 11

## SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

**BASIC**

406 - \$30,000 - Instructional software for high school student career exploration (such as YouScience). Narrative 2, 4 CLNA 2,3,5

406 - \$15,000 - Partial support for consortium school WBL programs to access the NextUp transition and other WBL curricula for 15 schools. Narrative 4 CLNA 5

430 - \$10,000 - Specialized supplies and technology to support technical skill development and industry-based student organization competitions for approved CTE programs. Narrative 2 CLNA 2, 3

430 - \$11,000 - Estimated supplies for Career Exploration and Career Development Events at Minnesota West and SMSU to serve 2,000 high school students. **Supplies that can be reused multiple times and are essential for hands-on learning experiences. These supplies vary depending on the specific CTE area, number of students, but include: instructional resources, personal protective gear such as lab coats, helmets and safety goggles, peripherals, demonstrations or simulations.** Narrative 2-6 CLNA 5

430 - \$2,000 - Supplies the Major Madness EL event and printing costs for the translation of materials into other languages. Narrative 5 CLNA 5

460 - \$4,500 - New or supplemental curriculum for approved CTE programs (with prior approval from MDE) Narrative: 4-6 CLNA - 5

**RESERVE**

430 - \$6,000 - Estimated supplies and materials for the four high schools participating in the CTE/CDA High School Program and/or Geometry in Construction pilot project.

*Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

**BASIC**

**530 - \$25,000** - Purchase of equipment for approved CTE programs to help students develop skills that industry needs and demonstrate skills in student organization competitions and experiential learning opportunities. Narrative 2, 4, 11 CLNA 2, 3

**530 - \$5,000** - Purchase of equipment and technology for special population student career exploration and training in our consortium schools or Project Discovery. Narrative 5 CLNA - 2, 3, 5

**RESERVE**

**530 - \$8,000** - Equipment costs for the four schools for the Geometry in Construction pilot project (battery-operated drills and saws, framing equipment, miter saws, table saws, etc.), CTE/CDA High School Program (RealCare Baby® 3 (formerly known as Baby Think It Over® or BTIO®) and required accessories. Narrative 11 CLNA 5

**SECONDARY Narrative for Perkins V Application**

*Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

**BASIC FUNDS - \$15,380** - 5% indirect cost chargeback for Perkins Basic

**RESERVE FUNDS - \$5,496.94** - 5% indir+A17ect cost chargeback for Perkins Reserve

*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

RESERVE: **110** - \$1,063 Consortium staff time to provide administrative support to new staff implementing new activities and support to staff transitioning into Perkins. **170** - \$15,953 Consortium staff time for processing expenditures requests from consortium schools for shared equipment, professional development, technology, and equipment. Consortium staff time for processing expenditures and registering participants for applied academic training. GAPS **141** - \$9,894 Consortium staff working with partners to facilitate Geometry in Construction, CTE/Child Development Associate (CDA) High School Programs, expand Midland CEO Programs, and resources to support our employers in developing their career pathways for transparency for increase students and parents awareness of opportuniites available locally in the region. GAPS **200** - \$10,657 All benefits for the 110, 141 and 170 personnel expenditures listed above. GAPS **303**- \$10,096.85 Reimbursement for 4 school district program expenses (equipment, materials, curriculum) to support new Geometry in Construction pilot projects. GAPS **303**- \$26,096.85 Contract for curriculum and support for the CTE/CDA High School Program, Geomentry in Construction, Midland CEO program for 1 new partnership. Support for CTE program costs for entrepreneurial project in consortium high schools. GAPS **304**- \$10,000 Program fees over \$25,000 for CTE/CDA High School Program, Geomentry in Construction and Midland CEO Program. GAPS **366**- \$2,000 Travel reimbursement to schools and for consortium staff for training and PLC Geometry in Construction and CTE/CDA High School Program meetings. GAPS **366**- \$4,000 School entrepreneurship travel costs for four Midland CEO programs and expenses for the conference. GAPS **430** - \$6,000 - Estimated supplies and materials for the four high schools participating in the CTE/CDA High School Program and/or Geometry in Construction pilot project. GAPS **530** - \$8,000 - Equipment costs for the four schools for the Geometry in Construction pilot project (battery-operated drills and saws, framing equipment, miter saws, table saws, etc.), CTE/CDA High School Program (RealCare Baby® 3 (formerly known as Baby Think It Over® or BTIO®) and required accessories. GAPS

**Narrative Funding--Postsecondary**

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Salary Consortia Coordinator	Half of salary and benefits for Consortium Coordinator										\$54,646.33	\$54,646.33
Non-Salary Coordinator	Travel, technology and supplies for Consortium Coordinator										\$0.00	\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$54,646.33	\$54,646.33
Technology/Equipment	New and upgraded equipment for CTE programs		\$9,306.91									\$9,306.91
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	\$0.00	\$9,306.91	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,306.91
CLNA	Travel, professional development, CLNA planning	\$500.00										\$500.00
NOCTI	ISA for CTE programs			\$2,000.00								\$2,000.00
Student Competitions/Organizations	Cost related to student competitions and organizations			\$5,000.00								\$5,000.00
CTE Outreach	Supplies, travel, marketing materials, and equipment for CTE outreach. Ex. faculty presentations, CTE Career Expo/events			\$3,000.00								\$3,000.00
Career Exploration	Career exploration activities, assessments, supplies to host exploration activities.			\$3,000.00								\$3,000.00
EAB	Support for new post secondary SSRM system to					\$15,000.00						\$15,000.00
Special Populations	Activities/Events/Marketing that support special populations Includes faculty stipends to host College is for Me in Summer.					\$5,500.00						\$5,500.00
CTE Website	Maintenance of the articulation website							\$1,071.43				\$1,071.43
Professional Development	professional development for faculty/staff								\$22,200.00			\$22,200.00
Performance Indicators	materials, supplies for events hosted that focus attention on non traditional careers for genders and underserved populations. Also used for									\$3,000.00		\$3,000.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	\$500.00	\$0.00	\$13,000.00	\$0.00	\$20,500.00	\$0.00	\$1,071.43	\$22,200.00	\$3,000.00	\$0.00	\$60,271.43
<b>Administration—Federal and Nonpublic Indirect Cost (Chargeback)—No more than 5% of Total (Enter amount in YELLOW cell at right)</b>											\$2,000.00	\$2,000.00
<b>2024-2025 Proposed Budget</b>		<b>\$500.00</b>	<b>\$9,306.91</b>	<b>\$13,000.00</b>	<b>\$0.00</b>	<b>\$20,500.00</b>	<b>\$0.00</b>	<b>\$1,071.43</b>	<b>\$22,200.00</b>	<b>\$3,000.00</b>	<b>\$56,646.33</b>	<b>\$126,224.67</b>

[illegible]

## Minnesota West

## Reserve Funding--Postsecondary

## Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			ALL POS	
Health Careers Navigator	partial salary for 3rd and final year of funding the Health Careers Navigator	\$7,500.00	\$7,500.00	\$15,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	<b>\$7,500.00</b>	<b>\$7,500.00</b>	<b>\$15,000.00</b>
New and Innovative Technology and Equipment	Equipment and technology that demonstrates leading edge industry standards Minnesota West Finance Committee will be meeting in the Fall to review and determine which requests meet requirements of Perkins funding and prioritize them based on need.		\$55,938.70	\$55,938.70
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$55,938.70</b>	<b>\$55,938.70</b>
Enhanced Enrollment	Supplies, marketing materials, and equipment for CTE outreach to boost enrollment in POS and advertise/promote partnerships. Including but not limited to advertisements/promotional for both print, billboards, radio, website, flyers, videos and testimonials representing POS, etc. Marketing & Communication will work to create and disseminate inclusive and accurate marketing and communication materials that support the college's commitment to equity and inclusion. Create marketing and outreach materials for Website & Communication to reflect diversity of the student body, also be available in multiple languages.	\$15,000.00	\$15,000.00	\$30,000.00
Specialized Populations Campaign	Provide activities/events that expose and provide access to the college to underserved, underrepresented populations and market those events. Collaborate with agencies serving economically disadvantaged, 1st Gen, EL learners, and Individuals 25 and older without high school diplomas/GEDs Ex. Major Madness, Breaking Traditions, College is for Me.	\$2,500.00	\$2,500.00	\$5,000.00
				\$0.00
				\$0.00
				\$0.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	<b>\$17,500.00</b>	<b>\$17,500.00</b>	<b>\$35,000.00</b>
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				\$4,000.00
<b>2024-2025 Proposed Budget</b>		<b>\$25,000.00</b>	<b>\$80,938.70</b>	<b>\$109,938.70</b>

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.	X	X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	X	X
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	X
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 APR report.	X	X
Not applicable.		

### POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

**\$54,646.33** will be spent for the consortiums coordinator salary. The coordinator impacts and supports all **11 narratives**. The consortium wouldn't function without a coordinator. \$0 is budgeted for the coordinators non-salary expenses such as travel, supplies, technology. See reserve funds for other explanation of personnel expenses. This year there is no non-salary expenses anticipated.

*Describe how your consortium plans to use your Perkins award on **Equipment expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

**\$9,306.91** for equipment in our CTE programs to assist students to build skills the industry is looking for. Goals of our CLNA are to support the ongoing \$4 million need for equipment upgrades in order to meet industry standard equipment. This expenditure will impact **Narratives 2, 3, 5, 6, 9. CLNA Element:** Our College-Wide Finance Committee which is a cross section of staff and faculty vets all requests for equipment and technology in the Fall 2024 (Sept/Oct). Equipment is purchased and on the respective campus by June 30th, 2025. Inventory is updated as equipment is purchased and arrived to campus.  
See reserve funds for other explanation of equipment expenditures.

### POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

**\$500 CLNA:** For scheduling and traveling to advisory meetings, professional development and other activities to gather information and plan for the next CLNA. **Narrative: 1, 10 CLNA Elements: 1, 2, 3, 4, 5**

**\$2,000 NOCTI Testing:** For TSA's in CTE programs to support curriculum improvement in those programs. **Narrative: 3**  
**CLNA Elements: 1,2,3, 4, 5**

**\$5,000 Student Competition:** For Student Competitions and Organizations to support student attainment of skills necessary to successful employment in the industry. **Narrative: 3, 6, 9 CLNA Elements: 1, 2, 3, 5.**

**\$3,000 CTE Outreach:** For CTE Outreach which will include marketing materials for CTE programs, other supplies and equipment for presentations and activities that advance CTE. **Narratives: 3,5,6 CLNA Elements: 2, 3, 5**

**\$3,000 Career Exploration:** For supplies and materials for career exploration activities such as Breaking Traditions; Technology Day; Scrubs Camps; Kids College/STEM; 9th Grade Day; etc. **Narratives: 3, 5, 6, 7, 9 CLNA Elements: 2, 3, 5**

**\$15,000 EAB:** To support EAB for our new post secondary SSRM system that communicates with our students, tracks, and manages student contact from prospect through graduation to increase enrollment and retain current students. Navigate360 by EAB is Minnesota West's student support software program, which is designed to enhance student success and retention. Navigate 360 provides personalized support to students throughout their academic journey, helping staff and faculty to proactively identify and communicate with students in need. It also enables students to access the resources they need to succeed at the college. Navigat360 offers features such as appointment scheduling for academic advisors and tutors, early alerts for at-risk students, and targeted interventions to address barriers to student success. The tool also provides data analytics to assist in retention efforts. Through the use of Navigate360, Minnesota West intends to improve student outcomes, increase retention rates, and promote overall student well-being.  
**Narratives: 5, 9 CLNA Elements: 1,2,5**

**\$5,500 Special Population Resources:** To support special populations including speakers, new student orientations, boot camps, Blue Jay Days and other retention events/activities. **Narratives 5, 9 CLNA Elements 1,5**

**\$22,200 Professional Development:** For professional development including Appreciative Advising and NACADA Conference in order to provide a more comprehensive student experience to increase enrollement and retension of students. Other professional development opportunites include FBM, ASA, and CTE Works. Training for CTE instructor to learn inovated technology purchased for POS and attend POS Specific Conference. **Narratives 1-11 CLNA Elements 4.**

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (Administration)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.

**Basic Funding Admin Allowance \$2,000:** Administrative costs for administering the grant.  
**Admin Allowance \$4,000:** Administrative costs for administering the grant.  
**cost: \$6,000**

**Reserve Funding**  
**Total administrative**

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

**\$15,000 Navigator:** For partial salary of new Health Careers Navigator which applies to **Narratives 2, 3, 5, 6, 7, 9, 11. CLNA Elements: 1,2,3 and 5** demonstrate need for increased efforts to cultivate relationships with prospective students, recruit and retain them in our allied health and nursing programs. There are definitive performance gaps for all students in those programs.

**\$30,000 Enhanced Enrollement:** Supplies, marketing materials, and equipment for CTE outreach to boost enrollment in POS and advertise/promote partnerships. Including but not limited to advertisements/promotional for both print, billboards, radio, website, flyers, videos and testimonials representing POS, etc. Marketing & Communication will work to create and disseminate inclusive and accurate marketing and communication materials that support the college's commitment to equity and inclusion. Create marketing and outreach materials for Website & Communication to reflect diversity of the student body, also be available in multiple languages. **Narrative: 1,2,3,5,7,9, 11 CLNA Elements: 2,3,5**

**\$5,000 Special Populations:** For special populations related to students of color and other special populations. These activities impact **Narratives 3,5,9,11 CLNA Element 1, 5** Our CLNA identifies gaps in performance for all special populations with the exception of students from economically disadvantaged household. Our consortium encompasses the 2nd most diverse county in MN with over 50 languages spoken in District 218. We plan to provide targeted activities/events and outreach for such as Major Madnes and College is For Me to expose EL and first generation students to career and college options and College is For Me helps them prepare for entering college in the Fall. Other events/activities include but are not limited to Breaking Traditions, Scrubs Camps, etc.

**\$55,938.70 Specialized Equipment:** Funding will be spent on new and innovate equipment in our POS programs which relates to **Narratives 2, 3, 4, 5, 6, 7, 9, 11. CLNA Element 1.** This not only helps CTE students to develop the skills the industry needs but will the support development of new, enhance and or expansion of current POS. Our CLNA goals are to support the ongoing 4 million dollars of needed and requested equipment. Our College-Wide Finance Committee which is a cross section of staff and faculty vets all requests for equipment and technology in the Fall 2024 (Sept/Oct). Equipment is purchased and on the respective campus by June 30th, 2025. Inventory is updated after equipment has been purchased and has arrived.



# Consortium Plan: Budget Summary 2022-2023

<div>Minnesota West</div> <div>July 1, 2024 - June 30, 2025 (FY25)</div> <div>Budget by Application Narratives</div>				
*DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs*				
Narrative 1: CLNA	Secondary	\$5,981.20		\$5,981.20
	Postsecondary		\$500.00	\$500.00
	<b>Total</b>	<b>\$5,981.20</b>	<b>\$500.00</b>	<b>\$6,481.20</b>
Narrative 2: Programs of Study	Secondary	\$158,834.20		\$158,834.20
	Postsecondary		\$9,306.91	\$9,306.91
	<b>Total</b>	<b>\$158,834.20</b>	<b>\$9,306.91</b>	<b>\$168,141.11</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$7,766.20		\$7,766.20
	Postsecondary		\$13,000.00	\$13,000.00
	<b>Total</b>	<b>\$7,766.20</b>	<b>\$13,000.00</b>	<b>\$20,766.20</b>
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$41,266.20		\$41,266.20
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$41,266.20</b>	<b>\$0.00</b>	<b>\$41,266.20</b>
Narrative 5: Special Populations	Secondary	\$9,266.20		\$9,266.20
	Postsecondary		\$20,500.00	\$20,500.00
	<b>Total</b>	<b>\$9,266.20</b>	<b>\$20,500.00</b>	<b>\$29,766.20</b>
Narrative 6: Work - Based Learning	Secondary	\$13,766.20		\$13,766.20
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$13,766.20</b>	<b>\$0.00</b>	<b>\$13,766.20</b>
Narrative 7: Early College	Secondary	\$6,766.20		\$6,766.20
	Postsecondary		\$1,071.43	\$1,071.43
	<b>Total</b>	<b>\$6,766.20</b>	<b>\$1,071.43</b>	<b>\$7,837.63</b>
Narrative 8: Support for Professionals	Secondary	\$29,981.20		\$29,981.20
	Postsecondary		\$22,200.00	\$22,200.00
	<b>Total</b>	<b>\$29,981.20</b>	<b>\$22,200.00</b>	<b>\$52,181.20</b>
Narrative 9: Performance Gaps	Secondary	\$5,981.20		\$5,981.20
	Postsecondary		\$3,000.00	\$3,000.00
	<b>Total</b>	<b>\$5,981.20</b>	<b>\$3,000.00</b>	<b>\$8,981.20</b>
Narrative 10: Governance	Secondary	\$24,696.46		\$24,696.46
	Postsecondary		\$56,646.33	\$56,646.33
	<b>Total</b>	<b>\$24,696.46</b>	<b>\$56,646.33</b>	<b>\$81,342.79</b>
Narrative 11: Reserve Funds	Secondary	\$109,938.70		\$109,938.70
	Postsecondary		\$109,938.70	\$109,938.70
	<b>Total</b>	<b>\$109,938.70</b>	<b>\$109,938.70</b>	<b>\$219,877.40</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$20,712.20		\$20,712.20
	Postsecondary		\$6,000.00	\$6,000.00
	<b>Total</b>	<b>\$20,712.20</b>	<b>\$6,000.00</b>	<b>\$26,712.20</b>
PLAN TOTALS	Secondary	\$414,243.96		\$414,243.96
	Postsecondary		\$236,163.37	\$236,163.37
	<b>Total</b>	<b>\$414,243.96</b>	<b>\$236,163.37</b>	<b>\$650,407.33</b>

## COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$304,305.26	\$109,938.70	\$414,243.96
Budget <b>Over</b> /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$126,224.67	\$109,938.70	\$236,163.37
Budget <b>Over</b> /Short	\$0.00	\$0.00	\$0.00

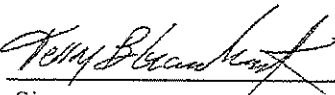
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**For Office Use Only:**  
**DO NOT REMOVE THESE ROWS**  
**FROM YOUR FINAL REPORT**

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: <u>Minnesota West Community &amp; Technical College</u>	
College President's Name (Print): <u>Terry Gaalswyk</u>	
	<u>3-29-24</u>
Signature	Date
email: <u>terry.gaalswyk@mnwest.edu</u>	
Phone: <u>507-372-3491</u>	

District Name: _____	
District Number/Type: _____	
Superintendent's Name – (Print): _____	
Signature	Date
email: _____	
Phone: _____	

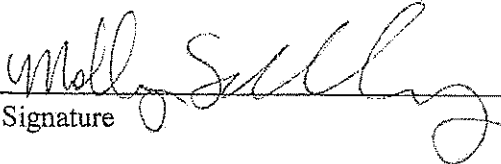
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Adrian Public School</u>	
District Number/Type: <u>0511-01</u>	
Superintendent's Name – (Print): <u>Molly Schilling</u>	
Signature  _____	Date <u>4/3/24</u> _____
email: <u>m.schilling@isd511.net</u>	
Phone: <u>507-483-2266</u>	

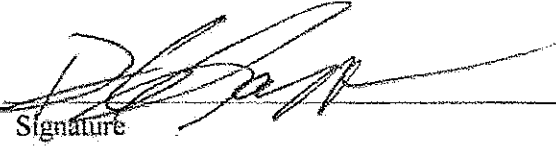
*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Benson Public Schools</u>	
District Number/Type: <u>0777</u>	
Superintendent's Name – (Print): <u>Dennis Laumeier</u>	
 Signature _____	<u>3-28-2024</u> Date _____
email: <u>dlaumeier@benison.k12.mn.us</u>	
Phone: <u>320-843-2710</u>	

*(Duplicate as needed)*

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Canby Public Schools</u>	
District Number/Type: <u>0891-01</u>	
Superintendent's Name - (Print): <u>Ryan Nielsen</u>	
Signature <u>Ryan Nielsen</u>	Date <u>4/16/2004</u>
email: <u>ryan.nielsen@canbyancora.org</u>	
Phone: <u>507-223-2001</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Cedar Mountain</u>	
District Number/Type: <u>2754</u>	
Superintendent's Name -- (Print): <u>Kimberly Dewitt</u>	
Signature <u>Kimberly Dewitt</u>	Date <u>4-22-23</u>
email: <u>kdewitt@cedarmt.org</u>	
Phone: <u>507-249-5990</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Comfrey Public School</u>	
District Number/Type: <u>0081-01</u>	
Superintendent's Name - (Print): <u>Kirsten Hutchison</u>	
Signature  _____	Date <u>4/11/24</u>
email: <u>khutchison@comfrey.mntm.org</u>	
Phone: <u>507-877-3491</u>	

(Duplicate as needed)




I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Dawson-Boyd Public Schools</u>	
District Number/Type: <u>0378</u>	
Superintendent's Name – (Print): <u>Holly Ward</u>	
 	
Signature _____	Date <u>04-01-2024</u>
email: <u>hward@dwby.k12.mn.us</u>	
Phone: <u>320-312-2301</u>	

*(Duplicate as needed)*

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: \_\_\_\_\_

College President's Name (Print): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_


email: \_\_\_\_\_

Phone: \_\_\_\_\_

District Name: Edgerton Public School

District Number/Type: 0581-01

Superintendent's Name – (Print): Keith Buckridge

 \_\_\_\_\_  
Signature \_\_\_\_\_ Date 4-3-2024

email: kbuckridge@edgertonpublic.com

Phone: 507-442-7881

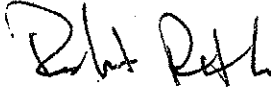
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>ELLSWORTH Public School #514</u>	
District Number/Type: <u>514</u>	
Superintendent's Name - (Print): <u>ROBERT ROUTH</u>	
 	
Signature _____	Date <u>4-4-24</u>
email: <u>robert.routh@ellsworthschools.mn.org</u>	
Phone: <u>507-967-2242</u>	

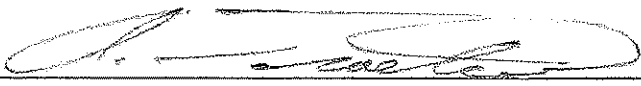
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Fairmont Area Schools</u>	
District Number/Type: <u>2752 - 01</u>	
Superintendent's Name – (Print): <u>Andrew Traetow</u>	
	April 2, 2024
Signature _____	Date _____
email: <u>atraetow@fairmont.k12.mn.us</u>	
Phone: <u>507-238-4234</u>	

*(Duplicate as needed)*

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: \_\_\_\_\_

College President's Name (Print): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_


email: \_\_\_\_\_

Phone: \_\_\_\_\_

District Name: Fulda Public School District

District Number/Type: ISD 505

Superintendent's Name -- (Print): Michael Pagel

Signature  Date 3/28/24

email: michael.pagel@isd505.org

Phone: 507-425-2514

*(Duplicate as needed)*

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Granada Huntley East Chain</u>	
District Number/Type: <u>ISD #2536</u>	
Superintendent's Name -- (Print): <u>Douglas Storbeck</u>	
Signature <u>Douglas Storbeck</u>	Date <u>4/22/24</u>
email: <u>doug.storbeck@ghcc.k12.mn.us</u>	
Phone: <u>(507) 447-2211</u>	


(Duplicate as needed)

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**ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:**

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Hendricks Public School</u>	
District Number/Type: <u>0402-01</u>	
Superintendent's Name -- (Print): <u>Paul Chick</u>	
	<u>4/4/24</u>
Signature	Date
email: <u>paul.chick@isd402.org</u>	
Phone: <u>507-275-3115</u>	


*(Duplicate as needed)*

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Heron Lake-Okabena School District</u>	
District Number/Type: <u>0330-01</u>	
Superintendent's Name – (Print): <u>Paul P. Bang</u>	
	
Signature _____	Date <u>4-8-24</u>
email: <u>paul.bang@isd330.org</u>	
Phone: <u>507-853-4507</u>	

*(Duplicate as needed)*

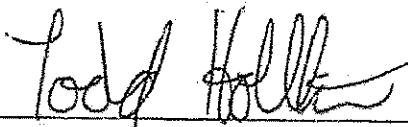


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Hills-Beaver Creek</u>	
District Number/Type: <u>0671-01</u>	
Superintendent's Name – (Print): <u>Todd Holthaus</u>	
	03/28/2024
Signature _____	Date _____
email: <u>t.holthaus@isd671.net</u>	
Phone: _____	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>IVANHOE</u>	
District Number/Type: <u>403-01</u>	
Superintendent's Name – (Print): <u>Loy Woelber</u>	
Signature <u>Loy Woelber</u>	Date <u>4/1/24</u>
email: <u>lwoelber@wwgschools.org</u>	
Phone: <u>507.828.6608</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Jackson County Central</u>	
District Number/Type: <u>2895</u>	
Superintendent's Name – (Print): <u>Bonny Schmidt</u>	
Signature <u>Bonny Schmidt</u>	Date <u>4-2-24</u>
email: <u>bonny.schmidt@jccschools.net</u>	
Phone: <u>507-847-3608</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Lac qui Parle VALLEY</u>	
District Number/Type: <u>#2853 TYPE: 01</u>	
Superintendent's Name – (Print): <u>Richard Ellingworth</u>	
Signature <u>Richard Ellingworth</u>	Date <u>03-29-2024</u>
email: <u>Rellingworth@lqpv.org</u>	
Phone: <u>320-752-4835</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Lake Benton</u>	
District Number/Type: <u>404-01</u>	
Superintendent's Name - (Print): <u>Loy Woelber</u>	
Signature <u>Loy Woelber</u>	Date <u>4/1/24</u>
email: <u>lwoelber@wwgschools.org</u>	
Phone: <u>507-828-6608</u>	

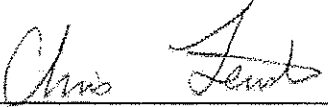
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Lakeview Public Schools #2167</u>	
District Number/Type: <u>2167-01</u>	
Superintendent's Name – (Print): <u>Dr. Chris Fenske</u>	
	<u>4/2/2024</u>
Signature	Date
email: <u>chrisfenske@lakeview2167.com</u>	
Phone: <u>(507) 423-5164 ext. 1305</u>	

*(Duplicate as needed)*

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Luverne Public School</u>	
District Number/Type: <u>2184-01</u>	
Superintendent's Name – (Print): <u>Craig Oftedal</u>	
Signature <u>Craig Oftedal</u>	Date <u>4-1-24</u>
email: <u>C.Oftedal@disd2184.net</u>	
Phone: <u>507-283-8088</u>	

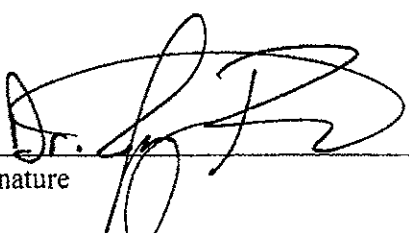
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Lynd Public School</u>	
District Number/Type: <u>#0415 Type 1</u>	
Superintendent's Name – (Print): <u>Dr. Jerry Rasmussen</u>	
 Signature _____	April 23, 2024 Date _____
email: <u>jerry.rasmussen@lyndschool.org</u>	
Phone: <u>507.865.4404</u>	

*(Duplicate as needed)*

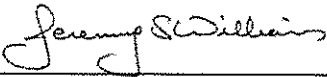


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Marshall Public Schools</u>	
District Number/Type: <u>ISD 413</u>	
Superintendent's Name – (Print): <u>Jeremy Williams</u>	
	4/1/2024
Signature _____	Date _____
email: <u>jeremy.williams@marshall.k12.mn.us</u>	
Phone: <u>507-537-6924</u>	


*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Martin County West Public Schools</u>	
District Number/Type: <u>Independent School District #2448</u>	
Superintendent's Name - (Print): <u>Cori Reynolds</u>	
Signature  _____	Date <u>4/23/24</u> _____
email: <u>cori.reynolds@mcwmavericks.org</u>	
Phone: <u>507-764-2330</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Milroy School District 0635</u>	
District Number/Type: <u>0635</u>	
Superintendent's Name – (Print): <u>John R Willey</u>	
Signature <u>John R Willey</u>	Date <u>4-19-24</u>
email: <u>John.Willey@milroyschools.org</u>	
Phone: <u>507-336-2568</u>	

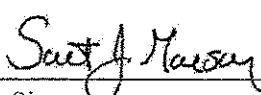
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Minneota Public Schools</u>	
District Number/Type: <u>0414-01</u>	
Superintendent's Name – (Print): <u>Scott Monson</u>	
 Signature _____	<u>4-23-24</u> Date _____
email: <u><a href="mailto:scott.monson@minneotaschools.org">scott.monson@minneotaschools.org</a></u>	
Phone: <u>507-872-6175</u>	
<i>(Duplicate as needed)</i>	

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Minnesota River Valley Education District</u>	
District Number Type: <u>6018-61</u>	
Superintendent's Name - (Print): <u>Karen Jacobson</u>	
Signature <u>Karen Jacobson</u>	Date <u>4-22-2024</u>
email: <u>Kjacobson@mrved.net</u>	<u>After July 1, 2024</u>
Phone: <u>320-269-9297</u>	<u>dhovland@mrved.net</u>

(Duplicate as needed)


(Dan Hovland will be the new director.)

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**ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:**

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Montevideo Public Schools</u>	
District Number/Type: <u>01-0129</u>	
Superintendent's Name – (Print): <u>WADE MCKITTRICK</u>	
	<u>3/28/2024</u>
Signature	Date
email: <u>wmckittrick@gmail.com</u>	
Phone: <u>320-269-3027</u>	

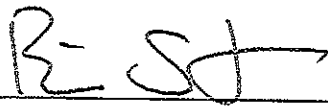
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Mountain Lake Public Schools</u>	
District Number/Type: <u>0173-01</u>	
Superintendent's Name - (Print): <u>Bill Strom</u>	
	<u>4/22/24</u>
Signature _____	Date _____
email: <u>bstrom@isd173.org</u>	
Phone: <u>507-427-2325 x 105</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Murray County Central</u>	
District Number/Type: <u>ISD #2169-01</u>	
Superintendent's Name – (Print): <u>Joe W. Meyer</u>	
 Signature	<u>04-01-24</u> Date
email: <u>Joe.Meyer@mcc.mntm.org</u>	
Phone: <u>507-836-6575</u>	

*(Duplicate as needed)*




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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Ortonville School District</u>	
District Number/Type: <u>2903</u>	
Superintendent's Name – (Print): <u>Kristopher Evje</u>	
	03/28/24
Signature	Date
email: <u>kristopher.evje@ortonville.k12.mn.us</u>	
Phone: <u>320-839-6181</u>	

*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: \_\_\_\_\_

College President's Name (Print): \_\_\_\_\_

Signature

Date

email: \_\_\_\_\_

Phone: \_\_\_\_\_

District Name: Pipestone Area Schools

District Number/Type: 2689

Superintendent's Name – (Print): Dr. Klint W. Willert

Signature

Date

email: klint.willert@pas.k12.mn.us

Phone: 507-562-6068

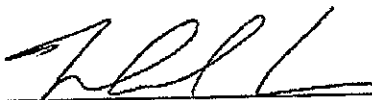
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Red Rock Central</u>	
District Number/Type: <u>2884-01</u>	
Superintendent's Name - (Print): <u>Todd Lee</u>	
	<u>4/2/24</u>
Signature	Date
email: <u>toddlee@rrcfalcons.org</u>	
Phone: <u>507-752-7361</u>	

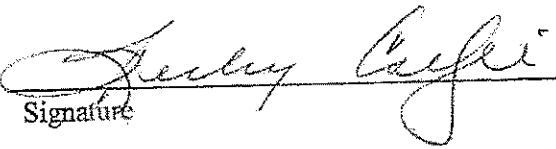
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Redwood Area Schools</u>	
District Number/Type: <u>2897</u>	
Superintendent's Name – (Print): <u>Becky Cselovszki</u>	
Signature <u></u>	Date <u>4-2-24</u>
email: <u>bcselovszki@redwoodareaschools.com</u>	
Phone: <u>507-644-8064</u>	

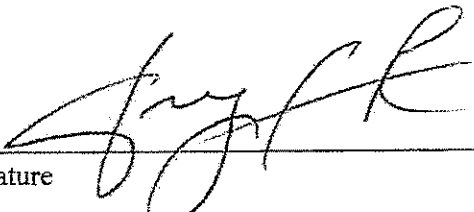
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Renville County West I.S.D.</u>	
District Number/Type: <u>2890-01</u>	
Superintendent's Name – (Print): <u>Doug Froke</u>	
Signature  _____	Date <u>4/2/24</u> _____
email: <u>dfroke@rcw.k12.mn.us</u>	
Phone: <u>320-329-8362</u>	

*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: \_\_\_\_\_

College President's Name (Print): \_\_\_\_\_

Signature

Date

email: \_\_\_\_\_

Phone: \_\_\_\_\_

District Name: Round Lake Brewster

District Number/Type: 2907/01

Superintendent's Name - (Print): Ray Hassing

Signature

Date

email: rhassing@rlb.mntrn.org

Phone: 507-842-5951

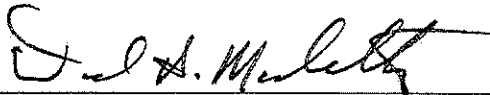
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Russell-Tyler-Rushon ISD No. 2902</u>	
District Number/Type: <u>2902-01</u>	
Superintendent's Name -- (Print): <u>David A. Marlette</u>	
	
Signature	Date
email: <u>David.Marlette@rtvschools.org</u>	
Phone: <u>(507) 247-5913, Ext. #1</u>	

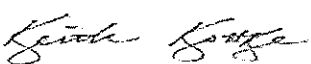
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Springfield School District</u>	
District Number/Type: <u>0085-01</u>	
Superintendent's Name – (Print): <u>Keith Kottke</u>	
	<u>3/29/24</u>
Signature _____	Date _____
email: <u>keith.kottke@springfield.mnmt.org</u>	
Phone: <u>507-723-4283</u>	
<i>(Duplicate as needed)</i>	



I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>SWWC Service Cooperative</u>	
District Number/Type: <u>991-83</u>	
Superintendent's Name – (Print): <u>Cliff Carmody</u>	
Signature <u>Cliff Carmody</u>	Date <u>3/29/24</u>
email: <u>cliff.carmody@swwc.org</u>	
Phone: <u>507-537-2250</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Tracy Area Public Schools</u>	
District Number/Type: <u>2904-01</u>	
Superintendent's Name – (Print): <u>Chad Anderson</u>	
	<u>4-1-2024</u>
Signature	Date
email: <u>andersonc@tracy.k12.mn.us</u>	
Phone: <u>507-629-5500</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Truman Public School</u>	
District Number/Type: <u>0458-01</u>	
Superintendent's Name - (Print): <u>Lisa Shelton</u>	
Signature <u>Lisa Shelton</u>	Date <u>4/13/24</u>
email: <u>Sheltonl@truman.k12.mn.us</u>	
Phone: <u>(507) 726-2111</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Wabasso Public School</u>	
District Number/Type: <u>ISD 640</u>	
Superintendent's Name – (Print): <u>Jon Fulton</u>	
Signature <u>Jon Fulton</u>	Date <u>4/2/24</u>
email: <u>jon.fulton@isd640.org</u>	
Phone: <u>507-342-5114</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Westbrook Walnut Grove</u>	
District Number/Type: <u>2898-01</u>	
Superintendent's Name - (Print): <u>Loy Woelber</u>	
Signature <u>Loy Woelber</u>	Date <u>April 1, 2024</u>
email: <u>lwoelber@wvgschools.org</u>	
Phone: <u>507 828 6608</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Windom</u>	
District Number/Type: <u>0177 - 01</u>	
Superintendent's Name - (Print): <u>Jamie Frank</u>	
Signature <u>Jamie Frank</u>	Date <u>4/25/2024</u>
email: <u>jfrank@isd177.com</u>	
Phone: <u>507-831-6910 ext 502</u>	

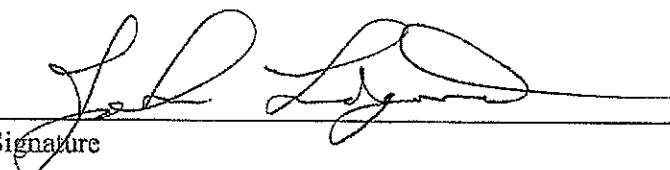
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Worthington School District 518</u>	
District Number/Type: <u>0518-D1</u>	
Superintendent's Name - (Print): <u>John Landgaard</u>	
Signature  _____	Date <u>4/1/2024</u>
email: <u>john.landgaard@isd518.net</u>	
Phone: <u>507-372-2172</u>	

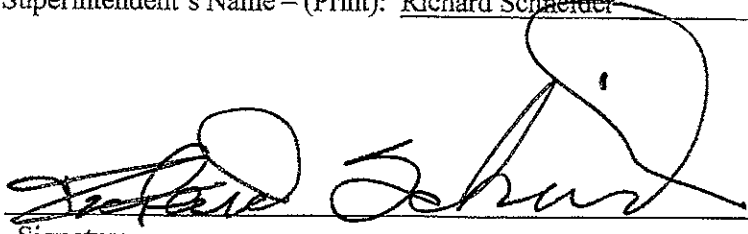
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minnesota West

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Yellow Medicine East</u>	
District Number/Type: <u>2190-01</u>	
Superintendent's Name – (Print): <u>Richard Schneider</u>	
 Signature _____	<u>3/28/24</u> Date _____
email: <u>rschneider@isd2190.org</u>	
Phone: <u>320-564-4081</u>	

(Duplicate as needed)