

Perkins V Local Application

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

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|----------------------------|---|
| Award Period: | July 1, 2024 – June 30, 2025 (FY25) REVISION 6-10-2024 |
| Consortium Name: | Northeast Metro Consortium |
| Total Award Budget: | \$1,625,424.34 |

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.

| | |
|--|---|
| Century College | Stillwater Area School District |
| AFSA | White Bear Lake School District |
| Centennial School District | South Washington County School District |
| Chisago Lakes Area School District | |
| Columbia Heights School District | |
| Forest Lake Area School District | |
| Fridley School District | |
| Mahtomedi School District | |
| Mounds View School District | |
| Intermediate District 916 | |
| North Branch School District | |
| North St. Paul-Maplewood-Oakdale School District | |
| Roseville Area School District | |
| St. Anthony School District | |
| Spring Lake Park School District | |
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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 |
|---|------|------------------|-------------------|------------------|---|---|
| Health Science, Therapeutic Services SRPOS | Both | Y | Y | Y | 833 | 341 |
| Engineering, Manufacturing, & Technology, STEM Engineering and Technology, SRPOS | Both | Y | Y | Y | 1738 | 60 |
| Engineering, Manufacturing, & Technology Architecture & Construction | Both | Y | Y | Y | 3768 | 113 |
| Human Services, Law, Public Safety, Corrections and Security, Law Enforcement Services SRPOS | Both | Y | Y | Y | 142 | 82 |
| Engineering, Manufacturing, & Technology Transportation, Distribution, & Logistics, Facility & Mobile Equipment Maintenance, SRPOS | Both | Y | Y | Y | 1792 | 31 |

| 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 |
|--|----------------|------------------|-------------------|------------------|---|---|
| Human Services, Law, Public Safety, Corrections and Security, Emergency & Fire Management SRPOS | Both | Y | Y | Y | 224 | 186 |
| Human Services, Early Childhood | Both/secondary | N | Y | Y | 360 | ---- |
| Arts, Technology & Communication- Communication Technology-Visual Arts | Both | Y | Y | Y | 2377 | |
| Arts, Technology & Communication, Information Technology, Information Support & Services | Both | Y | Y | Y | 495 | 122 |
| Agriculture, Food & Natural Resources, Animal Systems | Secondary | Y | Y | Y | 1581 | 0 |
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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: Expansion of Programs of Study (Secondary/Postsecondary) | 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 checked="" type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>The data notes several highlights relative to size, scope, and quality of CTE program in the consortium. Data indicates the NEMC has strong enrollment in several career pathways across both secondary and postsecondary CTE programs. Enrollment among concentrators increased moderately over the last 3 years and outpaced enrollment targets. For the year 2023 data pulled from MDE shows that 23,771 high school students are participating in state approved CTE programs out of the possible 34,092 all student count. Of this total number, 14,576 are participants (remaining consistent to the 2019-2020 data) 9,195 are concentrators. The top three career pathways relative to enrollment (secondary) are Human Services, Business Management & Administration, Engineering/Manufacturing Technology (RealTime Talent Report 2023, Element 5 p. 18-22). Postsecondary career pathway enrollments for the top three pathways are: Human Services, Engineering/Manufacturing Technology, and Human Services/Health Sciences, and Business Management & Administration.</p> <p>There is strong alignment in all six career pathways between secondary and postsecondary partners (RealTime Talent 2022 and 2023 Report). This alignment is supported by the robust number of dual enrollment opportunities available to students attending partner schools in the consortium. This framework of early college credit opportunities enables the consortium to leverage Perkins to explore both workforce needs through course or program expansion. Local employment data suggests expanding construction (drywall, nonresidential structural steel industries, power line construction along with construction managers and supervisors (RealTime Talent 2023 Report, Washington County CDA Workforce Supply and Demand Analysis). Washington County Community Development Agency (CDA) In manufacturing bolster wood product and chemical manufacturing along with industrial engineering techs, chemical techs, welders and solderers, machinery technicians and equipment operators. The CDA recommends adding advanced pathways in production and mechanics supervisors. In Health Science, employment data suggest focusing on providing direct care to aging and high need populations, increasing the volume of graduates coming through post-secondary programs that train registered nurses, medical and health services managers, and nurse practitioners.</p> <p>Although data shows strong POS alignment, there is an opportunity to explore the expansion or launch of new Programs of Study in the following program areas: Construction, Dental, Health Sciences, Manufacturing, Human Services, Information Technology.</p> <p>The need:</p> <ol style="list-style-type: none"> 1. Based on projected labor market shortages across all six career pathways the consortium seeks to continue support of all SRPOS & POS's. The data also indicates talent shortages and award gaps (under producing graduates in needed CTE pathways) exist therefore the consortium needs to explore expansion and innovation of CTE programs to meet workforce needs (e.g., equipment, technology, etc.). 2. Deleted text for item #2 3. Workforce data suggest we may not be producing enough graduates to meet employment demand. The need is to continue working with program faculty to expand industry certifications for CTE programs. <p>The following summary provides a brief data analysis based on information compiled by RealTime Talent regarding SRPOS and POS's (noted in the table above) the consortium seeks support to both SRPOS and POS in concert with findings from the Realtime Talent report.</p> <p>1). Health Science, Therapeutic Services: Health Sciences therapeutics is a strong POS in the consortium. The</p> | | | | | |

Health Sciences pathway is supported by the CLNA because there is direct alignment between secondary and postsecondary CTE programs. There is strong program alignment with industry needs. Additionally, local labor market data contained in the Washington County Report by RealTime Talent indicates strong demand and growth and significant talent needs in the Health Sciences career pathway (Washington County Labor Supply Study RealTime Talent, 2023, P.11, 19). In addition, the Nursing program is also a strong POS in the consortium and is projected to have talent shortages. This means there is a need for candidates to fill job openings based on current and projected talent shortages (CLNA 2022, p. 23, 2023, RealTime Talent, 2023, Employer Listening Session; Washington County Labor Demand Study, RealTime Talent, 2023, P.11, 19).

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

Manufacturing is one of the largest sectors in the Northeast Metro region. This sector has both high wages and high demand (Washington County CDA Labor Demand Study, RealTime Talent, 2023, P.18, 20).

Current and previous data CLNA 2022 and 2023, suggests there is a continuing need exists in several areas in this pathway and CTE need to continue working to meet this need by producing CTE students technical skills needed in the workforce.

3). Engineering, Manufacturing, & Technology Architecture & Construction: (Facilities Maintenance Engineer and HVAC).

The Engineering, Manufacturing, & Technology, and Construction are projected to have talent shortages in industry for this pathway. Particularly in the construction area there is a need for carpenters, construction managers, construction trades workers, etc. (Washington County, CDA Labor Demand Study, RealTime Talent, 2023, P. 11, 15, 67; CLNA P. 45, RealTime Talent Report, 2021, P. 239).

4). Human Services, Law, Public Safety, Corrections and Security, Law Enforcement Services: Local labor market data indicates this pathway also is expected to experience high growth and demand (Washington County CDA Labor Demand Study, RealTime Talent, 2023, P.11, 19). Industry trends according to this report indicate a 21.1% forecasted growth rate over ten years. This project growth in this industry sector coupled with current challenges facing the field (e.g., retirements, entry level wages) suggests there is a need to fill positions with qualified candidates from CTE programs.

5). Engineering, Manufacturing, & Technology Transportation, Distribution, & Logistics, Facility & Mobile Equipment Maintenance: There has been a need for trained individuals of all experience levels in industry. However, an improving economy may affect overall demand and there may be an oversupply for lower wage origin (entry) occupations (CLNA P.45, RealTime Talent Report, 2021, P.230; Workforce Trends Report CTE Realtime Talent 2023 p. 25). However, as the industry moves towards EV Vehicles an investment in this pathway supports our CTE program area's ability to equip students with technical skills needed in a changing industry.

6). Human Services, Law, Public Safety, Corrections and Security, Emergency & Fire Management

The EMS program has leveraged Perkins funds over the years to innovate both course offerings and the format to deliver course instruction. EMS/EMT is a strong POS in the consortium. As mentioned earlier the Human Services pathway and associated clusters are projected to have talent shortages and growth across job types within the pathway. There is a need to address the potential undersupply of candidates for positions in this career pathway (Washington County CDA Labor Demand Study, RealTime Talent, 2023, P.11, 19).

7). Arts, Technology & Communication-Communication Technology, Visual Arts: The consortium has an array of CTE programs at both the secondary and postsecondary level. The data suggests that career clusters in the pathway are forecasted to have growth in Washington County. There is a need for candidates to fill industry positions in the future (CLNA P.43, RealTime Talent Report, 2021, P.209, Washington County CDA Labor Demand Study, RealTime Talent, 2023, P34).

8). Human Services Early Childhood/Education:

Most talent in the MSP Metro that is working in Human Services roles are employed by Elementary and

Secondary Schools (21.3%) or Individual and Family Services (13.2%, up one percentage point from the prior year's estimates). These two industries account for the majority of talent demand over the next ten years, collectively needing 132,602 new Human Services professionals to fill replacement and Childcare Services. Childcare services will need 15,729 workers in the next ten years. Elementary and Secondary schools will need 21.3% more workers which in 10 years is 60,737. Early childhood is a great gateway career. Additional shortages will be in preschool teachers. MSP Metro colleges and universities are underproducing about 331 graduates annually that are needed to fill Teaching Assistant positions open with employers based in the 7-county MSP Metro. Childcare Workers, Coaches, Mental Health Counselors, and School Social Workers are also seeing significant shortages of graduate completions to meet the need for new talent to enter these professional fields (CTE Regional Workforce Trends Metro 2022 pgs. 36-40)

9). Arts, Technology & Communication, Information Technology, Information Support & Services: The Information Technology pathway is supported by LMI data and there is a direct connection between secondary and postsecondary CTE programs and alignment with industry needs. Information Technology and Human Services have the highest overall forecasted growth rates following Business, Management, and Administration cluster careers RealTime Talent Report, 2023, P.25). There is high need in this pathway and data indicates the pathway will not meet demand without improving the pipeline and coordination with industry (CTE Workforce Trends Report CTE Realtime Talent 2023 p. 24-27).

10). Agriculture, Food & Natural Resources Animal Science

Washington County has a 12.9% forecasted growth rate for AFNR based on the Washington County Labor Demand Study March 2023 which supports the Metro Country Workforce trends of 2022 showing a number of crucial trades with occupations gaps, veterinary, environmental services, and natural sciences roles indicate shortages in the years ahead. Retirements and growing demand unmet by the local talent supply chain are both contributing factors. The MSP Metro currently under-trains talent in Agriculture, Food, and Natural Resources when compared to national benchmarks. MSP Metro colleges and universities are underproducing around 36 graduates annually that are needed to fill Veterinary Technician positions and at least 32 graduates for Veterinary Assistant positions open with employers based in the 7-county MSP Metro alone. Several veterinary support roles are also lagging in local graduate awards; note that the "surplus" in Veterinarian degrees is somewhat misleading, since MSP Metro Veterinary programs serve the entire state's veterinary workforce.

2. Strategies to address need:

1. Consortium schools will review RealTime Talent data, identify schools or districts who may be able to offer a new class or add a program of study to meet the employment gaps identified in our community.
2. Postsecondary: Meeting with CTE program area deans/faculty to discuss RealTime Talent findings and identified labor market gaps to determine if POS or courses are needed to meet workforce needs.
3. Provide funding to support expansion, innovation equipment/technology, and pedagogical approaches in all CTE programs particularly those with strong enrollment to maintain the delivery of robust academic experiences for students.

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

1. Overall increased enrollment in NEMC programs of study at both the secondary and postsecondary level.

| NEED B: Equipment Updates/Innovation (Secondary/Postsecondary) | 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 |
| <p>Secondary/Postsecondary</p> <p>Many CTE programs at both the secondary and postsecondary level have been utilizing increasingly outdated equipment/technology that is not up to industry standards and in some cases may be 10-15 years old. The absence of critical equipment/technology represents challenges in the ability of CTE programs to prepare students with the technical skills in demand in the workforce. The consortium has been working with CTE programs to support the acquisition of new innovative equipment and technology. However, a continued focus is needed to support the equipment/technology needs of CTE programs that meet industry standards and indirectly support student recruitment in CTE programs. The need to support equipment/technology needs of all SRPOS and POS's is indicated by CLNA listening sessions held in spring of 2022 and fall 2023 facilitated by RealTime Talent.</p> <p>The need: To maintain strong CTE program quality and robust educational instruction, we must continue supporting the equipment/technology needs of SRPOS and POS's ensuring students have the content knowledge and technical skills necessary to meet the needs of employers.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| <ol style="list-style-type: none"> Engage CTE program, teachers/faculty, and program advisory committees to support program equipment requests and alignment with emerging technology/equipment needs in industry. Review program requests to ensure they are needed to be innovative and align with program and industry recommendations. Review CTE program requests and 5-year plans in concert with the college's Instructional Equipment request process to ensure Perkins funds are leveraged to support current and future equipment needs based on equipment/technology lifecycle. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <ol style="list-style-type: none"> Secondary Consortium Leader will meet CTE teachers and their Perkins leader for a site visit in September-November 2024. Review RFP requests from identified CTE programs to ensure requests both reflect and align with CTE program and industry equipment/technology needs as supported by LMI. | | | | | |

Note: deleted:

Need C Nontraditional Enrollment Concentration (Secondary/Postsecondary)

NEED D: Four-Year Graduation Rate (Secondary)

NEED E: Earned Postsecondary Credential (Postsecondary)

Removed from BN #2 as they are also located in either narrative 5 or 9

| | | | | | |
|---|------------------------------------|--------|-------------------------------|-------------------------------|-------------------------------|
| NEED C: Special Projects (Curriculum Based) | 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 X | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>Postsecondary The acquisition of new equipment or technology is one important element in supporting the expansion of current or new Programs of Study. Another essential aspect of this work at the program level is the need to support faculty training (learning how to operate a new piece of equipment) and integration of new equipment/technology into the course curriculum. These projects support innovation in course design and help study acquire technical skills and knowledge needed in industry.</p> | | | | | |
| <p>2. Strategies to address need:</p> | | | | | |
| <p>1. Disseminate RFP information to CTE programs encouraging programs to submit requests to improve CTE programs through innovation in design, technology integration, pedagogical education practices.</p> | | | | | |
| <p>3. Measurable Outcomes (report results in next APR):</p> | | | | | |
| <p>1. Evaluate RFP proposals to determine alignment with POS expansion or program improvement. 2. Determine if project deliverables accomplished intended outcomes.</p> | | | | | |

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

More information is needed at the program level as the process of implementation of POS’s varies between secondary and postsecondary. However, the consortium seeks to explore expansion in the following CTE POS, Construction, Dental, Health Sciences, Manufacturing, Human Services, Information Technology. Based on LMI that suggests pending projected talent shortages and the underproducing of graduates to meet industry needs, exploring POS expansion is warranted. Activities to support expansion include development of a new course articulations in Construction with NEM 916 and new articulation agreement with Mahtomedi High School in Manufacturing. Perkins also supported the acquisitions of new equipment/technology in Dental, Additive Digital Manufacturing, and Welding programs which led to new course and course redesign to integrate the new equipment/technology into course curriculum.

We will encourage consortium partners (CTE Teachers, faculty, administrators, staff) to promote CTE classes for all students particularly those who are defined as special populations under Perkins V legislation. The consortium will leverage partnerships with

secondary CTE coordinators and cultural liaisons to facilitate activities that support student awareness and engagement in career exploration events with a focus on Career and Technical Education. The Northeast Metro consortium's secondary Transition Specialist leads several college readiness events designed to introduce and engage students regarding academic and professional opportunities in CTE. (see NEMC APR 2023 p.7).

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 Exploration & Consortium Partnerships (Secondary/Postsecondary) | 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 |
| <p>Secondary/Postsecondary</p> <p>Perkins V and WIOA in many ways are intertwined due to their shared goals of helping individuals successfully engage in the workforce. The laws governing Perkins and WIOA make clear the emphasis on aligning education and workforce training programs to meet the needs of area employers in local labor markets. Consortium partners work to support local workforce efforts by collaborating, information sharing, and awareness of programs, services, and resources to ensure individuals have access to education and training that lead to employment and upward mobility in their chosen career.</p> <p>An important element in supporting the efforts of the consortium and the work of Perkins in concert with WIOA is a focus on developing strong career exploration activities. These activities can both introduce students to the world of CTE and connect them to future program enrollment, Work-based learning opportunities, and employment opportunities. The benefits students gain from these opportunities range from such activities as industry tours, job fairs to job shadowing and access to work-based learning resources. Engagement in career awareness events enables students to gain insight into different CTE careers and helps them identify a career path that aligns with their interests, skills, and aspirations. Providing career exploration comprehensive understanding of potential career options.</p> <p>The need is to continue engaging with workforce partners/agencies to collaborate, share resources, and make available career exploration opportunities for all students including students identified as special populations as defined by Perkins V.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>2. Strategies to address need:</p> | | | | | |
| <p>1. Leverage NEMC and local partnerships (secondary, postsecondary, Washington, Ramsey & Hennepin Community Development Agencies & Washington County & Workforce Development) to enhance and expand career exploration opportunities for students including individuals from underrepresented student populations.</p> | | | | | |
| <p>3. Measurable Outcomes (report results in next APR):</p> | | | | | |

1. During the 24-25 school year, NEMC will participate and attend all 9/9 Washington County Workforce Meetings documented through meeting minutes.
2. During the 24-25 school year, measure student participation by taking attendance at each of the 9 career and college readiness events that are offered at 916 Career & Tech Center with a goal of 80%.
3. During the 24-25 school year, measure student participation by taking attendance at career exploration summer campus/workshops conducted by ADM with a target of 70% SOC participation.

1. 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.
 - b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.
 - c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

The consortium plans to engage students by continuing to collaborate with community partners. Secondary Perkins Consortium leader, Century College Dean, and ABE representative attend monthly Washington County Board meetings and participate in their Youth Action team meetings and share resources and information regarding CTE programs and workforce needs.

AANAPISI: The mission of the AANAPISI program is to increase admission, retention, and graduation rates of students who are seeking Business, Human Services & Health Science pathways. The program provides wraparound services to support students throughout their time at Century College. The Perkins Program has engaged with AANAPISI to provide support regarding persistence strategies for this special population community as defined by Perkins V legislation. The programs focus on selecting CTE pathways compliments a Perkins focus relative to student success.

ABE Region V Partnership: The consortium continues to partner with local ABE centers to leverage Perkins funds to support career exploration activities for this group of learners. Last year several sessions were held which enabled ABE students to speak directly to area employers and introduce them to employment opportunities and learn what skills they need to acquire to successfully enter the workplace.

Century College Open House Events (CTE) The college hosts this event on East campus where CTE programs are housed. This event draws hundreds of students to the college and exposes them to CTE programs, resources, academic advising, and other support services designed to help students understand CTE programs and potential career pathways leading to employment opportunities in high wage high skill in demand careers.

NEM 916 Transition Specialist: The Northeast Metro Consortium works in partnership with many campus departments to develop and implement an array of career readiness and college transition activities for students. The secondary Perkins Transition Specialist utilizes Perkins funds to support campus visits for area districts/schools with CTE programs.

Secondary Work-Based Learning Platforms: The consortium will continue to support Future Forward or a similar platform which serves as a connection point for businesses, educators, and students.

TRIO Talent Search: This is a federally funded program that works to support students by introducing them to college programs through an array of college ready activities. The program exposes students to all academic programs available at the college.

Washington County Workforce Development Partnership with Century College: Century College and the Washington County Workforce Center engaged in discussions around development MOU for a one-stop delivery system model. The purpose of this partnership was to define roles and services to be provided to individuals accessing the local workforce center (Washington County) for services. Under this arrangement the college provides academic CTE programs and support services for individuals referred from the Workforce Center. Several partners are also involved in this agreement: they include DEED, Washington County CareerForce, Somali Community Resettlement Services, Dislocated Worker program for all TAA eligible participants and others.

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 | 0 |
| 2 | (POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers | 0 |
| 3 | Postsecondary Subtotal | 0 |
| 4 | (SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers | 0 |
| 5 | (SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers | 5000 |
| 6 | Secondary Subtotal | 5000 |
| 7 | TOTAL | 5000 |

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: Student Industry Certifications (Secondary/Postsecondary) | 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"/> |
| <p>Secondary/Postsecondary</p> <p>Noted in Narrative two is the NEMC interest in expanding and implementing current or new Programs of Study. However, an essential part of that work at the program level relative to POS expansion/support, is ensuring students are properly prepared for the industry by obtaining academic and technical skills. These skills are needed in the workforce and directly impact the employability of students.</p> <p>The need is to provide funding to support industry certifications at both the secondary and postsecondary level strengthens CTE programs and coincides with students ability to explore and engage in CTE occupations which may ultimately lead to employment in their chosen career pathway.</p> <p>Supporting industry certification for CTE program and students directly and indirectly supports consortium partners efforts to meet local market needs as the data suggests there are significant projected talent shortages across all six consortium career pathways (Realtime Talent Report Element 5 p. 35; PPT Oct 2023). Additionally, supporting POS expansion and student certification by purchasing specific equipment/technology is important for students to develop technical skills and acquire industry certifications/exams needed in the workforce. For example, mannequins for CPR, Adobe software for testing, tools for ASE.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| <ol style="list-style-type: none"> 1) Engage CTE programs to discuss both industry credentials and emerging technology that employers have and how we can equip programs with this technology. 2) Perkins Transition Specialist will work with CTE program instructors to identify and capture data regarding industry certifications for CTE programs. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <ol style="list-style-type: none"> 1. Perkins Transition Specialist will share by quarter the number of students who have successfully earned an industry certification during the 24-25 school year. 2. Through The NEMC career field summits being held during the 24-25 school year, business leaders and Real Time Talent will provide information regarding industry standards to strengthen and expand industry certifications. | | | | | |

4. Provide additional narrative to address the following:
 - a. **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 consortium utilizes a process where we leverage different CTE consistencies through several strategies. This includes individual meetings with CTE program teachers and faculty, the deans council, Academic and Student Affairs meetings, consortium Perkins leaders meetings and engagement of our Governance Team. This approach enables the Perkins Secondary and Postsecondary Coordinators to directly engage CTE leaders and administrators to both learn and discuss program needs, emerging trends, and prioritization of those needs to ensure the integration of identified needs CTE pathway needs in alignment with findings regarding local labor market needs.

Through an integrated joint communication process, (e.g., governance team, academic deans, CTE teacher/faculty, program advisory committees, etc.), the consortium seeks to strengthen components of CTE programs by way of funding to support industry certifications along with new upgraded technology and equipment. These updates along with skilled certifications support curriculum development and professional development training for CTE instructors.

Strengthening CTE programs in addition to the integration of coherent and rigorous content is evidenced by several jointly funded requests from CTE programs at both the secondary and postsecondary level. One purchase involves the Criminal Justice/Law Enforcement programs virtual simulation technology, the purchase of compressor for our EMS programs, and a postsecondary purchase of a 3D printer which fostered a collaboration between our Dental Assisting programs and the Additive Digital Manufacturing program.

Additionally, when necessary, the acquisition of new equipment/technology may require the program teacher/faculty member receive training to both operate the equipment and integrate the new technology into the course curriculum. Supporting CTE programs in this way ensures program content is relevant to industry needs, is rigorous, and meets requirements of the academic program review committee when a program faculty member has modified course content due to the acquisition of a new piece of equipment or technology,

We seek to continue supporting all CTE SRPOS and POS's to position them to be innovative (equipment, technology, curriculum pedagogy, industry certifications) in meeting the needs of students and the local workforce.

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: Nontraditional Enrollment/Concentration (Secondary and Postsecondary) | This Need is in Element(s): | | | | |
|---|--|-------------------------------|-------------------------------|-------------------------------|--|
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input checked="" type="checkbox"/> |
| <p>Secondary Although data indicates there are high nontraditional program concentration rates for NEMC CTE concentrators, both overall (27.5%) and for most of the demographic groups, then the NEMC target (9.9%) (RealTime Talent 20203, P. 26-30); A disparity exists for NEMC CTE concentrators, who are identified as male, or Hispanic. These groups have noticeably lower nontraditional program concentration rates than the rate for all NEMC CTE concentrators, 18.4% and 19.7%, respectively, in comparison with 27.5% for NEMC CTE concentrator overall (RealTime Talent Report, 2023, p. 24-27).</p> <p>Postsecondary Among NEMC Postsecondary CTE students, those who are identified as Asian have a notably lower rate of nontraditional program enrollment than all NEMC postsecondary CTE students, 10.1% in comparison with 16.4% for all NEMC postsecondary CTE students.</p> <p>The need is to understand why there are lower concentration rates at the secondary/postsecondary level for these communities of learners (Asian, Hispanic, and male) students in CTE programs and develop strategies to raise the number of CTE concentrators among these student groups.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| <ol style="list-style-type: none"> 1. Examine disaggregated enrollment data for Asian students in CTE pathways with appropriate campus officials to determine reasons for low enrollment of Asian students in nontraditional CTE pathways. 2. NEMC to coordinate with MDE and MN State SO CTE to gather appropriate data and hold collaborative meetings with school staff at each site will help identify reasons for low concertation rates among Hispanic and male students in nontraditional CTE pathways. 3. NEMC will monitor non-traditional CTE enrollment counts for male and Hispanic students and meet with high schools three times during the 24-25 school year who are falling below the consortium target. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <ol style="list-style-type: none"> 1. Survey Asian students to determine what they see as barriers and their experiences selecting and entering nontraditional CTE programs. 2. Develop plan (interventions) to address barriers based on findings of the survey and meetings with campus officials. 3. Implement plan and monitor progress of nontraditional enrollment of Asian students in CTE programs by January 2025. <ol style="list-style-type: none"> 1. Enrollment increase of concentrators by 3% in nontraditional student from these demographics (Asian, Hispanic, and Males). | | | | | |

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| NEED B: Earned Postsecondary Credential (Postsecondary): | This Need is in Element(s): | | | | |
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>Postsecondary</p> <p>Among NEMC Postsecondary CTE students, those who are English learners, those identified as Black, and those identified as American Indian (n<10) have notably low rates of earned postsecondary credentials in comparison to all NEMC postsecondary CTE students (45.1%), 33.3%, 33.9%, and 25.0%, respectively (Realtime Talent, Report, 2023, Element 1, P. 46). Additionally, data also indicates lower earned credential rates for males, those identified as economically disadvantaged, and single parents.</p> <p>The Need: There are several special population groups with low earned postsecondary credential rates, the NEMC will focus on exploring what factors are contributing to their low rate of earned postsecondary credential among male students and develop strategies to address the situation.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| 1. Review of data and in-depth discussions with appropriate campus officials to explore potential factors that contribute to low rates of earned postsecondary credential among males in CTE programs. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <p>1. Identify barriers to completion of an earned postsecondary credential (surveys, focus groups, etc.).</p> <p>2. Development of plan to reduce barriers and increase support CTE program completion.</p> <p>3. Implement Pilot project (CTE student support model) by leveraging partnerships with campus support services to create a support framework between CTE programs and support offices (liaison model) where males in CTE programs experiencing barriers can be linked to staff and resources thus mitigating barriers to CTE program completion (e.g., measure project enrollment, student participation, number times students access of support services, etc.).</p> | | | | | |

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| NEED C: Improve Access to Career and Technical Education Programs Secondary/Postsecondary: | 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>Secondary/Postsecondary</p> <p>Although the data reflects strong secondary 4-year graduation rates, and NEMC concentrator rates (RealTime Talent Report, 2023, Element 1, 6-10), CTE programs across the consortium are broadly interested in exploring strategies to enhance student awareness and engagement in CTE programs. An essential element in developing strong programs of study are Career Exploration activities. These activities can both introduce students to the world of CTE and connect them to future program enrollment and employment opportunities. The benefits students gain from these opportunities range from such activities as industry tours, job fairs to job shadowing and access to work-based learning resources. Engagement in career awareness events enables students to gain insight into different CTE careers and helps them identify a career path that aligns with their interests, skills, and aspirations. Providing career exploration comprehensive understanding of potential career options. By providing avenues for career exploration, students can develop a comprehensive understanding of potential career options and envision themselves thriving in their chosen field. Increasing awareness of available programs will also contribute to the growth of program participants and concentrators.</p> | | | | | |

The need is to explore the continued development of career exploration and early credit opportunities where warranted to support increased access and awareness of CTE among all student groups. By making early college credit opportunities available, students can develop a comprehensive understanding of CTE and envision themselves thriving in a chosen field. Increasing awareness and engagement in early college credit opportunities can contribute to the growth of both program participants, concentrators, and completers. Additionally, this need includes work with ABE partners, and development of marketing materials to attract/encourage students from underrepresented communities to CTE educational opportunities (e.g., CTE program open houses, target bus transportation, population outreach activities).

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| 2. Strategies to address need: |
| <ol style="list-style-type: none"> 1. Meet with appropriate officials (e, g. teacher faculty deans, administrators) to identify career pathways/courses that might be suitable for the creation of a given early college credit partnership between Century College and NEMC partner high schools (e, g, Articulated Credit, PSEO Concurrent Enrollment etc.). 2. Connect with regional ABE partners to identify programming opportunities designed to connect students to CTE and industry employers. 3. NEMC will explore and develop opportunities to expose students to careers and programming (e.g., Middle school students, special education students via career exploration activities (field trips, speakers, site visits to post-secondary colleges transportation/bussing to events) as a way to introduce students to CTE pathways. |
| 3. Measurable Outcomes (report results in next APR): |
| <ol style="list-style-type: none"> 1. During the 24-25 school year our consortium will increase the percentage of teachers submitting passing articulated college credits by 10% using the data on the CTE Credit MN website. 2. Based on information compiled from the meetings with NEMC officials identify enrollment targets not limited to and including the following areas/programs: <ul style="list-style-type: none"> o Number of students enrolled in articulated courses o Number of articulated courses available to students in the consortium o Number of students enrolled in PSEO Program o Number of students enrolled in Concurrent Enrollment courses o Number of Concurrent Enrollment courses o ABE Engagement activities 3. NEMC will document the number of schools and students who visit Century College campus during the 24-25 school year. 4. Secondary schools will expose students to careers through classroom speakers 3 times during the school year. |

NOTE: Equity Strategies Need D deleted and integrated into special projects

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|--|------------------------------------|-------------------------------|-------------------------------|-------------------------------|--|
| NEED D: Special Projects (Student Success) | 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"/> |

Postsecondary

The CLNA 2022 Real Time Talent Report 2023 indicates a continued focus is needed regarding completion/graduation rates for students within Perkins V special population groups. Perkins is supporting several strategies noted on the consortium's APR 2023 and briefly noted below. The consortium seeks to further support special projects including a peer tutor project in collaboration with the **Science Resource Center** lab focused specifically on utilizing STEM tutors to reduce student achievement gaps in STEM gateway courses needed to successfully enter select CTE program areas. Given the important dialog occurring regarding the Equity 2030 plan and the colleges equity dashboard, we anticipate there will be new funding requests for special projects that are designed to support student success during FY25.

The need is to support special projects designed to improve student outcome graduation/completion in CTE programs among all students including those identified as special student populations as defined by Perkins V legislation.

- **Tutors Linked to Classes (TLC):** As noted earlier, the Tutors Linked to Classes (TLC) program is a project at the college that assists all students and particularly students of color. The TLC program provides an important strategy designed to increase the academic success of students. Tutors Linked to Classes data suggests students do better in classrooms that have a tutor in the class. This has proved to be an effective strategy that enables TLC tutors to directly engage CTE students helping them develop study skills needed to succeed in CTE course work.
- **Quality Matters:** Data indicates student success in online courses lags in comparison to in-person courses. Students of color fare worse than their majority peers in online courses. (Noted in Element #1 and 2) The college will use student success data in online and blended courses to target faculty support. The national Quality Matters (QM) rubric will be the standard for faculty development for this project. CTE program faculty will attend QM training and submit courses for an official QM course review, which is a component of this professional development intervention.
- **Instructor Initiative Peer Support:** The intent of this project is to focus support for CTE courses (and faculty) where the identified performance gaps among students of color were higher than in other groups. The peer coaching model will include a review of performance data and support faculty to develop best practices and student engagement instructional strategies. We expect to continue funding support to expand the number of CTE program peer mentors for this project.
- **Science Resource Center Project:** Much like the TLC program, the SRC STEM peer tutors are recommended by program faculty to support course instruction specifically, for students in STEM fields and particularly supporting underrepresented students in STEM gateway courses. Peer tutors may also be engaged in related activities in collaboration with other campus departments working to recruit and support students to STEM fields.
- **Special Projects Equity Focus:**
Perkins coordinators will engage CTE program areas to identify and implement strategies relative to students success in concert with work being done at the program level to improve student outcomes from an equity perspective in concert with the Equity 2023 plan. The need is to identify CTE programs with low enrollment or completion of special populations groups and explore strategies and opportunities to leverage Perkins to support successful student outcomes among underrepresented student groups enrolled in CTE programs. The Cosmetology program has been engaged to develop a pilot project designed to mitigate barriers underrepresented students experience that prevent successful program completion. Preliminary discussions involve possible course redesign (truncated course) that ends mid semester to remove a barrier (students began stopping out mid-semester); to integrating a COS navigator to support student completion. At the time of grant application submission, possible, projects were not fully developed. We expect FY25 to be a year of exploring

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| potential projects based on Perkins Performance Indicators followed by project development and implementation in FY26. |
| 2. Strategies to address need: |
| <ol style="list-style-type: none"> 1. Review activity/progress of Perkins funded special projects with project leads to determine effectiveness of project and students outcomes. 2. Equity Focus Project(s): Alignment with Equity 2030: Identify project(s) develop plan, implement for FY25-26. |
| 3. Measurable Outcomes (report results in next APR): |
| <ol style="list-style-type: none"> 1. Follow-up on data regarding deliverables for each project relative to students success. Measures include TLC & SRC student achievement in CTE programs based on data regarding student grades and course completion. Quality Matters, examine achievement gaps in online and blended courses to determine if success rates for underrepresented students have increased as a result of program instructor participation in Quality Matters. 2. Increased student success and completion linked to CTE program projects aligned with Equity 2030. |

1. 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?
 - b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?
 - c. **What new initiatives will you develop to better prepare CTE participants for non-traditional fields?**
 - d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?
- a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

The consortium will engage appropriate consortium partners to discuss data findings from the CLNA process to identify targeted strategies to address several gaps mentioned in narratives in the Perkins grant.

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

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

The consortium Perkins Coordinators will leverage existing partnerships (teachers, faculty, staff, Perkins leaders, Governance Team, etc.) to focus efforts on strategies that more directly engage underrepresented student communities. Due to our geographical location, our partnership with NE Metro 916 Education Center positions the consortium directly to connect with diverse student groups enrolled in CTE courses at NEM 916 who come from many high schools and various school districts within the consortium.

- NEMC Transition Specialist currently engages staff at both institutions (NEM 916 and Century College) to support an array of career readiness and college transition activities for students introducing them to CTE programs and supporting student's transition after graduation.
- Expand development of secondary to postsecondary CTE program course credit (posters).
- The consortium will engage secondary, postsecondary partners, program advisory committees, and industry partners to identify targeted strategies to support special population students' access and preparation for high skill, high wage, high demand occupations.
- The Medical Assisting program has often discussed the need to assist students for whom English is a second language, to achieve success outcomes in the program. The program seeks to help this community of learners through Perkins support, use, and technology to help ELL students persist in the Medical Assisting program.
- Perkins has identified a collaborative project between American & Native American Pacific Islander Serving Institution (AANAPISI), Multicultural Student Affairs, and the Star Right programs to eliminate barriers and improve outcomes for students aspiring to enter the Nursing program. This project seeks to support students in taking the HSRT test with a component to potential content bias on the test.
- The college currently implements several events to Admissions Open House which includes sessions where students can talk directly with CTE program faculty and support services, academic advising which connects them to CTE programs and campus resources.

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

Across the consortium all districts are providing some level of equity training for teachers and staff. However, without direct Perkins guided matrix/indicators to measure student experiences and outcomes, it is difficult to ascertain discriminatory situations related to CTE students outside of utilizing MN state board policy (1.B.1) or K-12 district policy as a potential indicator. Our hope is that the inclusionary framework upon which Perkins is based is embraced by and influences those involved with CTE programs to advance equity practices in their work and facilitate successful experiences for all students including those from special populations.

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)

| NEED A: Work-Based Learning Support to Manage/Tracking WBL Experiences for Students | This Need is in Element(s): | | | | |
|--|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>Secondary/Postsecondary NEMC CTE concentrators, identified as Asian have lower work-based learning participation rates when compared to the rate for all NEMC CTE concentrators, 7.9% in comparison with the NEMC CTE concentrator overall rate of 11.4% (RealTime Talent Report, 2023, Element 1, p. 31-35). (Realtime Talent Report p. 31-35, CLNA 2023, E1 Need C).</p> <p>The need is to explore/research why there is lower participation in work-based learning opportunities among Asian student concentrators in all CTE programs and develop strategies to rectify this situation. Additionally, a need exists to learn more about infrastructure of WBL to identify issues, build awareness, build capacity, to ensure access and equitable WBL experiences for students. There needs to be infrastructure in place to better track WBL. Additionally, the data does not reflect an analysis of student engagement in Work-Based Learning (WBL) opportunities and is not a performance indicator for postsecondary. However, there is a need to explore the level of student participation in WBL among students in CTE programs and learn what we do and do not know about their experiences and access to WBL opportunities. It is important from an equity perspective to ensure students have access, participation and robust equitable WBL experiences.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| <ol style="list-style-type: none"> 1. Convene meetings with appropriate secondary and postsecondary officials to review and discuss data regarding WBL opportunities and explore root causes for disparate experiences/outcomes for students. 2. Examine barriers at both secondary and postsecondary level using NEMC performance indicator and campus data. 3. Develop plan to address findings from discussions with secondary and postsecondary consistencies. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <ol style="list-style-type: none"> 1. Current WBL structures and practices will be identified by November 2024. 2. A plan to address findings and feedback from NEMC partners regarding WBL opportunities, infrastructure will be developed by January 2025. 3. The plan to address WBL infrastructure and evaluation of student experiences will be implemented for FY25-26. | | | | | |

1. 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.
- 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. through program advisory committees.
- c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.

Secondary schools have provided work-based learning opportunities focused primarily for special education students. However, over the last few years WBL opportunities have expanded to students in general education. Expanding WBL in consortium high schools will take time due to marketing this new opportunity for students, cost of position/staff and teachers needing to earn their WBL certification. Many of our AFNR and Business CTSOs have had some form of work experience but it will now be all moved to a work-based learning model not through the CTSO. This new model adds a career course that is taken along with their work-based learning course. As schools strive to add more apprenticeships and work-based learning opportunities, other factors to consider are that WBL opportunities are often driven by enrollment and site/location.

At the postsecondary level, students have opportunities to engage in a wide range of experiential learning opportunities through their programs of study which are managed at the program level. The infrastructure for work-based learning opportunities was a decentralized model administered by CTE teachers. The college continues to build a new infrastructure to centralize all work-based learning opportunities. This move enables programs and departments to enter all work-based learning opportunities students into a Webapp platform. This platform allows programs to include information regarding the program area, the location of the WBL experience, the type of WBL (e.g., internship, clinical, externship, teaching observation), in addition to other relevant information.

The college has compiled some general information as work continues in the building of a repository of WBL information. Preliminary data indicates since FY21 there have been 271 course-based internships with approximately 2218 students enrolled in these courses based WBL opportunities (internships and clinicals). We expect to include a more robust data snapshot of WBL opportunities in future reports.

One approach we will explore is engaging CTE leaders and cultural liaisons, academic counselors at the school level to help increase awareness of and participation in CTE and WBL among special population students. Additionally, NEMC will leverage existing partnerships to

explore new partnerships in supporting development of work-based learning opportunities. Data suggests the consortium enjoys strong partnerships among CTE teachers/faculty and the presence of strong connections to area employers and industry (RealTimeTalent CLNA Teacher and employer Listening Sessions Spring 2022 and Fall 2023). Building strong relationships with CTE teachers and area employers via program advisory committees is critical to building and maintaining successful WBL partnerships.

The consortium will review data regarding work-based learning opportunities for students in CTE programs. Perkins Coordinators will collaborate with our Governance Team and engage consortium partners to identify intentional approaches to both strengthen and expand WBL opportunities as needed among students, particularly special population students.

The consortium will seek to invest in work-based learning by supporting teacher work-based learning certification and supporting acquisition of a WBL management platform similar to Future Forward or another product to help employers work with our schools which include work-based learning. Perkins Leaders are provided with professional development around work-based learning and Perkins funds are offered to support the expansion of WBL into regular education. Funding is driving decisions at the individual school level, therefore, building awareness and incentives will continue to be offered to encourage deeper engagement in WBL.

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)

| NEED A: Improve Access to Career and Technical Education Programs Secondary/Postsecondary: | This Need is in Element(s): | | | | |
|--|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 | 2 | 3 | 4 | 5 |
| <p>Secondary/Postsecondary</p> <p>Although the data reflects strong secondary 4-year graduation rates, and NEMC concentrator rates (RealTime Talent Report, 2023, Element 1, 6-10), CTE programs across the consortium are broadly interested in exploring strategies to enhance student awareness and engagement in CTE programs. An essential element in developing strong programs of study are Career Exploration activities. These activities can both introduce students to the world of CTE and connect them to future program enrollment and employment opportunities. The benefits students gain from these opportunities range from such activities as industry tours, job fairs to job shadowing and access to work-based learning resources. Engagement in career awareness events enables students to gain insight into different CTE careers and helps them identify a career path that aligns with their interests, skills, and aspirations. Providing career exploration comprehensive understanding of potential career options. By providing avenues for career exploration, students can develop a comprehensive understanding of potential career options and envision themselves thriving in their chosen field. Increasing awareness of available programs will also contribute to the growth of program participants and concentrators.</p> <p>The need is to explore the continued development of career exploration and early credit opportunities where warranted to support increased access and awareness of CTE among all student groups. By making early college credit opportunities available, students can develop a comprehensive understanding of CTE and envision themselves thriving in a chosen field. Increasing awareness and engagement in early college credit opportunities can contribute to the growth of both program participants, concentrators, and completers. Additionally, this need includes work with ABE partners, and development of marketing materials to attract/encourage students from underrepresented communities to CTE educational opportunities (e.g., CTE program open houses, target bus transportation, population outreach activities).</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>5. Strategies to address need:</p> | <ol style="list-style-type: none"> 4. Meet with appropriate officials (e, g. teacher faculty deans, administrators) to identify career pathways/courses that might be suitable for the creation of a given early college credit partnership between Century College and NEMC partner high schools (e, g, Articulated Credit, PSEO Concurrent Enrollment etc.). 5. Connect with regional ABE partners to identify programming opportunities designed to connect students to CTE and industry employers. 6. NEMC will explore and develop opportunities to expose students to careers and programming (e.g., Middle school students, special education students via career exploration activities (field trips, speakers, site visits to post-secondary colleges transportation/bussing to events) as a way to introduce students to CTE pathways. | | | | |

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| 6. Measurable Outcomes (report results in next APR): |
| <p>5. During the 24-25 school year our consortium will increase the percentage of teachers submitting passing articulated college credits by 10% using the data on the CTE Credit MN website.</p> <p>6. Based on information compiled from the meetings with NEMC officials identify enrollment targets not limited to and including the following areas/programs:</p> <ul style="list-style-type: none"> o Number of students enrolled in articulated courses o Number of articulated courses available to students in the consortium o Number of students enrolled in PSEO o Number of students enrolled in Concurrent Enrollment courses o Number of Concurrent Enrollment courses o ABE Engagement activities <p>7. NEMC will document the number of schools and students who visit Century College campus during the 24-25 school year.</p> <p>8. Secondary schools will expose students to careers through classroom speakers 3 times during the school year.</p> |

1. 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 consortium has a wide range of early college credit options for students. This includes course articulations, concurrent enrollment course offerings, and a robust PSEO program. A key component of the NEMC partnership is the connection between secondary and postsecondary programs of study by way of early college credit opportunities and our shared joint location on the Century College campus (CLNA P.67, APR 2023).

MDE data indicates there are approximately 24,908 students (participants and concentrators) in Northeast consortium partner schools enrolled in CTE courses (Realtime Talent Report, 2023, p. 4). Given the robust number of students in CTE courses this provides an important opportunity to leverage existing early college credit opportunities (Articulations, Concurrent Enrollment, PSEO) to enhance opportunities for students to earn postsecondary credit while in high school.

- In partnership with consortium partner districts/schools we continue to expand articulated credit offerings. We have over 60 individual college courses linked to multiple high school courses leading to over 160 individual course articulations.
- CTE Credit MN Report (3) indicates there were 3,049 students earning articulated credit. Of those students 1,867 (60.9%) downloaded their articulated college certificate (ACC) when compared to the number of students participating in CTE courses. The consortium

is exploring strategies to boost conversion of these college credit courses among students taking articulated courses.

- The consortium continues to work on expanding Concurrent Enrollment course offerings with our secondary partners. The Concurrent Enrollment program brings Century College courses right into the high schools. During the 2022-2023 academic year, we worked with 11 schools to offer 30 Concurrent Enrollment courses across 13 disciplines. We had 587 students enrolled in these courses and 89% of these students earned a grade of C or higher resulting in transcript credit from Century College. In addition, 72% planned to continue their education after high school graduation.
- High school students can earn Century College credits through PSEO. During the 2022-2023 academic year, 1,111 students from 85 Minnesota high schools enrolled as PSEO students at Century College. These students earned over 15,400 credits and on average, enrolled in 14 credits per semester.

**The numbers reported above are for all students enrolled in PSEO and Concurrent Enrollment.*

- The college and N.E. 916 Technical Education Center have engaged on a more targeted approach to increase the availability and student participation in concurrent enrollment courses. To date the project currently has 30 sections of ZCE course with 309 student participants earning 1,318 college credits.

Consortium partners (NE Metro Consortia high schools and Century College) will continue work on building early college credit relationships.

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.

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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: Professional Development Opportunities CTE Instructors and Administrators (Secondary/Postsecondary): | 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 |
| <p>Secondary/Postsecondary</p> <p>Based on data identified in our 2022 CLNA plan we know there is a continued need to provide professional development training and support credential attainment among CTE teachers and faculty. Having trained and diverse instructors is a necessary component in preparing students for the knowledge and acquisition of technical skills needed to successfully enter the workforce. Recruitment and retention of faculty and staff continues to be an ongoing challenge for many institutions at both the secondary and postsecondary level. An array of factors, such as credentialing, training, and salary levels when compared to private industry, affect the ability of high schools, districts, and colleges to hire and retain CTE teachers and faculty (CLNA 2022, p.52-57, 65).</p> <p>The need: The Northeast Metro consortium lacks ethnic and gender diversity among secondary teachers across consortium partner schools. These educators have experience and CTE content knowledge and skills. Due to ongoing factors that affect the ability of consortium partners to recruit and retain CTE teachers, the need is to explore and identify effective strategies with a focus on developing a diversified workforce of CTE teachers at both the secondary and postsecondary level. Engaging program advisory committees is also a strategy the consortium must consider exploring opportunities to recruit CTE teachers. Additionally, given the constantly changing workforce (e.g., retirements, new teachers, limited resources) we need to provide access and support appropriate training opportunities for CTE teachers (ACTE, NACEP, course articulation, support credentialing, portfolio development, concurrent enrollment, Career Tree usage, externships, POS continuous improvement rubric training, etc.).</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Strategies to address need: | | | | | |
| 1. Survey NEMC instructors to determine training needs including equity focused topics. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <ol style="list-style-type: none"> 1. Based on survey findings the NEMC will implement four (quarterly) professional development training(s) on CTE related topics. 2. 35 CTE teachers in our consortium will attend a professional development event, summit, or training during the 24-25 school year. 3. Over 50 secondary educators will participate in the 2024 summer externship experience. | | | | | |

| | | | | | |
|--|------------------------------------|-------------------------------|-------------------------------|--|-------------------------------|
| NEED B: Work-Based Learning Teacher Endorsement (Secondary/Postsecondary) | 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 checked="" type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>Secondary/Postsecondary</p> <p>The data indicates some strengths and weaknesses relative to special population students and work-based learning engagement. In fact, one data point indicates that among NEM CTE concentrators, those who are identified as Asian have a noticeably lower work-based learning rate than the rate for all NEMC CTE concentrators, 7.9% in comparison with the NEMC CTE concentrator overall rate of 11.4% (RealTime Talent 2023 Report, p. 26-30). (Also noted in Element 1).</p> <p>The need: Based on this data point and related information regarding the structure and variance of WBL of the application of WBL in consortium high school; we believe a deeper dive into the data is needed to explore how best to provide WBL endorsement opportunities for teachers.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| <ol style="list-style-type: none"> Engage appropriate offices DEI, HR to explore how best to potentially leverage Perkins funds to identify and support recruitment, retention, and training of WBL CTE teachers and education professionals, including individuals from underrepresented groups. Work with Minnesota CTE (Lakes Country Service Coop) to attain work-based learning endorsement for teachers in our consortium | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <ol style="list-style-type: none"> Two teachers will earn their work-based learning endorsement through Teach MN (formerly Lakes Country Service Coop). Based on meeting with DEI identify, develop, and implement one pilot project practice design to support training, recruitment, and preparation of education professionals, including individuals from groups underrepresented in the teaching profession. | | | | | |

- Provide additional narrative to address the following:
 - 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.
 - 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.

Perkins leaders regularly engage CTE program teachers, faculty, district, and campus officials in the administration of the Perkins grant. This engagement enables us to stay cognizant of trends relative to teacher recruitment and preparation. As noted in both the CLNA 2022 (Teacher/Faculty Feedback Session P.49) and conversations with program faculty during FY 23-24 and the RTT listening session fall 2023, recruitment and retention of faculty and staff continues to be an ongoing challenge for many institutions at both the secondary and postsecondary level. A number of factors affect the ability of CTE programs to attract and retain instructors (e.g., limited teachers/faculty, retirements, professional positions, and higher wages

available in industry). These factors make for a challenging set of dynamics for CTE education (CLNA 2022, P 61). Teacher and faculty recruitment from underrepresented populations at both the secondary and postsecondary level continues to be a priority area for each district and the college.

To that end, the NEMC seeks to implement both the strategies noted above and the following steps to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

1. **Leverage Partnerships:** To support strategies to recruit and prepare education professionals, the consortium will need to rely on partnerships with both secondary high school district and college human resources offices. Additionally, working with the Equity and Inclusion administrators and Human Resource offices will be key in developing strategies to recruit education professionals, including individuals from underrepresented groups and nontraditional careers (CLNA 2022, Element 4, P.69).
2. **Program Advisory Committees:** The consortium will engage CTE programs and program advisory committees to explore strategies to recruit individuals from underrepresented groups and nontraditional careers (CLNA 2022, Element 4, P.62-63, CLNA 2023, Element 4).

The Northeast Metro Consortium relies on the strength of our partnerships and collaborative approach to provide effective joint training and professional development opportunities for teachers, faculty, administrators, and CTE professionals. As it pertains to recruitment of teachers and faculty for CTE areas, secondary teacher recruitment for staff of color and underrepresented populations is a priority by each district Human Resource Department. Human Resource staff attend hiring events, recruit widely at colleges and actively recruit staff that represent their districts diverse student population.

The college's diversity goals are broad and include all staff and faculty combined. Full time faculty of color are underrepresented across all programs. The college has an internal process by which they follow hiring protocols and rules to meet hiring goals for CTE programs areas.

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

Collaborative Engagement DEI and Human Resources Departments: NEMC Perkins coordinator will engage these areas to discuss hiring goals, strategies, and how Perkins might be leveraged to support diversity initiatives/trainings and strategies to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

Credentialing: Secondary teachers work with the team at Lakes Country Service Cooperative to attend CTE core classes, build content portfolios and other strategies to become licensed by PELSB (CLNA Element 4, P.63). The consortium financially supports this strategy since there are many nuances involved in licensing since each CTE teacher has a unique educational or work

experience. PELSB has rules and regulations that combine education, training, and work experience together. Lakes Country Service Coop is needed to ensure qualifications are met to become licensed in our state as a CTE teacher.

Participation in Professional Development: Provide funding support and encourage participation in national, state, and local career and technical education professional development and dual credit training opportunities (e.g., ACTE, NACEP, National Policy Seminar, MN State CTE Works); (CLNA 2023 Element 4).

Support professional participation in CTSOs and memberships in organizations that support CTE related organizations: Support teachers/faculty with colloquial opportunities curriculum and training (CLNA Element 2, P.17,59).

Dual Enrollment Training: Identified needs include continued emphasis on joint professional development training for CTE teachers and college faculty regarding early college credit options for students (course articulations, concurrent enrollment, PSEO, etc. (CLNA 2023 Element 4).

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: Nontraditional Enrollment/Concentration (Secondary and Postsecondary) | 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 |
| <p>Secondary</p> <p>Although data indicates there are high nontraditional program concentration rates for NEMC CTE concentrators, both overall (27.5%) and for most of the demographic groups, then the NEMC target (9.9%) (RealTime Talent 20203, P. 26-30); A disparity exists for NEMC CTE concentrators, who are identified as male, or Hispanic. These groups have noticeably lower nontraditional program concentration rates than the rate for all NEMC CTE concentrators, 18.4% and 19.7%, respectively, in comparison with 27.5% for NEMC CTE concentrator overall (RealTime Talent Report, 2023, p. 24-27).</p> <p>Postsecondary</p> <p>Among NEMC Postsecondary CTE students, those who are identified as Asian have a notably lower rate of nontraditional program enrollment than all NEMC postsecondary CTE students, 10.1% in comparison with 16.4% for all NEMC postsecondary CTE students.</p> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |

The need is to understand why there are lower concentration rates at the secondary/postsecondary level for these communities of learners (Asian, Hispanic, and male) students in CTE programs and develop strategies to raise the number of CTE concentrators among these student groups.

2.Strategies to address need:

1. Examine disaggregated enrollment data for Asian students in CTE pathways with appropriate campus officials to determine reasons for low enrollment of Asian students in nontraditional CTE pathways.

2 NEMC to coordinate with MDE and MN State SO CTE to gather appropriate data and hold collaborative meetings with school staff at each site will help identify reasons for low concertation rates among Hispanic and male students in nontraditional CTE pathways.

3 NEMC will monitor non-traditional CTE enrollment counts for male and Hispanic students and meet with high schools three times during the 24-25 school year who are falling below the consortium target.

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

1. Survey Asian students to determine what they see as barriers and their experiences selecting and entering nontraditional CTE programs.
2. Develop plan (interventions) to address barriers based on findings of the survey and meetings with campus officials.
3. Implement plan and monitor progress of nontraditional enrollment of Asian students in CTE programs by January 2025.
4. Enrollment increase of concentrators by 3% in nontraditional student from these demographics (Asian, Hispanic, and Males).

| NEED B: Four-Year Graduation Rate (Secondary) | 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 |
| <p>Secondary</p> <p>Although 4-year graduation rates for CTE concentrators is generally higher (91.0%) than the target (54.9%) across partner schools in the NEMC, a disparity exists for English Learners, preparing for nontraditional fields, and homeless students have noticeably low four-year high school graduation rates in comparison to the NEMC CTE concentrator average (91.8%), 42.9%, 52.7%, and 60.7% respectively (RealTime Talent Report, 2023, Element 1, p.6-10).</p> <p>The need is to understand why there is a disparity exists for English Learners, preparing for nontraditional fields who have noticeably low four-year high school graduation rates and develop strategies to raise the graduation rate among this student group.</p> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Strategies to address need: | | | | | |
| 1. Secondary Perkins Leaders will analyze data during the 24-25 school year and determine what interventions are needed to address disparities at high schools who fall below the consortium goals. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| 1. Based on analyzed data and meetings with Perkins leaders, barriers contributing to low graduation rates among CTE students will be identified by December 2024. | | | | | |

2. Increased in number of CTE concentrators graduating in spring 2025.

| NEED C: Earned Postsecondary Credential (Postsecondary): | This Need is in Element(s): | | | | |
|--|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>Postsecondary Among NEMC Postsecondary CTE students, those who are English learners, those identified as Black, and those identified as American Indian (n<10) have notably low rates of earned postsecondary credentials in comparison to all NEMC postsecondary CTE students (45.1%), 33.3%, 33.9%, and 25.0%, respectively (Realtime Talent, Report, 2023, Element 1, P. 46). Additionally, data also indicates lower earned credential rates for males, those identified as economically disadvantaged, and single parents.</p> <p>The Need: There are several special population groups with low earned postsecondary credential rates, the NEMC will focus on exploring what factors are contributing to their low rate of earned postsecondary credential among male students and develop strategies to address the situation.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| 1. Review of data and in-depth discussions with appropriate campus officials to explore potential factors that contribute to low rates of earned postsecondary credential among males in CTE programs. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| 1. Identify barriers to completion of an earned postsecondary credential (surveys, focus groups, etc.). 2. Development of plan to reduce barriers and increase support CTE program completion. 3. Implement Pilot project (CTE student support model) by leveraging partnerships with campus support services to create a support framework between CTE programs and support offices (liaison model) where males in CTE programs experiencing barriers can be linked to staff and resources thus mitigating barriers to CTE program completion (e.g., measure project enrollment, student participation, number times students access of support services, etc.). | | | | | |

| NEED D: Earned Postsecondary Credentials (Career Pathway) | This Need is in Element(s): | | | | |
|---|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>Postsecondary Among NEMC Postsecondary CTE students, those who have enrolled postsecondary CTE programs in such career clusters as Science, Technology, Engineering and Mathematics (STEM), Information Technology, Business Management and Administration, and Education and Training have notably low rates of earned postsecondary credentials than all NEMC postsecondary CTE students, 18.3%, 18.9%, 21.6% and 21.7%, respectively, in comparison to the NEMC postsecondary CTE program students' overall rate of 45.1% (RTT, 2023 Report Element 1, P. 50).</p> <p>The need is to explore/research why there are lower rates of earned postsecondary credentials for male students enrolled in these career pathways and develop strategies to rectify this situation.</p> | | | | | |

| |
|--|
| 2. Strategies to address need: |
| <ol style="list-style-type: none"> 1. Examine disaggregated enrollment data for students in noted CTE pathways to determine where best to focus our efforts and determine what strategies we might implement to address enrollment disparities in these career pathways. 2. Engage appropriate administrators and CTE program directors in select STEM fields to discuss disparities in earned postsecondary credential rates among male students. 3. Engage the Science Resource Center to examine data and identify strategies based on SRC information regarding how to create successful student outcomes in STEM fields using peer support/tutoring. |
| 3. Measurable Outcomes (report results in next APR): |
| <ol style="list-style-type: none"> 1. Increased enrollment rates of students earning postsecondary credentials in identified career pathways. 2. NEMC will monitor CTE Concentration Rate; Conversion rate of Participants to Concentrators, Earned Postsecondary Credential (2P1). 3. Review Student Resource Center data to determine impact on male student achievement due to engagement with SRC (grades, attendance, etc.). |

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

The data analysis identified several student groups where gaps exist relative to our Perkins performance indicators. Listed here are a few of the areas mentioned in the northeast consortiums data report (RealTime Talent Report 2023):

1. Four-year graduation rate among NEMC CTE concentrators, those who are English Learners, preparing for nontraditional fields, or homeless have noticeably low four-year high school graduation rates in comparison to the NEMC CTE concentrator average.
2. Among NEMC CTE concentrators, those who are identified as male or Hispanic have noticeably lower nontraditional program concentration rates than the rate for all NEMC CTE concentrators, 18.4% and 19.7%, respectively, in comparison with 27.5% for NEMC CTE concentrator overall.
3. Among NEMC CTE concentrators, those who are identified as Asian have a noticeably lower work-based learning rate than the rate for all NEMC CTE concentrators, 7.9% in comparison with the NEMC CTE concentrator overall rate of 11.4%.
4. Among NEMC Postsecondary CTE students, those who are English learners, those identified as Black, and those identified as American Indian (n <10) have notably low

rates of earned postsecondary credentials in comparison to all NEMC postsecondary CTE students (45.1%), 33.3%, 33.9%, and 25.0%, respectively.

- Among NEMC Postsecondary CTE students, those who have enrolled postsecondary CTE programs in such career clusters as Science, Technology, Engineering and Mathematics (STEM), Information Technology, Business Management and Administration, and Education and Training have notably low rates of earned postsecondary credentials than all NEMC postsecondary CTE students.

The consortium plans to implement steps noted in the Strategies to Address Needs section of each budget narrative related to above noted gaps for selected performance indicators. Overall, the consortium will focus on examining data and implementing strategies in concert with consortium leaders to address:

- Four-year graduation rates among identified student populations.
- NEMC concentrator rates among Asian, males, and Hispanic students.
- NEMC postsecondary credential rates among select identified student populations.
- NEMC postsecondary credential rates among selected student populations in select CTE career pathways.

The consortium will embark on this important with a focus on improving student outcomes for these communities of learners.

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.

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

| NEED A: Continuous Self Evaluation (Secondary/Postsecondary) | 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 |
| Secondary/Postsecondary The Northeast Metro consortium has formed and implemented a new Governance Team following our last Monitoring Visit (2018). The Governance Team works in collaboration with local consortia leaders and partners to effectively shape and implement strategies and CTE initiatives that align with local workforce demands CTE program priorities. The governance team promotes transparency in the use of Perkins V funds and provides guidance to consortium leaders ensuring funding investments in CTE programs are prioritized and supports positive outcomes for CTE programs and students. We will continue to assess the makeup of our team to | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

determine if and when there might be a need to expand partnerships/participants from other CTE areas or organizations

The need: To continue reviewing governance team processes, policies, and structure to ensure an effective model that works foster collaboration among local partners to leverage Perkins and other resources to ensure the success of Career and Technical Education programs and students.

2. Strategies to address need:

1. Review consortium structure and operational processes and research consortium models for best practices.

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

1. The NEMC governance team will create and post our governing Bylaw/Policy Guide by September 2024.
2. The new consortium web site will track web page activity/usage to document monthly engagement.
3. The governance team will meet bi-monthly or five times during the 24-25 school year.

1. Provide additional narrative to address the following:
 - a. Describe your consortium’s formal governance structure, including:
 - How the consortium leadership is organized,
 - Processes used for making financial decisions,
 - Processes and structures in place to ensure secondary and postsecondary collaboration, and
 - Communication systems in place to ensure all consortium members are continually informed.
 - Note any areas of governance that are being developed or improved.
 - How the consortium leadership is organized.

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

- Collaborative model for professional development events.
- Engagement: Communicating the needs assessment process and results.
- Collaborative identification of consortium programs of study and prioritization of
- Perkins funding for identified programs of study.
- Two jointly funded Perkins positions between secondary and postsecondary partners.

- o Cross population of teachers/faculty on Program Advisory Committees (POC) at secondary and postsecondary level.
- o CTE leaders administrators program deans engage with secondary partners by attending the Secondary School Relations Council meeting(s).
- o Co-location on the Century College campus

Consortium leadership includes the following individuals:

Secondary:

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

Sarah Shanley - Secondary Perkins Coordinator

Jill Slayton - Perkins Transitions Specialist

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

Eric Van Brocklin - Career Pathways Lead Career Pathways Lead Spring Lake Park Schools

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

Postsecondary:

Jayant Anand - Associate Vice President, Academic and Student Affairs

Gabriel Warren - Academic Dean, oversees several CTE program areas

Herbert King - Postsecondary Perkins, Coordinator/Transition Specialist

Lisa Gruszka - Director Academic Partnerships

Dorothy Morrissey – Administrative Support Perkins

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

The secondary Perkins Coordinator facilitates Perkins leaders meeting (virtual, hybrid and in-person) every 4-6 weeks. These meetings provide a direct line of communication between

Perkins leaders and the Secondary Perkins Coordinator. This meeting provides a process to provide professional development, share information regarding Perkins funding requests, CTE activities at Century and our high schools, along with challenges and opportunities through the work of Perkins.

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

- **Processes used for making financial decisions.**

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

Both secondary and postsecondary Perkins Coordinators communicate directly with CTE programs and leaders at partner high schools and the college to discuss program needs and support for special projects that meet Perkins criteria (see Prioritization Decision Tree Document noted in our Monitoring visit materials).

- **Processes and structures in place to ensure secondary and postsecondary collaboration, and Communication systems in place to ensure all consortium members are continually informed.**

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

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

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

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

NEMC is developing a policy manual/Bylaws as a result of our recent monitoring visit. This document will put together the many operational processes for the consortium and strengthen the effectiveness of the governance team.

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: Expansion of Programs of Study (Secondary/Postsecondary) | 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 checked="" type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p style="background-color: #ffff00;">As noted in BN #2 consortium regional labor market data notes projected labor market shortages across several career pathways. The expansion of POS directly aligns here (BN#11) as the consortium seeks to provide funding support to either develop or improve POS and therefore better positioning CTE program pathways to meet talent shortages.</p> <p>The data notes several highlights relative to size, scope, and quality of CTE program in the consortium. Data indicates the NEMC has strong enrollment in several career pathways across both secondary and postsecondary CTE programs. Enrollment among concentrators increased moderately over the last 3 years and outpaced enrollment targets. For the year 2023 data pulled from MDE shows that 23,771 high school students are participating in state approved CTE programs out of the possible 34,092 all student count. Of this total number, 14,576 are participants (remaining consistent to the 2019-2020 data) 9,195 are concentrators. The top three career pathways relative to enrollment (secondary) are Human Services, Business Management & Administration, Engineering/Manufacturing Technology (RealTime Talent Report 2023, Element 5 p. 18-22). Postsecondary career pathway enrollments for the top three pathways are: Human Services, Engineering/Manufacturing Technology, and Human Services/Health Sciences, and Business Management & Administration.</p> <p>There is strong alignment in all six career pathways between secondary and postsecondary partners (RealTime Talent 2022 and 2023 Report). This alignment is supported by the robust number of dual enrollment opportunities available to students attending partner schools in the consortium. This framework of early college credit opportunities enables the consortium to leverage Perkins to explore both workforce needs through course or program expansion. Local employment data suggests expanding construction (drywall, nonresidential structural steel industries, power line construction along with construction managers and supervisors (RealTime Talent 2023 Report, Washington County CDA Workforce Supply and Demand Analysis).</p> | | | | | |

Washington County Community Development Agency (CDA) In manufacturing bolster wood product and chemical manufacturing along with industrial engineering techs, chemical techs, welders and solderers, machinery technicians and equipment operators. The CDA recommends adding advanced pathways in production and mechanics supervisors. In Health Science, employment data suggest focusing on providing direct care to aging and high need populations, increasing the volume of graduates coming through post-secondary programs that train registered nurses, medical and health services managers, and nurse practitioners.

Although data shows strong POS alignment, there is an opportunity to explore the expansion or launch of new Programs of Study in the following program areas: Construction, Dental, Health Sciences, Manufacturing, Human Services, Information Technology.

The need:

1. Based on projected labor market shortages across all six career pathways the consortium seeks to continue support of all SRPOS & POS's. The data also indicates talent shortages and award gaps (under producing graduates in needed CTE pathways) exist therefore the consortium needs to explore expansion and innovation of CTE programs to meet workforce needs (e.g., equipment, technology, etc.).
2. Workforce data suggest we may not be producing enough graduates to meet employment demand. The need is to continue working with program faculty to expand industry certifications for CTE programs.

To keep pace with current and future labor market shortages based on consortium data in several career pathways, the NEMC seeks to develop or improve the following Programs of Study by supporting course development or the acquisition equipment/technology.

Secondary

Transportation- Automotive

Engineering, Manufacturing, & Technology Transportation, Distribution, & Logistics, Facility & Mobile

Equipment Maintenance: There has been a need for trained individuals of all experience levels in industry. However, an improving economy may affect overall demand and there may be an oversupply for lower wage origin (entry) occupations (CLNA P.45, RealTime Talent Report, 2021, P.230; Workforce Trends Report CTE Realtime Talent 2023 p. 25). However, as the industry moves towards EV Vehicles an investment in this pathway supports our CTE program area's ability to equip students with technical skills needed in a changing industry.

Postsecondary

Dental Assisting & Dental Hygiene Programs

The Dental Assisting and Dental Hygiene programs need an X-ray machine. The new equipment/technology is a significant upgrade and more directly aligns with industry standards and technology currently used in industry. This new innovative technology supports the integration of technical skills students will need to successfully transition into the workforce. The new equipment has a longer lifecycle and significantly defrays repair costs incurred by the program to maintain obsolete technology that no longer meets industry standards.

Fab Lab

The Engineering Fab Lab program is seeking to acquire a new 3D Bambu printer. This technology is a significant upgrade and aligns with industry standards and current technology used in the workforce. The use of 3D printing offers numerous benefits to college students across various disciplines: Prototyping: Engineering, design, and architecture students can use 3D printing to quickly and cost-effectively prototype their designs. This allows them to iterate more rapidly and test their concepts in a tangible form. 3D printing provides a hands-on learning experience that enhances theoretical knowledge with practical skills. Students can design and print their own models, gaining a deeper understanding of concepts in fields such as engineering, biology, chemistry, and others. The purchase of this equipment directly supports the integration of technical skills and

knowledge for students enrolled in the program.

Radiologic Technology

The **Radiologic Technology** program is seeking to acquire new portable X-ray equipment. The current outdated machine uses photographic technology to produce images while current technology used in industry produces digital images. The new equipment is recommended by the programs accrediting body and is necessary to keep up with the curriculum's transition to digital image. It also supports student learning outcomes, safety concerns, and other program objectives. The acquisition of this equipment would eliminate the gap in knowledge for students because they would no longer be unfamiliar with the new technology when they enter clinicals and instead would be trained on the use of the new technology while still enrolled in the program.

Reserve Category: Performance Gaps Develop or Improve POS/CTE programs

2.Strategies to address need:

1. During FY25 meet with CTE program deans, administration, and faculty to discuss RealTime Talent findings and identified labor market gaps in identified career pathways for the NEMC.

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

1. During FY 25 NEMC will use Pfile enrollment and employment data from DEED for counties in our consortium three times during the school year to support program expansion, innovation, and pedagogical approaches to expand and innovate CTE programming in our consortium high schools.

Postsecondary:

1. Based on above noted meetings with appropriate CTE program officials at the postsecondary level by December 2024 two career pathways /POS will develop curriculum to expand/augment course offerings.
2. During FY25 NEMC will use Power BI enrollment and LMI data three times with CTE program pathways identified for expansion.
3. CTE program pathways identified for expansion will submit materials for review by the AASC.
4. During FY25 NEMC with review enrollment data (department program review data and to determine if enrollment increased due to course/program expansion in identified POS.

1. 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.
 - 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.

As noted in the summary above these equipment purchases are significant upgrades and directly align with industry standards and align with technology currently used in the workforce. The capabilities of this new equipment expand both the content knowledge and technical skills of students and CTE programs ability to expand the program pedagogy through integration of these new technologies into program curriculum and course design.

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 2024 Local Application

Consortium Name: Northeast Metro Consortium 6-10-2024 Revisions

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):

The process used to gather and review our data for the CLNA was through RealTime Talent (RTT). Secondary and post-secondary consortium coordinators met with RTT to discuss data and information we should gather for the CLNA. Data collection in concert with RealTime Talent was derived for various sources which include:

- Data provided by RealTime Talent from local, regional, and state databases utilizing Chmura Jobs EQ based on Bureau of Labor Statistics data for the Ramsey County, Washington County, and the combined Seven-County MSP Metro Area
- Graduate follow-up survey data
- Focus Groups
- Interviews
- Research
- Listening Sessions with various partners (e.g., faculty/teachers, employers, and students)
- Discussions with consortium partners (Governance Team, CTE programs, advisory committees, CTE faculty and teachers)

Information regarding the data collected including local employment trends were analyzed by the RTT team and Perkins (secondary and postsecondary coordinators) and shared with Northeast Metro consortium partners (Governance Team, Perkins leaders, teachers, faculty, etc.).

Element #1: Student Performance on Required Performance Indicators

Consortium partners in concert with Realtime Talent compiled performance indicator data, student enrollment in programs of study, and reports available from Power BI, Century College Office of Institutional Research, and Minnesota Department of Education. As a result of our participation in the Equity Academies through NAPE we chose to move beyond student surveys to a more intentional approach to implement student focused listening sessions for both secondary and postsecondary students enrolled in CTE programs. Our CLNA process included focus group/listening sessions for faculty/teachers, industry employers, advisory committee members, and students. Although the consortium has met all FY24 performance indicators, based on the Perkins V Consortium Performance Report, Northeast Metro (January 23, 2024), the consortium focused on disaggregated to determine where gaps exist in student outcomes within Perkins V identified special population student categories.

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

Project consultants from Realtime Talent provided a snapshot of local labor market data based on a report created for our regional partners (Washington County Workforce Development) (April 2023). A review of the data for the consortium indicates strong alignment between several Programs of Study between secondary and postsecondary career pathways and labor market needs (CLNA Report 2022, p.5, 9, 32; RealTime Talent Report 2023, p. 34). Based on current employment data, labor market shortages exist in all six career pathways. however, more so in three of the six pathways (Realtime Talent Report 2023, p. 35). The greatest award gaps (awarding of degrees versus graduates needed to fill industry needs), is most evident in several career areas including nursing, welders, health sciences, general operations managers, software developers., teachers, childcare workers, and industrial engineers (PPT faculty/Teacher Listening Session Realtime Talent Report, PPT 2023).

Element #3: Progress Towards Implementation of CTE Programs of Study

The evaluation of data from various data sources particularly for Elements 1, 2, and 5 which included information from RealTime Talent, enabled our consortium to revisit our current SRPOS and POS's to determine if there was alignment between secondary and postsecondary pathways; and if those POS's met the needs of students and employers. This process includes discussion of early college credit opportunities, (PSEO, course articulations and other dual enrollment options). The prioritization of POS's is guided by the consortium's governance team and is based on current needs of CTE programs, students, industry, and future career needs. updated POS's will be included as part of the consortium Perkins grant and POS spreadsheet.

Element #4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups Sarah to complete

The Northeast Metro consortia seeks to continue efforts to address the diversification of the teachers/faculty delivering career and technical education. The shortage of licensed teachers represents an ongoing challenge in meeting licensure and higher education faculty credential requirements necessary for CTE instructors. The consortium continues to support secondary CTE teachers in obtaining licensure and portfolio development in building a pipeline of CTE professionals to encourage moving directly from the workforce into high school classrooms. The CLNA process included a review of employment data indicating talent shortages and award gaps in career pathways which suggests that we may not be producing enough graduates to meet workforce needs. This led to a review of our current POS's and a discussion of current CTE teacher demographics and employment processes/recruitment efforts through Human Resources and Diversity, Equity, and Inclusion Office at both the secondary and postsecondary level. More work is needed, and we must be innovative in using intentional strategies (e.g., increase the pool of applicants/instructors entering CTE teaching positions directly from academic programs, leveraging program advisory committees, etc.) if we are to address improving recruitment, retention, and training of CTE professionals, including those from underrepresented groups. Investing in strategies to recruit and retain CTE teachers may lead to an expansion of CTE courses and pathways that overtime would help alleviate that above mentioned workforce gaps.

Element #5: Progress Towards Equal Access to CTE Programs for all Students

A review of data for Element 1, provided a snapshot on enrollment, performance, disparities, and gaps among special population students in CTE programs relative to size, scope, and quality. Overall, the consortium is meeting FY23 performance indicator targets. However, the CLNA process also included an exploration of data for students at program level (pathway cluster) to discuss barriers to participation in CTE programs for special population students. Students were listening to sessions that were implemented as part of our CLNA process, students were asked how they learned about CTE and who influenced their decision. Administrators, educators, and CTE staff were consulted regarding student access and participation in CTE programs.

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 populations¹;
- 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.

¹ 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 |
|---------------------|--|--|
| Sarah Shanley | Secondary Perkins Coordinator | Northeast Metro Perkins Consortium, NEM 916 |
| Jill Stewart-Kellar | NE Education Technical Center, Principal, Assistant Director of Career and Technical Education | NEM 916 |
| Jill Slayton | Secondary Perkins CTE Transitions Specialist | NEM 916 |
| Jennifer Weinzirl | Administrative Assistant NEM 916 Career and Tech Center | NEM 916 |
| Josh Mathis | Accounting Supervisor NEM Intermediate School District | NEMC 916 |
| Herbert King | Postsecondary Perkins Coordinator, and Transitions Specialist | Northeast Metro Perkins Consortium, Century College |
| Jayant Anand | Associate Vice President of Academic Affairs, Century College | NEMC Perkins Governance Team, Century College |
| Nicole Peterson | Director, Institutional Effectiveness | NEMC Perkins Governance Team, Century College |
| Gabriel Warren | Dean CTE Programs | NEMC Perkins Governance Team, Century College |
| Lisa Gruszka | Director of Academic Partnerships | NEMC Perkins Governance Team, Century College |
| Dorothy Morrissey | Administrative Assistant, STEM Division, Century College | NEMC Perkins Governance Team, Century College |
| Erin Olson | Senior Director of Strategic Research | RealTime Talent, NEMC CLNA Process |
| Julia Diaz | Research Analyst | RealTime Talent, NEMC CLNA Process |
| Erin Osborn | Research Analyst | Century College CLNA Data |
| Mike Miron | Career & Technical Education Coordinator, Work-Based Learning Teacher, Forest Lake High School | NEMC Perkins Governance Team |
| Eric Van Brocklin | Career Pathways Leader | NEMC Perkins Governance Team, Spring Lake Park High School |
| Shari Wilson | White Bear Lake Chamber of Commerce Business Education Network | NEMC Perkins Governance Team |
| | | Career and College Readiness Coordinators at partnering high schools |
| | | |
| | | |
| | | |
| | | |

| Name | Title | Group Represented |
|---|-------|--|
| <p>Individual Names of student participants Were not retained during the CLNA sessions focused on listening sessions. Students represented several career pathways which included Nursing, VCC, etc..</p> | | <p>Secondary and postsecondary students</p> |
| <p>The following board/advisory/committees all meet on a monthly basis. Participation in these groups is represented by the Secondary and Post-Secondary Perkins Leadership Team along with feedback/meeting notes from these organizations. A list of all participants is found in the minutes that are shared after each meeting.</p> | | <p>Secondary and Post-Secondary Program Advisory Groups</p> |
| | | <p>Washington County WIOA, Subcommittee on youth leadership and health care</p> |
| | | <p>Ramsey County WIOA</p> |
| | | <p>Career Force, Ramsey, and Washington Counties</p> |
| | | <p>Minnesota Department of Employment & Economic Development</p> |
| | | <p>Career and College Readiness Coordinators at partnering high schools</p> |
| | | <p>Minnesota Chamber of Commerce Workforce & Youth Education Division</p> |
| | | <p>Vadnais Heights Economic Development</p> |
| | | <p>ACTE, MACTA and Minnesota Concurrent Enrollment Partnerships professional organizations</p> |
| | | <p>ABE Transition Region V partners</p> |

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 WIO A | 4 Skills | 5 Pops | 6 WBL | 7 PS | 8 Prof | 9 Gap s | 10 Gov | 11 Res |
| Element 1: Student Performance of Required Performance Indicators | | | | | | | | | | | |
| Need A: Nontraditional Enrollment Concentration, (Secondary/Postsecondary) | X | X | | | X | | | | X | | |
| Need B: Four-Year Graduation (Secondary) | X | X | | | | | | | X | | |
| Need C: Work-Based Learning Support to Manage/Tracking WBL Experiences for Students (Secondary/Postsecondary) | X | | | | | X | | | | | |
| Need D: Earned Postsecondary Credential (Postsecondary) | X | | | | X | | | | X | | |
| Need E: Earned Postsecondary Credential Career Pathway (Postsecondary) | X | | | | | | | | X | | |
| Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students | | | | | | | | | | | |
| Need A: Expansion of POS's (Secondary/Postsecondary) | X | X | | | | | | | | | X |
| Need B: Equipment Updates/Innovation (Secondary/Postsecondary) | | X | | | | | | | | | X |
| Need C: Special Projects (Curriculum Based) (Postsecondary) | | X | | | | | | | | | |
| Element 3: Progress Towards Implementation of CTE Programs of Study | | | | | | | | | | | |
| Need A: Career Exploration & Consortium Partnerships (Secondary/Postsecondary) | X | | X | | | | X | | | | |
| Need B: Student Industry Certifications (Secondary/Postsecondary) | | | | X | | | | | | | |
| Element 4: Improving Recruitment, Retention, and Training of CTE Professionals | | | | | | | | | | | |
| Need A: Professional Development Opportunities CTE Instructors and Administrators (Secondary/Postsecondary) | | | | | | | | X | | | |
| Need B: Work-Based Learning Teacher Endorsement | | | | | | | | X | | | |
| Need C: Continuous Self Evaluation (Secondary/Postsecondary) | | | | | | | | | | X | |
| Element 5: Progress Towards Equal Access to CTE Programs for all Students | | | | | | | | | | | |

| Prioritized Needs / Barriers: | Narratives to Address the Need | | | | | | | | | | |
|--|--------------------------------|--|--|--|---|--|---|--|---|--|--|
| Need A: Nontraditional Enrollment Concentration: (Secondary/Postsecondary) | X | | | | X | | | | X | | |
| Need B: Improve Access to CTE Programs Secondary/Postsecondary): | X | | | | X | | X | | | | |
| Need C: Special Projects (Student Success) | | | | | X | | | | | | |
| Need D: | | | | | 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: **Nontraditional Enrollment/Concentration (Secondary/Postsecondary)** Although data indicates there are high nontraditional program concentration rates for NEMC CTE concentrators, both overall (27.5%) and for most of the demographic groups, than the NEMC target (9.9%) (RealTime Talent Report, 2023, Element 1, p. 26-30); A disparity exists for NEMC CTE concentrators, who are identified as male, or Hispanic. These groups have noticeably lower nontraditional program concentration rates than the rate for all NEMC CTE concentrators, 18.4% and 19.7%, respectively, in comparison with 27.5% for NEMC CTE concentrator overall (RealTime Talent Report, 2023, Element 1, p. 24-27).

Postsecondary

Among NEMC Postsecondary CTE students, those who are identified as Asian have a notably lower rate of nontraditional program enrollment than all NEMC postsecondary CTE students, 10.1% in comparison with 16.4% for all NEMC postsecondary CTE students.

The need is to understand why there are lower concentration rates at the secondary/postsecondary level for these communities of learners (Asian, Hispanic, and male) students in CTE programs and develop strategies to raise the number of CTE concentrators among these student groups.

E1-Need B: **Four-Year Graduation Rate (Secondary)** Although 4-year graduation rates for CTE concentrators is generally higher (91.0%) than the target (54.9%) across partner schools in the NEMC. However, a disparity exists for English Learners, preparing for nontraditional fields, and homeless students have noticeably low four-year high school graduation rates in comparison to the NEMC CTE concentrator average (91.8%), 42.9%, 52.7%, and 60.7% respectively (RealTime Talent Report, 2023, Element 1, p.6-10).

The need is to understand why there is a disparity exists for English Learners, preparing for nontraditional fields who have noticeably low four-year high school graduation rates and develop strategies to raise the graduation rate among this student group.

E1-Need C **Work-Based Learning Support To Manage/Tracking WBL Experiences for Students: (Secondary/Postsecondary)** NEMC CTE concentrators, identified as Asian have lower work-based learning participation rates when compared to the rate for all NEMC CTE concentrators, 7.9% in comparison with the NEMC CTE concentrator overall rate of 11.4% (RealTime Talent Report, 2023, Element 1, p. 31-35).

The need is to explore/research why there is lower participation in work-based learning opportunities among Asian student concentrators in all CTE programs and develop strategies to rectify this situation. Additionally, a need exists to learn more about infrastructure of WBL to identify issues, build awareness, build capacity, to ensure access and equitable WBL experiences for students. There needs to be infrastructure in place to better track WBL. Additionally, the data does not reflect an analysis of student engagement in Work-Based Learning (WBL) opportunities and is not a performance indicator for postsecondary. However, there is a need to explore the level of student participation in WBL among students in CTE programs and learn what we do and do not know about their experiences and access to WBL opportunities. It is important from an equity perspective to ensure students have access, participation and robust equitable WBL experiences.

E1-Need D: **Earned Postsecondary Credential (Postsecondary)** Among NEMC Postsecondary CTE students, those who are English learners, those identified as **Black**, and those identified as American Indian (n<10) have notably low rates of earned postsecondary credentials in comparison to all NEMC postsecondary CTE students (45.1%), 33.3%, 33.9%, and 25.0%, respectively (Realtime Talent Report, 2023, Element 1, P. 46). Additionally, data also indicates lower earned credential rates for males, those identified as economically disadvantaged, and single parents.

The Need given the number of special population groups with low earned postsecondary credential rates, the need is to identify a special population group (**Black**) and explore what factors are contributing to their low rate of an earned postsecondary credential and develop strategies to address the situation.

E1-Need E: **Earned Postsecondary Credential Career Pathway (Postsecondary)** Among NEMC Postsecondary CTE students, those who have enrolled postsecondary CTE programs in such career clusters as **Science, Technology, Engineering and Mathematics (STEM)**, Information Technology, Business Management and Administration, and Education and Training have notably low rates of earned postsecondary credentials than all NEMC postsecondary CTE students, 18.3%, 18.9%, 21.6% and 21.7%, respectively, in comparison to the NEMC postsecondary CTE program students' overall rate of 45.1% (RTT, 2023 Report Element 1, P. 50).

The need is to explore/research why there are lower rates of earned postsecondary credentials for students enrolled in these career pathways and develop strategies to rectify this situation.

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: Expansion of Programs of Study The data notes several highlights relative to size, scope, and quality of CTE program in the consortium. Data indicates the NEMC has strong enrollment in several career pathways across both secondary and postsecondary CTE programs. **Enrollment** among concentrators increased moderately over the last 3 years and outpaced enrollment targets. For the year 2023 data pulled from MDE shows that 23,771 high school students are participating in state approved CTE programs out of the possible 34,092 all student count. Of this total number, 14,576 are participants (remaining consistent to the 2019-2020 data) 9,195 are concentrators. The top three career pathways relative to enrollment (secondary) are Human Services, Business Management & Administration, Engineering/Manufacturing Technology (RealTime Talent Report 2023, Element 5 p. 18-22). Postsecondary career pathway enrollments for the top three pathways are: Human Services, Engineering/Manufacturing Technology, and Human Services/Health Sciences, and Business Management & Administration.

The data also notes strong **alignment** between secondary and postsecondary partners in all six career pathways (RealTime Talent 2022 and 2023 Report, CLNA 2022 p. 32). This alignment is supported by the robust number of dual enrollment opportunities available to students attending partner schools in the consortium. This framework of early college credit opportunities enables the consortium to leverage Perkins to explore both workforce needs through course or program expansion. Local employment data suggests expanding construction (drywall, nonresidential structural steel industries, power line construction along with construction managers and supervisors (RealTime Talent 2023 Report, Washington County CDA Workforce Supply and Demand Analysis). Washington County Community Development Agency (CDA) In manufacturing bolster wood product and chemical manufacturing along with industrial engineering techs, chemical techs, welders and solders, machinery technicians and equipment operators. The CDA recommends adding advanced pathways in production and mechanics supervisors. In Health Science, employment data suggest focusing on providing direct care to aging and high need populations, increasing the volume of graduates coming through post-secondary programs that train registered nurses, medical and health services managers, and nurse practitioners

Although data shows strong POS alignment, there is an opportunity to explore the expansion or launch of new Programs of Study in the following program areas: Construction, Dental, Health Sciences, Manufacturing, Human Services, Information Technology.

The need:

1. Based on projected labor market shortages across all six career pathways the consortium seeks to continue support of all SRPOS & POS's. The data also indicates talent shortages and award gaps (under producing graduates in needed CTE pathways) exist therefore the consortium needs to explore expansion and innovation of CTE programs to meet workforce needs (e.g., equipment, technology, etc.).
2. Although the data indicates high rates of 4-year graduation, post program placement, academic proficiency, and nontraditional program concentration, (RealTime Talent Report 2023, Element 5 p. 4), the data suggests disparities exist regarding student demographic and special populations. This indicates a need to focus on participation, concentration, and completion rates among underrepresented student and special population groups as defined by Perkins V legislation.
3. Workforce data suggest we may not be producing enough graduates to meet employment demand. The need is to continue working with program faculty to expand industry certifications for CTE programs.

E3-Need B Equipment Updates/Innovation Many CTE programs at both the secondary and postsecondary level have been utilizing increasingly outdated equipment/technology that is not up to industry standards and in some cases may be 10-15 years old. The absence of critical equipment/technology represents challenges in the ability of CTE programs to prepare students with the technical skills in demand in the workforce. The consortium has been working with CTE programs to support the acquisition of new innovative equipment and technology. However, a continued focus is needed to support the equipment/technology needs of CTE programs that meet industry standards and indirectly supports student recruitment in CTE programs. The need to support equipment/technology needs of all SRPOS and POS's is indicated by CLNA listening sessions held in spring of 2022 and fall 2023 facilitated by RealTime Talent.

The need: To maintain strong CTE program quality and robust educational instruction, we must continue supporting the equipment/technology needs of all SRPOS and POS's areas ensuring students have the content knowledge and technical skills necessary to meet the needs of employers. This need also includes CTE programs areas requesting innovative equipment/technologies noted in budget narrative 11 of the Perkins grant (dental, Engineering/Fab Lab, and Radiologic Technology).

E3-Need C Special Projects (Curriculum Based) The acquisition of new equipment or technology is one important element in supporting the expansion of current or new Programs of Study. Another essential aspect of this work at the program level is the need to support faculty training (learning how to operate a new piece of equipment) and integration of new equipment/technology into course curriculum. These projects support innovation in course design and helps study acquire technical skills and knowledge needed in industry.

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: Career Exploration & Consortium Partnerships Perkins V and WIOA in many ways are intertwined due to their shared goals of helping individuals successfully engage in the workforce. The laws governing Perkins and WIOA make clear the emphasis on aligning education and workforce training programs to meet the needs of area employers in local labor markets. Consortium partners work to support local workforce efforts by collaborating, information sharing, and awareness of programs, services, and resources to ensure individuals have access to education and training that lead to employment and upward mobility in their chosen career.

An essential element in support of consortium efforts and the work of Perkins in concert with WIOA is a focus on developing strong career exploration activities. These activities can both introduce students to the world of CTE and connect them to future program enrollment, Work-based learning opportunities, and employment opportunities. The benefits students gain from these opportunities range from such activities as industry tours, job fairs to job shadowing and access to work-based learning resources. Engagement in career awareness events enables students to gain insight into different CTE careers and helps them identify a career path that aligns with their interests, skills, and aspirations. Providing career exploration comprehensive understanding of potential career options.

The need is to continue engaging with workforce partners/agencies to collaborate, share resources, and make available career exploration opportunities to support the preparation of individuals for the workforce.

E3-Need B: Student Industry Certifications

Noted in Narrative two is the NEMC interest in expanding and implementing current or new Programs of Study. However, an essential part of that work at the program level relative to POS expansion/support, is ensuring students are properly prepared for the industry by obtaining academic and technical skills. These skills are needed in the workforce and directly impact the employability of students.

Providing funding to support industry certifications at both the secondary and postsecondary level strengthens CTE programs and coincides with students ability to explore and engage in CTE occupations which may ultimately lead to employment in their chosen career pathway.

Supporting industry certification for CTE program and students directly and indirectly supports consortium partners efforts to meet local market needs as the data suggests there are significant projected talent shortages across all six consortium career pathways (Realtime Talent Report Element 5 p. 35; PPT Oct 2023). Additionally, supporting POS expansion and student certification by purchasing specific equipment/technology is important in order for students to develop technical skills and acquire industry certifications/exams needed in the workforce. For example, mannequins for CPR, Adobe software for testing, tools for ASE.

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: **Professional Development Opportunities CTE Instructors and Administrators (Secondary/Postsecondary)**

Based on data identified in our 2022 CLNA plan we know there is a continued need to provide professional development training and support credential attainment among CTE teachers and faculty. Having trained and diverse instructors is a necessary component in preparing students in the knowledge and acquisition of technical skills needed to successfully enter the workforce. Recruitment and retention of faculty and staff continues to be an ongoing challenge for many institutions at both the secondary and postsecondary level. An array of factors, such as credentialing, training, and salary levels when compared to private industry, affect the ability of high schools, districts, and colleges to hire and retain CTE teachers and faculty (CLNA 2022, p.52-57, 65).

The need: The Northeast Metro consortium lacks ethnic and gender diversity among secondary teachers across consortium partner schools. These educators have experience and CTE content knowledge and skills. Due to ongoing factors that affect the ability of consortium partners to recruit and retain CTE teachers, the need is to explore and identify effective strategies with a focus on developing a diversified workforce of CTE teachers at both the secondary and postsecondary level. Engaging program advisory committees is also a strategy the consortium must consider exploring opportunities to recruit CTE teachers. Additionally, given the constantly changing workforce (e.g., retirements, new teachers, limited resources) we need to provide access and support appropriate training opportunities for CTE teachers (ACTE, NACEP, course articulation, support credentialing, portfolio development, concurrent enrollment, Career Tree usage, externships, POS continuous improvement rubric training, etc.).

E4-Need B: **Work-Based Learning Teacher Endorsement (Secondary/Postsecondary)** The data indicates some strengths and weaknesses relative to special population students and work-based learning engagement. In fact, one data point indicates that among NEM CTE concentrators, those who are identified as Asian have a noticeably lower work-based learning rate than the rate for all NEMC CTE concentrators, 7.9% in comparison with the NEMC CTE concentrator overall rate of 11.4% (RealTime Talent 2023 Report, p. 26-30). (Also noted in Element 1).

The need: Based on this data point and related information regarding, the structure and variance of WBL of the application of WBL in consortium high school,; we believe a deeper dive into the data is needed to explore how best to provide WBL **endorsement** opportunities for teachers while also examining WBL structures and the provision of services to students to ensure they have robust, meaningful, and equitable WBL experiences.

E4-Need B: **Continuous Self Evaluation (Secondary/Postsecondary)** The Northeast Metro consortium has formed and implemented a new Governance Team following our last Monitoring Visit. Currently no new strategies are being developed relative to our current governance team structure. The Governance Teamwork in collaboration with local consortia leaders and partners to effectively shape and implement strategies and CTE initiatives that align with local workforce demands CTE program priorities. The governance team promotes transparency in the use of Perkins V funds and provides guidance to consortium leaders ensuring funding investments in CTE programs are prioritized and support positive outcomes for CTE programs and students. We will continue to assess the makeup of our team to determine if and when there might be a need to expand partnerships/participants from other CTE areas or organizations.

The need: To continue reviewing governance team process, policies, and structure to ensure an effective model that works foster, collaboration among local partners to leverage Perkins and other resources to the success of Career and Technical Education programs and students. support for a continuous improvement process includes providing Perkins funding support for secondary and postsecondary Perkins Coordinators, associated staff, and general operational costs (mailing, supplies, etc.).

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: **Nontraditional Enrollment Concentration (Secondary/Postsecondary)** Although data indicates there are high nontraditional program concentration rates for NEMC CTE concentrators, both overall (27.5%) and for most of the demographic groups, then the NEMC target (9.9%) (RealTime Talent Report, 2023, Element 1, p. 26-30); A disparity exists for NEMC CTE concentrators, who are identified as **Asian, male, and Hispanic**. These groups have noticeably lower nontraditional program concentration rates than the rate for all NEMC CTE concentrators, 18.4% and 19.7%, respectively, in comparison with 27.5% for NEMC CTE concentrator overall (RealTime Talent Report, 2023, Element 1, p. 24-27). Also noted as a priority in Element 1.

The need is to understand why there are lower nontraditional program enrollment and concentration rates at the secondary level for males and Hispanic students in CTE programs and develop strategies to attempt to raise the number of CTE concentrators among these student groups. Then, the NEMC will need to understand how robust these experiences are for all students of a variety of demographics and measure improvement in nontraditional enrollment.

E5-Need B: **Improve Access to Career and Technical Education Programs (Secondary/Postsecondary)** Although the data reflects strong secondary 4-year graduation rates, and NEMC concentrator rates (RealTime Talent Report, 2023, Element 1, 6-10), CTE programs across the consortium are broadly interested in exploring strategies to enhance student awareness and engagement in CTE programs. An essential element in developing strong programs of study are Career Exploration activities. These activities can both introduce students to the world of CTE and connect them to future program enrollment and employment opportunities. The benefits students gain from these opportunities range from such activities as industry tours, job fairs to job shadowing and access to work-based learning resources. Engagement in career awareness events enables students to gain insight into different CTE careers and helps them identify a career path that aligns with their interests, skills, and aspirations. Providing career exploration comprehensive understanding of potential career options. By providing avenues for career exploration, students can develop a comprehensive understanding of potential career options and envision themselves thriving in their chosen field. Increasing awareness of available programs will also contribute to the growth of program participants and concentrators.

The need is to explore the continued development of career exploration and early credit opportunities where warranted to support increased access and awareness of CTE among all student groups. Making early college credit opportunities available students can develop a comprehensive understanding of CTE and envision themselves thriving in a chosen field. Increasing awareness and engagement in early college credit opportunities can contribute to the growth of both program participants, concentrators, and completers. Additionally, this need includes work with ABE partners, and development of marketing materials to attract/encourage students from underrepresented communities to CTE educational opportunities (e.g., CTE program open houses, target bus transportation, population outreach activities).

E5-Need C: **Special Projects (Student Success)** The CLNA 2022 Real Time Talent Report 2023 indicates a continued focus is needed regarding completion/graduation rates for students within Perkins V special population groups. Perkins is supporting several strategies noted on the consortiums APR 2023 and briefly noted below. The consortium seeks to further support special projects including a peer tutor project in collaboration with the **Science Resource Center** lab focused specifically on utilizing STEM tutors to reduce student gaps achievement gaps in STEM gateway courses needed to successful enter select CTE program areas. Given the important dialog occurring regarding the Equity 2030 plan and the colleges equity dashboard, we anticipate there will be new funding request for special projects that are designed to support student success during FY25.

The need is to support special projects designed to improve student outcome graduation/completion in CTE programs among all students including those identified as special student populations as defined by Perkins V legislation.

- **Tutors Linked to Classes (TLC):** As noted earlier, the Tutors Linked to Classes (TLC) program is a project at the college that assists all students and particularly students of color. The TLC program provides an important strategy designed to increase the academic success of students. Tutors Linked to Classes data suggests students do better in classrooms that have a tutor in the class. This has proved to be an effective strategy that enables TLC tutors to directly engage CTE students helping them develop study skills needed to succeed in CTE course work.
- **Quality Matters:** Data indicates student success in online courses lags in comparison to in-person courses. Students of color fare worse than their majority peers in online courses. (Noted in Element #1 and 2) The college will use student success data in online and blended courses to target faculty support. The national Quality Matters (QM) rubric will be the standard for faculty development for this project. CTE program faculty will attend QM training and submit courses for an official QM course review, which is a component of this professional development intervention.
- **Instructor Initiative Peer Support:** The intent of this project it to focus support for CTE courses (and faculty) where the identified performance gaps among students of color were higher than in other groups. The peer coaching model will include a review of performance data and support faculty to develop best practices and student engagement instructional strategies. The project was limited due to the pandemic; however, we expect to continue funding support to expand the number of CTE program peer mentors for this project.

Science Resource Center Project: Much like the TLC program, the SRC STEM peer tutors are recommended by program faculty to support course instruction specifically, for students in STEM fields and particularly supporting underrepresented students in STEM gateway courses. Peer tutors may also be engaged in related activities in collaboration with other campus departments working to recruit and support students to STEM fields.

Special Projects Equity Focus: Perkins coordinators will engage CTE program areas to identify and implement strategies relative to students success in concert with work being done at the program level to improve student outcomes from an equity perspective in concert with the Equity 2023 plan. The need is to identify CTE programs with low enrollment or completion of special populations groups and explore strategies and opportunities to leverage Perkins to support successful student outcomes among underrepresented student groups enrolled in CTE programs

| Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C: | Basic | Reserve | Sec/PS Subtotals |
|--|----------------|--------------|------------------|
| Secondary Allocation: | \$785,397.92 | \$84,530.13 | \$869,928.05 |
| Postsecondary Allocation: | \$670,966.16 | \$84,530.13 | \$755,496.29 |
| Total Consortium Allocation: | \$1,456,364.08 | \$169,060.26 | \$1,625,424.34 |

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 Basic Funding SEC 428 Worksheet. <ol style="list-style-type: none"> 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 Reserve Funding SEC 475 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 Budget Narrative SEC worksheet</p> <p>Follow instructions on the worksheet.</p> |
| STEP #5 | <p>Enter Budget Line Items on the Basic Funding POSTSEC 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 Reserve Funding POSTSEC 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> |

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.

(1) Perkins Coordinator (70%), (2) \$75,382.52, (3) CLNA Element 4, P.19, BN 10, (4) This position plays an important role in providing leadership in the overall operation of the Perkins program at the secondary level and includes facilitating partnerships, articulation agreements, mapping operational processes. Required #2C, 2E, 5t, 6; (1) Jennifer Weinzirl - Admin Support, (2) \$24,717.33, (3) CLNA Element 4, BN 10, (4) As it relates to the CLNA and NEM plans/goals this position provides operational support of Perkins, Required #5b, 5c, 5d, 5h, (1) Secondary Transition Specialist, (2) \$40,463, (3) CLNA Element 4, BN 4, (4) Provides important support in coordination of outreach/transition activities for CTE students and industry exams, Required #1,a, 1b, 1d, 1e, 5, 5m (1)(1) Perkins Coordinator (Summer), (2) \$4,000.00 (3) CLNA Element 4, P.19, BN 10, (4) This position plays an important role in providing leadership in the overall operation of the Perkins program at the secondary level and maintaining communication and consortium works is needed throughout the summer. Required #2C, 2E, 5t, 6;

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.

303 (1)Equipment , (2) cost \$468,242.14 (3) CLNA Element 2, BN 1, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, and (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (Washington County CDA Labor Demand Study, RealTime Talent, 2023, P.18, 20)****SEE PDF of all approved RFP requests for FY 25 (CLNA 2022, p. 23, 2023, RealTime Talent, 2023, Employer Listening Session; Washington County Labor Demand Study, RealTime Talent, 2023, P.11, 19). 303 (1) Washington County WIOA (2) \$5,000 (3) CLNA Element 3, BN A (4) Collaboration with local workforce development boards Required #3,1A pg. 13. 303 (1) Career Exploration Platforms for middle and high school students (Xello, Naviance, School Links & YouScience) (2) \$61,450.00 (3) Narrative #5 Need C pg. 21, CLNA #2 303 (1) new transition academy programming \$15,500 CLNA element #5 BN B(4) As it relates to CLNA and NEM plans/goals this item supports expansion of CTE for special populations Narrative #5 BN C, pg. 21. 303 (1)Work-based learning expansion-see RFP doc-(2) \$12,249.00 (3)CLNA Element 1, BN C (4) As it relates to the CLNA and NEM plans/goals this area supports expansion of work-based learning opportunities Narrative #6 #1, (1) CTE Credit MN (2) \$7,500, (3) CLNA Element 5, P.22, BN 7, (4) As it relates to the CLNA and NEM plans/goals, supports monitoring of course articulations (Early credit option for students), Required# 2d, (1) Professional Development B, (2) \$153,822.89, (3) CLNA Element 4, P.52, BN 8, (4) As it relates to the CLNA and NEM plans/goals supports training and need for professional development opportunities including summer externships, ACTE, Teach MN, MACTA, CTSO's Required# 2d, 360 \$2,350 CTSO and field trips for 916 Career and Tech students CLNA pg 28, Narrative #2 360 \$2,350 CTSO and field trips for 916 Career and Tech students CLNA pg 28, Narrative #2Continued support for purchasing equipment, field trips to local industries and new technologies at our secondary and post-secondary school is needed to continue offering hands-on, high quality, engaging learning programs in our CTE programs. 366 (1) State CTE conferences/trainings 916 CTC only,\$7,200, Narrative #2, CLNA #4 A & B pg 19, 368 (1) Out of state conferences 916 staff only \$10,200 Narrative #2, CLNA #4 A & B pg 19

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.*

401 (1) New English language CTE marketing \$2,000, CLNA element #5 BN B(4) As it relates to CLNA and NEM plans/goals this item supports expansion of CTE for special populations Narrative #5 BN C, pg. 21 405 (1) Industry credentials, certifications, (2) \$60,000, (3) CLNA Element 3, P.17, BN 4, (4) As it relates to the CLNA and NEM plans/goals, this activity supports students in attaining industry certifications, Required# 2d, 5f; (1) MCIS (2) \$24,000, (3) CLNA Element 3, P.17, BN A , (4) As it relates to the CLNA and NEM plans/goals, this activity supports students in career exploration, Required# 2d, 5c; 430 (1) instructional equipment and resources for 916, (2) cost \$48,972.00 (3) CLNA Element 2, BN 1, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, 820 consortium membership to MACTA, MnACTE/ACTE, \$9,803.48, (3) CLNA Element #3 Narrative # 8

*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.*

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.*

895 The consortium plans to use the Perkins award for 5% indirect cost for administrative support of the grant (Reserve \$37,400). This support includes administrative oversight from Intermediate District 916 Finance/Business office which provides budgetary support, reports, and consultation. Indirect costs broadly supports the work of Perkins across all budget narratives and CLNA elements. Required #6d.

*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.*

The reserve funds will support innovation in the several CTE program areas to advance the acquisition of technical skills to prepare students with the necessary knowledge and skills to successfully enter the workforce. A. Transportation, Facility & Mobile Equipment Maintenance \$47,130.13 Funds will be used to purchase EV automotive electrical trainers, 2 post lift and 4 post lift for 916 CTC & Chisago Lakes, CLNA Element 2, BN , Narrative #2 POS priority #1 (CLNA P.45, RealTime Talent Report, 2021, P.230; Workforce Trends Report CTE Realtime Talent 2023 p. 25).

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.

(1) Perkins Coordinator (100%), (2) \$116,522, (3) CLNA Element 4, P.19, BN 10, (4) This position plays an important role in providing leadership in the overall operation of the Perkins program at the postsecondary level and includes facilitating partnerships, articulation agreements, mapping operational processes. Required #2C, 2E, 5t, 6; (1) OASI - Admin Support, (2) \$21,471, (3) CLNA Element 4, BN 10, (4) As it relates to the CLNA and NEM plans/goals this position provides operational support of Perkins, Required #5b, 5c, 5d, 5h, (1) Director, Academic Partnerships (2) \$44,708, (3) CLNA Element 4 P 19, BN 7, (4) This position plays an important role in developing partnerships across different sectors (ABE centers, K-12, postsecondary, workforce partners) to support work-based-learning and early college credit strategies, Required #2c, 5, 5b, 5d, (1) Secondary Perkins Coordinator, (2) \$31,000, (3) CLNA Element 4, P.19, BN 10, (4) This position plays an important role in providing leadership in the overall operation of the Perkins program at the Secondary level, coordinating initiatives with partner schools, Required #1a, 1b, (1) Secondary Transition Specialist, (2) \$40,463, (3) CLNA Element 4, BN 4, (4) Provides important support in coordination of outreach/transition activities for CTE students and industry exams, Required #1,a, 1b, 1d, 1e, 5, 5m (1) Tutors Linked to Courses, (2) \$20,000, (3) (CLNA Element 5, P. 23, BN 5), (4) As it relates to the CLNA and NEM plans/goals, supports CTE student success, Required# 2d, 2f, 5, (1) Data Coaches, \$8,000, (2) CLNA Element 5 P.23, BN 5, (4) As it relates to the CLNA and NEM plans/goals, faculty driven strategy to support CTE student success, Required# 2d, 2e, 5, (1) Quality Matters, (2) \$7,000, (3) CLNA Element 5, P.23, BN 5, (4) As it relates to the CLNA and NEM plans/goals, faculty driven strategy to support CTE student success, Required #4b, 5, 5t, (1) ADM Curriculum development project (2) \$3,000, (3) CLNA Element 2, P.14 BN2, (4) As it relates to the CLNA and NEMC this projects involves faculty training and curriculum integration of Perkins support purchases for cutting edge innovative technology, Required# 5. 5a. 5b, (1) ADM Program Faculty Outreach, (2) \$2,000, (3) CLNA Element 2 POS BN 2, BN 8, Required# 5, 5a, 5b, 5t, (4) As it relates to the CLNA this strategy supports the development of labor market aligned pathways between secondary and post-secondary Manufacturing programs through targeted trainings and engagement between teachers and faculty in the college's ADM program. (1) PD Substitute Support, \$2,000, (2) CLNA Element 4, P.19, BN 8, (4) As it relates to the CLNA and NEM plans/goals, this activity supports professional development/training CTE instructors. (1) **Special Projects** (2) **\$10,000**, (3) CLNA Element 5 P. 23, BN 5, Required# 2d, 2f, 5, 5h, (4) As it relates to the CLNA and NEM plans/goals, supports CTE student success., (1) Cosmetology Program Curriculum Development Project(s) (2) \$2,900, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS, size, scope, and quality by supporting CD opportunities for CTE program faculty to keep in tune with industry changes and license board requirements thus enhancing CTE program coursework and competency; Required# 3, 5d, (1) Science Resource Center Peer Tutors Linked to STEM Courses, (2) \$9,000, (3) (CLNA Element 5, P. 23, BN 5), (4) As it relates to the CLNA and

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.

(1)EMS Ferno Stretcher, (2) cost \$50,000, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) Medical Assisting Blood Pressure Monitor, (2) cost \$1,890, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) Cosmetology, Washing Machine, (2) cost \$5,200, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) Facilities Maintenance program, Lock Out Tag System, (2) cost \$9,600, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) Automotive Services AST, Automotive Lift EV, (2) cost \$10,010, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) Fab Lab Eln Scan 3D Printer, (2) cost \$7,899, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) Fab Lab, Bambu Lab P1 3D printer, (2) cost \$13,973.00 (8602.08, Basic funds), (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) Engineering, Lightboard, (2) cost \$2,240, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) EMS Simscope, (2) cost \$20,320, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) VCC, Roko Accessory, (2) cost \$2,000, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS and enhancing student acquisition of technical skills, Required# 3, 5d, (1) Professional and Curriculum Development Projects (2) \$25,000, (3) CLNA Element 2, BN 2, (4) As it relates to the CLNA and NEM plans/goals this item supports POS, size, scope, and quality by supporting PD and CD opportunities for CTE program faculty thus enhancing CTE program coursework and competency, (1) General CTE program equipment support, (2) \$70,287.68, CLNA

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.*

(1) NOCTI, (2) \$4000, (3) CLNA Element 3, P.17, BN 4, (4) As it relates to the CLNA and NEM plans/goals, this activity supports students in attaining industry certifications, Required# 2d, 5f; (1) CTE Credit MN, (2) \$1,500, (3) CLNA Element 5, P.22, BN 7, (4) As it relates to the CLNA and NEM plans/goals, supports monitoring of course articulations (Early credit option for students), Required# 2d, (1) Professional Development A, (2) \$2,000, (3) CLNA Element 4, P.52, BN 8, (4) As it relates to the CLNA and NEM plans/goals, supports training and need for professional development opportunities, Articulation Concurrent Enrollment, Required# 2d, (1) Professional Development B, (2) \$5000, (3) CLNA Element 4, P.52, BN 8, (4) As it relates to the CLNA and NEM plans/goals supports training and need for professional development opportunities, ACTE, NACEP, Required# 2d, (1) Mailings/postage/supplies, (2) \$4,000, (3) CLNA Element 2, P.15, BN 10, (4) As it relates to the CLNA and NEM plans/goals relates to governance and operation of Perkins; Required# 2d, (1) Career Trees, (2) \$7,000, (3) CLNA Element 4, P.57, BN 8 P. 31, (4) As it relates to the CLNA and NEM plans/goals supports professional development training and providing materials to introduce students to CTE, Required# 2d, **(1) Equity Training, (2) \$4,000, CLNA (3) Element 5, P.22 BN 5 P.21, (4) As it relates to the CLNA and NEM plans/goals supports training/professional development for CTE teachers/faculty, Required# 2c, 2d, 2e, 5t**, (1) Overhead Costs 5%, (2) \$32,008.95, (3) CLNA Element (4) As it relates to the CLNA and NEM plans/goals relates to governance and operation of Perkins, Required #1a, 1b, 6d, (1) ABE Project (2) \$1,000, (3) CLNA Element 5, P.70, BN 5 P.21, (4) Targeted direct engagement strategies (ABE) to improve CTE program awareness, Required# 5j, 5n, (1) CTE Marketing Project (2) \$3,000, (3) CLNA Element 5, P.22, BN 5 P.21 (4) As it relates to the CLNA and NEM plans/goals this item supports targeted student access communications to promote CTE. (1) Bus Transportation College Readiness Events (2) \$2,500 (3) CLNA Element 5, P.22, BN 5 P.21 (4) As it relates to the CLNA and NEM plans/goals this item supports targeted student access communications to promote CTE.

*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.*

The consortium plans to use the Perkins award for 5% indirect cost for administrative support of the grant (Basic \$33,548.30; Reserve \$4226.50). This support includes administrative oversight from the campus Finance/Business office which provides budgetary support, reports, and consultation. Additionally, the Institutional Effectiveness office provides data and research support regarding student success data and Perkins performance indicator(s) data. Indirect costs broadly supports the work of Perkins across all budget narratives and CLNA elements. Required #6d.

*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.*

The reserve funds will support innovation in the several CTE program areas to advance the acquisition of technical skills to prepare students with the necessary knowledge and skills to successfully enter the workforce. A. Radiologic Technology program (1) Funds will be used to significantly update two lab X-ray machines (2) Estimated cost for two different types of X-ray Machines are **\$25,336** and **\$6,438** (3) CLNA Element 2, BN 2, (4) The acquisition of these items are significant innovative technology upgrades to the program adding digital capability, meets industry standards, accreditation, and enhanced learning outcomes for students. B. Funds will also be used to support innovation in the Dental Assisting/Dental Hygiene Program. (1) Orthophos S-8i CBCT 8x8 Field of View X-ray technology, (2) This X-ray machine costs \$43,197 (3) CLNA Element 2, BN 2, (4) This X-ray machine is an upgrade to current antiquated technology in the program and meets industry standards replicating technology now used in industry. The new equipment/technology would enable students to acquire skills needed in industry. C. Funds will also be used to support innovation in the ENG Fab Lab Program. (1) #D Bambu printer (2) Cost \$13,973.04 (**\$2,391.00 from reserve**), (3) CLNA Element 2, BN 2, (4) The Mankins will have upgraded technology capabilities and provide better simulation supporting the development/acquisition of technical skills necessary to successfully transition into the workforce.

Consortium Plan: Budget Summary 2022-2023

Northeast Metro Consortium **July 1, 2024 - June 30, 2025 (FY25)**
Budget by Application Narratives

DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs

| | | | | |
|--|---------------|---------------------|---------------------|-----------------------|
| Narrative 1: CLNA | Secondary | \$0.00 | | \$0.00 |
| | Postsecondary | | \$0.00 | \$0.00 |
| | Total | \$0.00 | \$0.00 | \$0.00 |
| Narrative 2: Programs of Study | Secondary | \$259,412.25 | | \$259,412.25 |
| | Postsecondary | | \$326,693.76 | \$326,693.76 |
| | Total | \$259,412.25 | \$326,693.76 | \$586,106.01 |
| Narrative 3: Partnerships WIOA, Etc. | Secondary | \$21,310.00 | | \$21,310.00 |
| | Postsecondary | | \$0.00 | \$0.00 |
| | Total | \$21,310.00 | \$0.00 | \$21,310.00 |
| Narrative 4: Integrated Academic /Technical Skills | Secondary | \$60,000.00 | | \$60,000.00 |
| | Postsecondary | | \$48,533.00 | \$48,533.00 |
| | Total | \$60,000.00 | \$48,533.00 | \$108,533.00 |
| Narrative 5: Special Populations | Secondary | \$93,620.00 | | \$93,620.00 |
| | Postsecondary | | \$39,000.00 | \$39,000.00 |
| | Total | \$93,620.00 | \$39,000.00 | \$132,620.00 |
| Narrative 6: Work - Based Learning | Secondary | \$12,249.00 | | \$12,249.00 |
| | Postsecondary | | \$0.00 | \$0.00 |
| | Total | \$12,249.00 | \$0.00 | \$12,249.00 |
| Narrative 7: Early College | Secondary | \$9,000.00 | | \$9,000.00 |
| | Postsecondary | | \$46,208.00 | \$46,208.00 |
| | Total | \$9,000.00 | \$46,208.00 | \$55,208.00 |
| Narrative 8: Support for Professionals | Secondary | \$133,698.05 | | \$133,698.05 |
| | Postsecondary | | \$20,000.00 | \$20,000.00 |
| | Total | \$133,698.05 | \$20,000.00 | \$153,698.05 |
| Narrative 9: Performance Gaps | Secondary | \$0.00 | | \$0.00 |
| | Postsecondary | | \$15,000.00 | \$15,000.00 |
| | Total | \$0.00 | \$15,000.00 | \$15,000.00 |
| Narrative 10: Governance | Secondary | \$196,108.62 | | \$196,108.62 |
| | Postsecondary | | \$175,531.40 | \$175,531.40 |
| | Total | \$196,108.62 | \$175,531.40 | \$371,640.02 |
| Narrative 11: Reserve Funds | Secondary | \$84,530.13 | | \$84,530.13 |
| | Postsecondary | | \$84,530.13 | \$84,530.13 |
| | Total | \$84,530.13 | \$84,530.13 | \$169,060.26 |
| Indirect Cost/ Administration Chargeback (5%) | Secondary | \$37,400.00 | | \$37,400.00 |
| | Postsecondary | | \$37,764.90 | \$37,764.90 |
| | Total | \$37,400.00 | \$37,764.90 | \$75,164.90 |
| PLAN TOTALS | Secondary | \$869,928.05 | | \$869,928.05 |
| | Postsecondary | | \$755,496.29 | \$755,496.29 |
| | Total | \$869,928.05 | \$755,496.29 | \$1,625,424.34 |

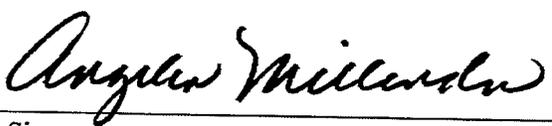
COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

| | Basic | Reserve | Total |
|---------------------------|--------------|-------------|--------------|
| Secondary Allocation | \$785,397.92 | \$84,530.13 | \$869,928.05 |
| Budget Over /Short | \$0.00 | \$0.00 | \$0.00 |
| Postsecondary Allocation | \$670,966.16 | \$84,530.13 | \$755,496.29 |
| Budget Over /Short | \$0.00 | \$0.00 | \$0.00 |

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: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|---------------|
| District Name: <u>Northeast Metro 916</u> | |
| District Number/Type: <u>0916-06</u> | |
| Superintendent's Name - (Print): <u>Val Rae Boe</u> | |
|  | <u>4/4/24</u> |
| Signature | Date |
| email: <u>vboe@916schools.org</u> | |
| Phone: <u>651-415-5656</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

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.

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|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|-----------------|
| District Name: <u>AFSA High School</u> | |
| District Number/Type: <u>4024-07</u> | |
| Superintendent's Name - (Print): <u>Becky Meyer</u> | |
|  | <u>4-4-2024</u> |
| Signature | Date |
| email: <u>bmeyer@afsak12.com</u> | |
| Phone: <u>651-209-3915</u> | |

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STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

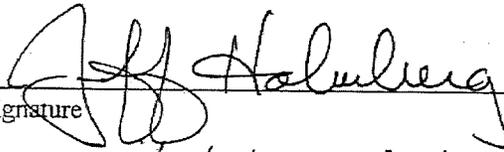
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10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
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|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|---------|
| District Name: <u>Centennial ISD 12</u> | |
| District Number/Type: <u>0012-01</u> | |
| Superintendent's Name - (Print): <u>Jeff Holmberg</u> | |
|  | 4/15/24 |
| Signature | Date |
| email: <u>jholmberg@isd12.org</u> | |
| Phone: <u>763-792-6010</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

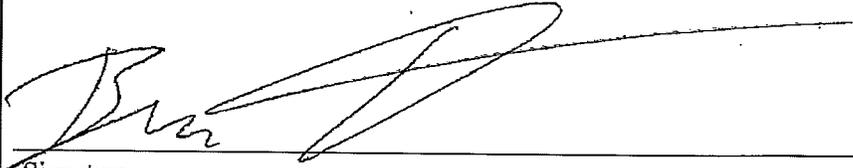
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|--|---------|
| District Name: <u>Chisago Lakes Schools ISD</u> | |
| District Number/Type: <u>#2144</u> | |
| Superintendent's Name – (Print): <u>Brian Dietz</u> | |
|  | 4/12/24 |
| Signature | Date |
| email: <u>bdietz@isd2144.org</u> | |
| Phone: <u>651-213-2096</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

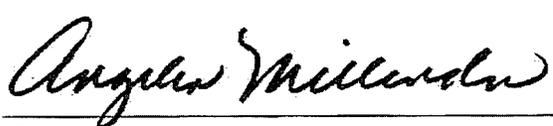
FY24-25

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|----------|
| District Name: <u>Columbia Heights Public Schools</u> | |
| District Number/Type: <u>#13</u> | |
| Superintendent's Name - (Print): <u>Zena Stenvik</u> | |
|  | 4-5-2024 |
| Signature | Date |
| email: <u>StenvikZ@colheights.k12.mn.us</u> | |
| Phone: <u>763-528-4503</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|---------------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | <u>Feb 12, 2024</u> |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|-----------------|
| District Name: <u>Forest Lake Area Schools</u> | |
| District Number/Type: <u>ISD 831</u> | |
| Superintendent's Name - (Print): <u>Steve Massey</u> | |
|  | <u>4-5-2024</u> |
| Signature | Date |
| email: <u>smassey@flacschools.org</u> | |
| Phone: <u>651-503-1266</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

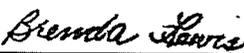
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@ccentury.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|--------|
| District Name: <u>Fridley Independent School District</u> | |
| District Number/Type: <u>ISD 14</u> | |
| Superintendent's Name – (Print): <u>Dr. Brenda Lewis</u> | |
|  | 4/5/24 |
| Signature | Date |
| email: <u>Brenda.Lewis@fridley.k12.mn.us</u> | |
| Phone: <u>763-502-5600</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

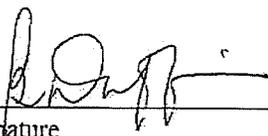
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Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|--------|
| District Name: <u>Mahomet Public Schools</u> | |
| District Number/Type: <u>ISD 832</u> | |
| Superintendent's Name - (Print): <u>Barb Duffrin</u> | |
|  | 4/1/24 |
| Signature | Date |
| email: <u>barb.duffrin@isd832.net</u> | |
| Phone: <u>651-407-2002</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

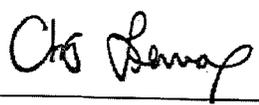
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Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|----------|
| District Name: <u>Mounds View Public School District</u> | |
| District Number/Type: <u>0621</u> | |
| Superintendent's Name -- (Print): <u>Chris Lennox</u> | |
|  | 4-5-2024 |
| Signature | Date |
| email: <u>Chris.Lennox@mvp.schools.org</u> | |
| Phone: <u>651-621-6002</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

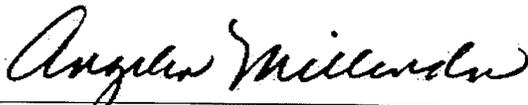
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|---------|
| District Name: <u>North Branch Area Public Schools</u> | |
| District Number/Type: <u>0138-01</u> | |
| Superintendent's Name - (Print): <u>Sara Paul</u> | |
|  | 4-11-24 |
| Signature | Date |
| email: <u>spaul@isd138.org</u> | |
| Phone: <u>651-338-1302</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

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Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|--------|
| District Name: <u>ISD #622 N. St. Paul-Maplewood-Oakdale</u> | |
| District Number/Type: <u>622</u> | |
| Superintendent's Name - (Print): <u>Christine Tucci Osorio</u> | |
|  | 4-9-24 |
| Signature | Date |
| email: <u>ctucci@isd622.org</u> | |
| Phone: <u>651-748-7411</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

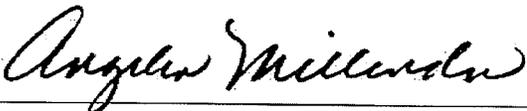
FY24-25

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
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8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
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13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

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: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|---------|
| District Name: <u>North Branch Area Public Schools</u> | |
| District Number/Type: <u>0138-01</u> | |
| Superintendent's Name - (Print): <u>Sara Paul</u> | |
|  | 4-11-24 |
| Signature | Date |
| email: <u>spaul@isd138.org</u> | |
| Phone: <u>651-338-1302</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

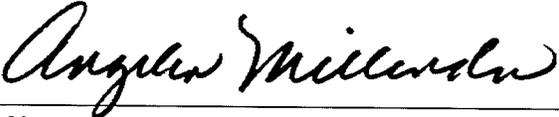
FY24-25

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|---------------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | <u>Feb 12, 2024</u> |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|-----------------------|
| District Name: <u>Roseville Area Schools</u> | |
| District Number/Type: <u>623</u> | |
| Superintendent's Name – (Print): <u>Jenny Loeck</u> | |
|  | <u>April 18, 2024</u> |
| Signature | Date |
| email: <u>jenny.loeck@isd623.org</u> | |
| Phone: <u>651-635-1602</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

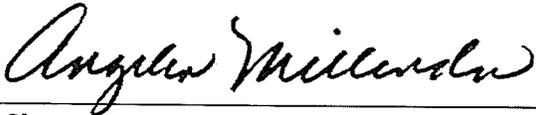
FY24-25

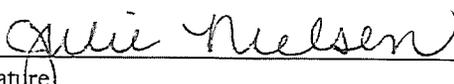
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|---------|
| District Name: <u>South Washington County</u> | |
| District Number/Type: <u>833</u> | |
| Superintendent's Name - (Print): <u>Julie Nielsen</u> | |
|  | 4/15/24 |
| Signature | Date |
| email: <u>jnielsen@sonwashco.org</u> | |
| Phone: <u>651-425-6201</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

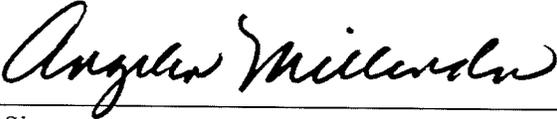
FY24-25

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: **Northeast Metro Perkins Consortium**

| | |
|---|---------------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | <u>Feb 12, 2024</u> |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|---------------|
| District Name: <u>Spring Lake Park Schools</u> | |
| District Number/Type: <u>16</u> | |
| Superintendent's Name – (Print): <u>Jeff Ronneberg</u> | |
|  | <u>4/5/24</u> |
| Signature | Date |
| email: <u>jeffronneberg@gmail.com</u> | |
| Phone: <u>763.600.5020</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|---------|
| District Name: <u>St. Anthony New Brighton</u> | |
| District Number/Type: <u>ISD 282</u> | |
| Superintendent's Name - (Print): <u>Renee Cornille</u> | |
|  | 4/22/24 |
| Signature | Date |
| email: <u>rcornille@ISD282.org</u> | |
| Phone: <u>612-706-1000</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|----------|
| District Name: <u>Stillwater Area Public Schools</u> | |
| District Number/Type: <u>ISD 834</u> | |
| Superintendent's Name – (Print): <u>Dr. Michael Funk</u> | |
|  | 4/5/2024 |
| Signature | Date |
| email: <u>funkm@stillwaterschools.org</u> | |
| Phone: <u>651-351-8455</u> | |

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

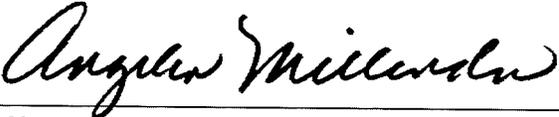
FY24-25

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Northeast Metro Perkins Consortium

| | |
|---|--------------|
| College: <u>Century College</u> | |
| College President's Name (Print): <u>Angelia Millender</u> | |
|  | Feb 12, 2024 |
| Signature | Date |
| email: <u>angelia.millender@century.edu</u> | |
| Phone: <u>6517793342</u> | |

| | |
|---|----------|
| District Name: <u>White Bear Lake Area Schools</u> | |
| District Number/Type: <u>Independent School District, No. 624</u> | |
| Superintendent's Name – (Print): <u>Wayne Kazmierczak</u> | |
|  | 4/4/2024 |
| Signature | Date |
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(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

FY24-25

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.