

Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	South Metro Consortium
Total Award Budget:	\$568,077.11

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.

Burnsville District 191	
Inver Hills Community College	
Lakeville District 194	
Rosemount/Eagan/Apple Valley District 196	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Therapeutic Services	Health, Science, Tech	Y	Y	Y	147 -196	216
Accounting	Business, Management, Admin	Y	Y	Y	811 - 196	12
Restaurants & Food and Beverage Services	Business, Management, Admin	variable	variable	Y	811 - 196	
Teaching and Training	Human Services	Y	Y	Y	739- 196	25
Construction	Engineering, Manufacturing, Tech	Y	Y	Y	64- 196	
Administrative Support	Business, Management, Admin	Y	Y	N	811 - 196	
General Management	Business, Management, Admin	Y	Y	Y	811 - 196	54
Facility and Mobile	Engineeri	Y	Y	Y	64- 196	

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
Equipment Maintenance	ng, Manufact uring, Tech					
Manufacturing- Production	Engineeri ng, Manufact uring, Tech	Y	Y	Y	64- 196	
Programming and Software Development	Engineeri ng, Manufact uring, Tech	Y	Y	Y	64- 196	10 - Programming 31 - Networking 15 - IT systems

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: Newly enrolled and first generation college students	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 x	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
E2-Need A: CTE students at IHCC with accessibility needs find navigating the transition/academic process overwhelming.					
2. Strategies to address need:					
IHCC Perkins dollars support the Office for Accessibility Resources to assist in accommodation implementation and to reduce barriers to academic success for students with disabilities and/or students on academic warning or suspension.					
3. Measurable Outcomes (report results in next APR):					
IHCC will continue to support the success of CTE students with access needs. IHCC will support 20 students in the coming year					

NEED B: Secondary alignment to Middle School . Professional learning opportunities and student exposure to career and college are needed,	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"/>
E2-Need B Expand and align CTE programming into the middle school. Many middle school students and families are unaware of career pathways and offerings at the high school. On the ACTE self-assessment the overall average rating for sequencing and articulation of courses including being coordinated with broader pathway systems was 63%.					
2. Strategies to address need:					

Through vertically aligning tech ed and FACS courses, teachers, counselors, and administrators can better assist students and families in planning pathways of interest and enrolling in appropriate classes.

The process will include reviewing licensures, curriculum alignment and planning, ensuring resources are available, professional learning opportunities for counselors and administrators. It will also require the South Metro Consortium’s secondary team to work to systematically increase the visibility of CTE Pathway opportunities.

Due to the high degree of technology used within our three LEAs current tech ed classes, our secondary teachers are predicting that our high school teachers and high school consortium leaders may need to consider the parameters for the use of AI as the 6th -12th grade teachers within 191, 194, and 196 go through this curriculum review and study process. Secondary school CTE teachers from the South Metro Consortium predict the team will need to standardize shared language and expectations with respect to AI. As secondary teams from the three LEAs align middle and high school programs, a common language and vertical alignment are anticipated outcomes.

There will be allowable and appropriate support for student organizations/ programs like robotics. This would include allowable expenditures for fees, accommodations, and transportation to events by licensed CTE teachers.

3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> • Documentation of vertical meetings to address this goal and action plan. • Increased number of events that include exposure to career pathways by middle school students. • Plan for the 25-26 school year with curriculum/course changes that demonstrate increased alignment.

NEED C: Match opportunities within CTE courses with demand shifts in Healthcare	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 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>After high school registration took place, course enrollment data for the high schools within the South Metro’s Consortium. The data indicated that the 9th - 12th grade student demand for health careers, certified nursing assistant, and the emergency medical services increased. The South Metro Consortium’s secondary schools must continue to plan, strengthen and expand medical and health careers offerings due to the increased student demand for those courses.</p>					

IHCC and DCTC offer healthcare related courses to the high schools through the concurrent enrollment and contract class programs. Teacher qualification and student interest drive whether the courses are delivered in any particular year.

2. Strategies to address need:

Secondary schools will provide professional learning opportunities. Secondary sites are purchasing new manikins and equipment in our EMS, nursing assistant and medical careers courses. The secondary nursing assistant teachers from 191,194, and 196 will be implementing the new state curriculum products. EMS and medical careers teachers from the three LEAs within the South Metro Consortium will share their new learnings from the 2024 GEMS conference with their peers in the medical and health sciences career strand.

There will be allowable and appropriate support for student organizations/ programs like HOSA. This would include allowable expenditures for fees, accommodations, and transportation to events by licensed CTE teachers.

IHCC and DCTC will continue to offer healthcare related courses as CE and contract class options to the high schools.

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

Secondary schools in the South Metro Consortium will continue to see enrollment and demand for training increase. High schools from 191, 194, and 196 will add programs over the cycle. Secondary schools in the South Metro Consortium will increase or hold steady the number of learners passing the CNA test, and the EMS assessments.

IHCC and DCTC will supply the healthcare related courses through the CE and contract class programs as requested.

Our goal is to provide at minimum 10 courses this year.

NEED D: Increasing licensure opportunities and options for secondary teachers in areas including business education, computer science, information technology, manufacturing and construction trades, design, and technology and communications.	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 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
E2-Need D The South Metro Consortium is working to secure additional licenses for the highly skilled and versatile grades 9-12 staff members. The South Metro Consortium began working with the Lakes Country Coop in identifying opportunities for current staff to add additional licenses.					

Consortium members are looking into adding the visual arts endorsement for CTE teachers through the MTLE process due to the potential for crossover assignments for CTE teachers.

2. Strategies to address need:

The South Metro Consortium has begun working with the Lakes Country Coop in identifying opportunities for current staff to add licenses. This will help in retention of current staff and in recruiting seasoned educators from non-CTE content areas to pursue additional licenses in closely aligned CTE courses.

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

- Increase the total number of teachers in all South Metro Districts that have CTE Licenses in two or more areas.
- Increase the number of teachers that have CTE licenses areas such as: business education, computer science, information technology, manufacturing and construction trades, design, and technology and communications.

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.

District 196 is in the process of developing an additional advanced welding offering for the 25-26 school year. **DCTC will support this effort where appropriate.**

The South Metro Consortium secondary teachers are also working to integrate some courses that are not currently in a CTE department into the CTE department. The South Metro Consortium's secondary leadership team will accomplish this by supporting some math, science, and visual arts teachers to obtain a second license in a CTE field. The secondary coordinators who lead the South Metro's leadership team will support faculty joining CTE with several opportunities for professional support and learning about integrating the world of work into their courses.

Computer science is presently a cross-disciplinary field. Now is the time to support the secondary teachers from the three LEAs within the South Metro Consortium in gaining the professional training necessary to teach computer science through the lens of CTE. It is important to support learners who know how to apply computer science skills in their careers. **IHCC will support this effort where appropriate.**

The South Metro Consortium’s secondary leaders also believe that this work will help in retention of current staff and in recruiting seasoned educators from non-CTE content areas to pursue additional licenses in closely aligned CTE courses. On the ACTE assessment, teachers from the three LEAs of 191, 194, and 196 rated themselves and colleagues as 78% prepared and effective overall.

The secondary leaders of the South Metro Consortium also want to support our secondary teachers to be savvy with the ever evolving world of computer applications. Advisory committees have recommended teachers pursue other professional technology certifications in order to better instruct students in Microsoft products. Advisories suggested that the 9th-12th grade teaching staff should be supported as they learn to integrate and perhaps obtain certifications in relevant computer programs and coding.

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

All of the South Metro Consortium’s secondary programs possess websites and videos that advertise the CTE offerings. Registration materials for all schools have course descriptions for CTE offerings. District 196 also hires advanced marketing students to post about CTE offerings on instagram, facebook, and other school based websites. The stakeholders from the South Metro Consortium’s leadership team are getting the word out about CTE in the South Metro!

IHCC supplies enrollment and access to all students and has staff that focus on providing students with relatable information on the courses and support services.

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: Students need to learn more about the expansive array of CTE offerings.	This Need is in Element(s):
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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"/>
Students have misperceptions of the CTE areas of study. More relatable information needs to be conveyed about the potential jobs/successes for those coming out of CTE programs including the short- and long-term benefits of trades careers. (time invested = higher paying wages).					
2. Strategies to address need:					
IHCC has and will continue to discuss prioritizing how to get more relational LMI to students and their families with the Youth Council.					
3. Measurable Outcomes (report results in next APR):					
Work is moving forward on prioritizing getting LMI to students and their families. A plan will be developed by February 25 and steps will be taken to implement said plan.					

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.

IHCC will do additional work to explore with the local board to establish a more relatable LMI data sheet for students and parents.

- 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

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	\$600
3.	Postsecondary Subtotal	\$600
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	\$600
6.	Secondary Subtotal	\$600
7.	TOTAL	\$1200

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: It is essential that students who are developing their English language proficiency are supported as they pursue their education.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 x	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The students at IHCC continue to do well in part from the added support both academically and programmatically.					
2. Strategies to address need:					
IHCC focuses funding on tutors for the CTE areas with a focus on nursing students.					
Measurable Outcomes (report results in next APR):					
The IHCC students in the career areas, especially nursing, continue to hit successful goals. These goals include a 90% student pass rate for CTE classes.					

NEED B: Learners in CTE will also enroll in honors, advanced, CIS, AP, and other rigorous course offerings.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Secondary stakeholders within the South Metro Consortium will examine assessment data including MCA writing and math scores. Professional development will be planned to support CTE teachers to embed math skills, literacy skills, differentiation for English language learners, and differentiation for learners with IEPs.					

Secondary consortia leaders will work with secondary teachers and guidance counselors to encourage learners in CTE courses to take other advanced course offerings like AP, CIS, concurrent enrollment, honors and advanced level courses.

IHCC will continue to work with the secondary partners to explore and implement CE and contract course offerings.

2. Strategies to address need:

- The professional learning opportunities may be offered in person or asynchronously.
- The leadership team within the South Metro Consortia will also work to encourage and increase rigorous coursework for students pursuing careers in CTE areas
- The South Metro Consortium’s CTE departments specific professional development around writing tasks may look different depending on the pathway, for the essential literacy skills in Business may be different from Health Care or Transportation, etc.
- IHCC will continue its efforts with the secondary partners to meet their CE and contract class needs.

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

Secondary learners taking CTE courses will also be enrolled in other rigorous course offerings.

Secondary MCA scores in math and literacy will increase.

IHCC will continue to offer CE and contract classes with their secondary partners.

IHCC’s goal is to increase these course offerings by 5%.

NEED C: MCA literacy scores will increase and learners within CTE programs will be more prepared for literacy tasks in the workplace.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Secondary learners in the South Metro Consortium had literacy scores that were higher than the State Determined Performance Levels. However, the secondary leadership team within the South Metro Consortia are committed to support the 9th- 12th grade learner’s growth and improvement.</p> <p>MCA literacy scores in the three LEAs belonging to the South Metro Consortia fell from 2021 to 2022 and rebounded somewhat in 2023. That data aligns with anecdotal reports from our business and industry partners at secondary South Metro Perkins Consortium advisory meetings. Learners in grades 9-12 may benefit from more direct instruction in the soft skills required for business communications.</p> <p>There will be allowable and appropriate support for student organizations/ programs like DECA, BPA, FCCLA, and FFA. This would include allowable expenditures for fees, accommodations, and transportation to events by licensed CTE teachers.</p>					

2. Strategies to address need:

The leaders from the South Metro Consortia’s secondary districts will support CTE teachers in grades 9-12 with professional development opportunities relating to reading and writing tasks.

As teacher stakeholders from the three LEAs examine their respective CTE curriculum across grades 9 -12. The consortium’s secondary leaders will urge teachers to embed literacy related learning into course activities.

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

The three LEAs will see an increase in MCA literacy scores. Representatives from business and industry will hopefully see their new worker approaching tasks with a greater degree of ease.

NEED D: MCA math scores will increase and learners within CTE programs will be more prepared for mathematical tasks in the workplace.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The South Metro Consortia’s secondary MCA math scores are higher than the State Determined Performance Levels. Those math scores fell from 2021 to 2022 and rebounded somewhat in 2023. As a consortium one area of focus will be to see the math scores improve.</p> <p>The secondary leadership team within the South Metro Consortium can help support this goal by attending to and encouraging the integration of applied math skills within CTE courses.</p>					
<p>2. Strategies to address need:</p>					
<p>Secondary consortium leaders from the South Metro Consortium will provide teachers with professional development to support applied mathematics tasks. As the curriculum for learners in grades 9-12 is reviewed and revised, across our programs of study, teachers from 191, 194, and 196 seek for opportunities to apply mathematical tasks in their CTE courses.</p> <p>There will be allowable and appropriate support for student organizations/ programs like DECA, BPA, FCCLA, and FFA. This would include allowable expenditures for fees, accommodations, and transportation to events by licensed CTE teachers.</p>					
<p>3. Measurable Outcomes (report results in next APR):</p>					

The MCA scores in mathematics in Burnsville, Lakeville, and Rosemount Eagan Apple Valley will improve.

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 districts within the consortium will work in conjunction with the staff in their teaching and learning departments.

A teacher teams from 191, 194, and 196 go through the process of curriculum refinement and review, the South Metro Consortium's secondary leadership will integrate skills required in math per the new state math standards in the strands Data and Probability and Spatial Reasoning. As described in the latest mathematics standards.

IHCC provides tutors and disability services to support students in CTE courses with the goal of successful completion of programs.

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: Enhance employment skill base to include communication/ soft skills	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>E2-Need E</p> <p>Systematically embed a communication and soft skills component in all Business courses from keyboarding to Business Administration. Over the past 2 years this need has been strongly identified by every advisory committee and on stakeholder surveys. Once this component is determined to be effective, it will be replicated in other programs. Currently 41% of students believe that their CTE classes have helped with communication skills, 15% conflict management, 36% time management, 39% teamwork, 27% following directions, and 22% meeting deadlines.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> ● Various effective customer service models will be explored to assist in creating developmentally appropriate elements for students in our consortium. ● Various performance review documents from local partners will be used to design lessons around employment skills. ● There will be allowable and appropriate support for student organizations/ programs like DECA, BPA, FCCLA, and FFA. This would include allowable expenditures for fees, accommodations, and transportation to events by licensed CTE teachers. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> ● Student surveys will indicate growth in the employment skills identified above. 					

NEED B: Transportation for high need individuals needs a particular focus.	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"/>

E5-Need A: Transportation for mentor and work based learning for secondary and postsecondary learners to be able to access opportunities in workplace settings.

2. Strategies to address need:

Continued funding of buses is needed on both levels. Consideration for supplementing funding for individual transport.

There will be allowable and appropriate support for student organizations/ programs like DECA, BPA, FCCLA, and FFA. This would include allowable expenditures for fees, accommodations, and transportation to events by licensed CTE teachers.

High school students will be bused to IHCC for a variety of experiences.

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

An increase in students with needs being able to participate in work-based learning.

High school students will be bused to IHCC for a variety of experiences.

Our goal is to see a 5% increase in student participation.

4. Provide additional narrative to address the following:

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

IHCC provides dollars to a staff member who focuses on assisting students in CTE classes with additional needs to ensure their success.

- 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?

IHCC provides dollars to support an admissions staff to focus on non-trad students for the CTE areas of study.

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: Expand career exploration opportunities for middle and high school learners	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>E5-Need A: Transportation for mentor and work based learning We want all learners to be able to access opportunities in real workplace settings beyond school</p> <p>E2-Need B Identifying how to expand and align programming into the middle school. Many middle school students and families are unaware of career pathways and offerings at the high school. On the ACTE assessment the overall average rating for sequencing and articulation of courses was 63% which includes being coordinated with broader pathway systems. Through vertically aligning tech ed and FACS courses, teachers, counselors, and administrators can better assist students and families in planning pathways of interest and enrolling in appropriate classes. The process will include reviewing licensures, curriculum alignment and planning, ensuring resources are available, professional learning opportunities for counselors and administrators, and systemically increased visibility of CTE Pathway opportunities. Due to the high degree of technology used in our current tech ed classes, teachers are predicting the need for considering parameters for the use of AI as we go through this process. A need was identified by high school tech ed teachers to use the same language and standardize it. As we align middle and high school programs, a common language will be one of the outcomes.</p> <p>E2 - Need F Districts 191 and 194 are beginning WBL programs. It is essential for students to get field experience in determining interests, creating networks, and systemic collaboration with our business and industry partners. A significant portion of these students will need transportation.</p>					
2. Strategies to address need:					

- The secondary leadership of the South Metro Consortium will increase funding for school field trips.
- The secondary leadership of the South Metro Consortium will collaborate with school sites to support middle school learners with field trip opportunities that showcase high school CTE, career, and college pathways.
- The South Metro Perkins Consortium’s secondary leaders will investigate the use of local public transportation to help our secondary students connect to business and industry.
- High school students will be bused to IHCC for a variety of experiences.

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

- Over the next two years, the curriculum at the middle school level will be aligned to the high school in FACS and Tech Ed. Documentation of meetings to plan will be reported.
- Additional transportation to field experiences for WBL and mentor programs will be available. The number of field trips and students transported to opportunities will be reported.
- The number of placements for students to receive work based experience will be reported.
- High school students will be bused to IHCC for a variety of experiences.

NEED B: Growing WBL/Mentor programs in Districts 191 and 194	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
<p>E2 - Need F Districts 191 and 194 are beginning WBL programs. It is essential for students to get field experience in determining interests, creating networks, and systemic collaboration with our business and industry partners. A significant portion of these students will need transportation.</p>					
2. Strategies to address need:					
<p>Staff hired and recruited specifically to fill these roles is in process. Collaboration with District 196 will help ensure smooth facilitation and a roadmap. Collaboration with community partners will help identify additional placement opportunities.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>The number of staff involved in WBL and mentor programming will be reported. The number of students involved in the program will be reported. The number of locations and partners will be reported.</p>					

4. Provide additional narrative to address the following:

- a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

Within the South Metro Consortia, all secondary LEAs offer Work-based learning opportunities. District 196 has the most robust program and programming is inclusive of learners with Individualized Instruction Plans as well as learners who are legislatively characterized as *disadvantaged*.

9-12 grade learners in all districts have access to programming which prepares learners for the world of work and solid workplace habits.

IHCC has staff dedicated to supporting work-based learning efforts in all CTE areas of study.

- 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.

The secondary members within the South Metro Consortium work to build solid relationships with employers nearby. This is done to facilitate and sustain positive working relationships and future student placements.

Within the South Metro Consortium one of our goals is to sustain programming in work-based learning within 196 and grow work-based learning in 191 and 194.

IHCC staff will continue their work in developing/expanding work-based learning efforts for the CTE students.

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

The South Metro Consortium's secondary leadership team will seek out opportunities for shared professional learning. The team will also seek out opportunities for career exploration with field trips that facilitate expanding the world of work.

IHCC supports its work-based learning staff through the gen fund.

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: Additional concurrent enrollment opportunities for learners in the South Metro Consortium’s high schools and high schools whose learners regularly attend IHCC .	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"/>
E3-Need A: IHCC's portfolio of CE and Contract courses continues to expand with the challenge in providing CE approval for HS CTE teachers remaining. IHCC has implemented the Nursing Assistant, EMT, Education and Business courses at various high schools. The goal is to expand these offerings in as many high schools as possible due to the workforce need and the opportunity for the students to find out if they are interested in pursuing health careers after they complete high school.					
2. Strategies to address need:					
Work is being done through IHCC on addressing alternate options to approving HS CTE teachers for concurrent enrollment options.					
3. Measurable Outcomes (report results in next APR):					
An increase in the number of HS teachers approved to teach CTE concurrent enrollment classes.					

NEED B: Articulated Credit Agreements will be maintained and developed when and as required within programs of study when it is practicable.	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"/>

The South Metro Consortium's secondary leadership team will explore and develop articulated credit agreements with post-secondary entities as it is practicable.

2. Strategies to address need:

Schedule a summit with guidance counselors to begin a dialogue about current CTE outcomes with CE, Articulation, AP, and PSEO.

Create a summary that outlines different paths to earn a 2 year degree while in high school.

IHCC will participate in the high school efforts to educate their students on the post-secondary options as appropriate.

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

An estimated number of students in grades 9-12 that earn college credits at the high schools within the South Metro Consortium will be reported.

NEED C: Secondary consortia members will explore concurrent enrollment opportunities.	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 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Burnsville School ISD 191 has a program with Inver Hills Community College which enables learners to acquire an AA degree in tandem with completing their HS degree. Lakeville 194 and Rosemount Apple Valley Eagan 196 want to explore offering more concurrent enrollment courses in CTE.					
2. Strategies to address need:					
Continued discussions with IHCC and DCTC to expand concurrent enrollment options both in liberal arts and CTE areas.					
3. Measurable Outcomes (report results in next APR):					
An increase in concurrent enrollment options at the secondary level through post-secondary schools including IHCC and DCTC. Our goal is to see a 5% increase in student participation.					

4. Provide additional narrative to address the following:
- a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

The MDE and MinnState team recently conducted their monitoring of the South Metro Consortium. During that monitoring the LEA's submitted an excel file of all the South Metro Consortium's articulation agreements. We will submit it again as an addendum to this application.

The Minnesota Common Course Catalog which is a database at the Minnesota Department of Education has a record of all of the courses offered in 191, 194, and 196.

All of the high schools within the South Metro Consortium have webpages describing the array of high school and college credit options offered both within CTE and non CTE departments.

The high schools within the South Metro Consortium offer articulated credits, concurrent enrollment credits, AP credits, CSI credit, and options for PSEO.

IHCC is highly engaged with the area high schools in developing post-secondary credit options.

Narrative 8: Support to Professionals

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

1234

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

NEED A: Ongoing rigorous PD to maintain collaboration.	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
E4-Need A: The South Metro Consortium does an excellent job of bringing CTE teachers together for the Back to School Kickoff events hosted at IHCC. These meetings have an overview of Perkins guidelines and annual plan, data review, industry skill information, opportunities to share curricula and instructional strategies, partnership with postsecondary instructors, and feedback loops.	□	X	X	X	□

E4-Need C

are consulting with Lakes County and looking at getting more teachers a Technology and Information Systems license for CTE status. Due to demand, we are expanding computer science and cyber security offerings.

E2-Need D

Getting OFP Licensure and additional licenses. The South Metro Consortium has begun working with the Lakes Country Coop in identifying opportunities for current staff to add licenses. This will help in retention of current staff and in recruiting seasoned educators from non-CTE content areas to pursue additional licenses in closely aligned CTE courses. On the ACTE assessment, our staff rated themselves and colleagues as 78% prepared and effective overall.

Advisory committees have recommended teachers pursue other professional technology certifications in order to better instruct students in Microsoft products. It becomes difficult to balance having qualified teachers with having teachers that use the qualifications to leave teaching and earn more in their business and industry field. Consortium members are looking into adding the visual arts endorsement for CTE teachers through the MTLE process due to the potential for crossover assignments for CTE teachers.

E4-Need E

On the High School Stakeholders Survey, 53% indicated that they received adequate PD. Comments indicated that more PD was needed regarding current business and industry standards.

2. Strategies to address need:

- We will continue our Fall Kick Off Meetings at IHCC to orient new Perkins teachers and remind all stakeholders of the support, partnerships, parameters, and responsibilities associated with Perkins.
- We will be consulting with Lake County to streamline the process of adding certifications.
- We will be seeking, through partners, opportunities to obtain PD in current business/industry standards in regards to current content, equipment, and procedures.
- When guidelines for offering the required personal finance credit for students are finalized, we will be developing and configuring various classes and programs to accommodate the new requirement.
- We will continue to fund a 0.5 FTE Teacher on Special Assignment to support and arrange this work. The work of the TOSA will support and facilitate curriculum meetings, build awareness of professional learning development opportunities, and support the work of the Perkins advisories.

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

- Increase the number of CTE teachers with multiple certifications and non-CTE teachers with CTE certification.
- Specific current industry standards will be identified and used in the course syllabus and designing instruction and assessment around those standards. Updated syllabi will reflect updated standards including the organization that wrote the standards.
- Classes that meet the personal finance credit requirements, will conform to the new requirements.
- IHCC will continue to host the kick-off meetings bringing in appropriate support staff and information.

NEED B: Increase licensure and enhance technical and professional certifications	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>The South Metro Perkins Consortim’s secondary schools will be ensuring proper vocationally oriented licensing as leadership and teaching staff from the three LEAs develop stronger computer science pathways, manufacturing pathways, and medical career pathways. To support more complete and flexible licensing the CTE teachers from 191,194, and 196 are willing to work with Lakes County Cooperative and work on the additional visual arts endorsement by preparing for and taking the visual arts MTLE. Having multiple CTE licenses will enable the teachers within our three LEAs to flexibly adapt pathways to the arbitrary and inflexible designs the state has conceptualized around programs of study.</p>					
2. Strategies to address need:					
<p>The three LEAs will work to indicate through the use of professional certifications, licensure, and success in the visual and music arts MTLE exams to demonstrate their talents and their ability to teach 9th, 10th, 11th, and 12th grade learners.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>More teachers from 191, 194, and 196 will have CTE licenses. More teachers from 191, 194, and 196 will pass the visual arts MTLE.</p>					

4. Provide additional narrative to address the following:

- a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

The human resources offices of all of the programs within the South Metro Consortium are required to do this, and are asked this same question in annual World's Best Workforce reporting. World's Best Workforce plans are public documents. All LEAs actively recruit more teachers with diverse identities. Both 196 and 191 have Grow Your Own grants to support, encourage, and fund more BIPOC teachers.

Additionally, district 196 consults with both our Native American Parent Committee and the State's Tribal Nations Education Committee. 196 actively recruits Indigenous teachers and are seeking a grant to bring Ojibwe language into the district's world language course offerings. 196 and 191 work together to host a Pow Wow each year.

191, 194, and 196 seek to be open and affirming to all people as does IHCC.

- b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

As mentioned above 196 and 191 have Grow Your Own grants which are used to support historically underrepresented populations in education. All of the districts have equity and inclusion supports and affinity groups for new teachers.

As a Consortium we are looking to optimize licensure and provide on-going professional learning supports. New teachers are welcomed and supported by colleagues on their respective advisories too. The teachers within our consortia are active participants in their respective CTE professional organizations.

194 and 196 have also been working to support CTE teachers as they work to earn their visual arts endorsement.

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?
 - The secondary schools within the consortium had lower scores than they would like in mathematics and reading.
 - IHCC would like to see their non-traditional student numbers increase.
2. What are the strategies to address these needs?

Not having distance learning due to a pandemic should be helpful.

The secondary schools in the South Metro Consortium will be offering participation in student organizations.

The high schools will also promote rigorous course taking and work to embed more math and literacy skills into their CTE curriculum.

IHCC will continue to support all learners in navigating the college setting.

IHCC has funds dedicated to supporting an admissions staff to increase non-trad populations in CTE programs of study.

It is the hope of the South Metro Consortia that offering more in-person learning opportunities (as opposed to the distance learning required for health and safety purposes during COVID) will help all students to be more academically successful.

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

These outcomes will be reported because all public school districts in the state of Minnesota are required to conduct needs assessments and share assessment data. In all Minnesota public schools, schools must report their MCA data, because it is required under the Elementary and Secondary Education Act reauthorized in 2015 as the Every Student Succeeds Act.

World's Best Workforce statute in Minnesota also requires goal setting and the obligation to report the state's standardized assessments. That assessment data from secondary schools is disaggregated by racial and ethnic groups, Special Education status, English learner status, and using the poverty indicator of learners eligible for free and reduced priced lunch.

All of the schools (including IHCC) and districts within the South Metro Consortium that by continuously improving the programs and our learners having more in person opportunities for learning they will attain greater academic growth and achievement.

NEED A: Continued efforts to bring underrepresented populations into the IHCC Career programs.	This Need is in Element(s):				
1. 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 x
Non traditional program enrollment is an area of focus and the need to increase and retain students of diverse populations.					
2. Strategies to address need:					
Continued support in the admissions and student services to recruit and retain diverse populations in the career programs at IHCC.					
3. Measurable Outcomes (report results in next APR):					
An improvement in the enrollment and completion rates at IHCC. Our goal is see an increase in enrollment and retention by 5%.					

NEED A: The secondary schools within the consortium had lower scores than they would like in mathematics and reading.	This Need is in Element(s):				
Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E1-Need B The South Metro consortium’s secondary math scores are higher than the State Determined Performance Levels. Math scores fell from 2021 to 2022 and rebounded somewhat in 2023. are hearing about this need from industry partners from nursing assistants to manufacturing technology. Supporting students with applied measurement tasks is an area we need to address.</p>					
<p>E1-Need C Our consortium’s literacy scores are higher than the State Determined Performance Levels, however, our secondary stakeholders want to continue to grow and improve. Our literacy scores also fell from 2021 to 2022 and rebounded somewhat in</p>					

2023. This data aligns with what our secondary teachers have heard from our business and industry partners at advisory meetings. Our learners would benefit from more direct instruction in the soft skills required for business communications. Our CTE teachers in courses with embedded writing opportunities like writing for business purposes need to address the soft skills connected to writing for business purposes and careful/close reading of tasks.

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4. Strategies to address need:

Most secondary students will attend school in person.
The South Metro Consortium’s CTE teachers with support from the Perkins leadership team will work to embed math and literacy into their curriculum.
The South Metro Consortium will encourage learners to participate in student organizations and engage in activities where they apply their academic skills to the world of work.
The teachers of Work Based Learning courses at the high school level will continue to teach students about how to optimize their study habits in order to demonstrate their success in academic tasks and work tasks.

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

Secondary MCA reading and math scores will increase.
Students will continue to participate in student organizations.

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?

This was addressed above. If you need additional data please reference *The Minnesota Report Card* (<https://rc.education.mn.gov/#mySchool/p--3>).

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

IHCC will continue to focus dollars on recruiting non-trad participants into the CTE coursework.

Narrative 10: Consortium Governance (MJG)(Sara)

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

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

NEED A: Turnover in membership	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 x	5 <input type="checkbox"/>
<p>The South Metro consortium has a positive track record of high participation and cooperation amongst all of its members. Two members turned over this past year leaving a need for learning how Perkins works.</p>					
2. Strategies to address need:					
<p>Members (including IHCC) will continue the strong cooperation and pitch in to assist the new members in their learning curve.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Continued positive outcomes by the secondary and post-secondary schools. The goal is to work with the system office to orient new members and focus on the importance of collaboration between secondary and postsecondary.</p>					

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.

Please see supplemental materials, South Metro Procedure Manual. We in the process of further developing our South Metro procedure manual further. Though not perfect it describes our operating processes.

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 :Health and Medical Careers	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"/>
According to MN DEED LMI, Health Care and Social Assistance are Dakota County’s largest employers making up approximately 12 percent of the county’s total employment. Those occupations with the most postings include Registered Nurses, Nursing Assistants, Medical Assistants, Medical Secretaries and Administrative Assistants and Licensed Practical and Licensed Vocational Nurses. (Talent Neuron) Following Healthcare was Retail Trade and Manufacturing.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
Continue funding healthcare and manufacturing POS at IHCC and the secondary schools. Support student organizations that are health care oriented like HOSA with fees and accommodations for CTE licensed coach/facilitator/ supervisor stipends.					
3. Measurable Outcomes (report results in next APR):					
Students have access to high demand courses of study at IHCC and the high schools. Our goal is to see a 5% increase in student access to high demand courses.					

NEED B: The South Metro Consortium wants to maintain and expand their programming in health sciences for our EMS SRPOS.	This Need is in Element(s):
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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>E2-Need C</p> <p>The South Metro consortium's secondary programs registration enrollment data indicated an increased demand for health careers, certified nursing assistant, and the emergency medical services increased. The three LEAs secondary programs need to continue to plan for, strengthen and expand medical and health career offerings</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>The secondary programs within the South Metro Consortium will work to get CTE licensure and Tier 3 and 4 licenses for the teachers who teach our health careers courses. The secondary leadership team within the South Metro Consortium will work with the teachers in the EMS pathway to purchase the equipment needed for more health and medical careers, nursing, EMS, and other courses within the pathway.</p> <p>Support student organizations that are health care oriented like HOSA with fees and accommodations for CTE licensed coach/facilitator/ supervisor stipends.</p> <p>The secondary level stakeholders are also interested in further development of the education pathway. District 191 is partnering for a concurrent enrollment course around young learners at DCTC.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Districts 191, 194, and 196 will continue to modernize the equipment that is needed for teaching within our EMS pathway.</p> <p>The three districts will continue to see an increase in the number of learners registering within this pathway.</p> <p>The three school districts will fund and support the work of teachers toward Tier 3 and 4 licensure.</p> <p>IHCC will continue its support of developing EMS pathways in the high schools.</p>					

4. Provide additional narrative to address the following:
- a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

At IHCC and DCTC, therapeutic health care is an of focus, because it is in high demand and an area of program growth. At the secondary level demand is increasing within health care.

- 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.

This pathway is laid out in the document describing the programs of study and state required programs of study. Please see figure 1 below.

Figure 1.

[NAME] Consortium	POS 1	
Career Field	Health_Science_Technology	Health_Science_Technology
Career Cluster	Health_Science	Health_Science
Career Pathway	Therapeutic_Services	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	070300 Emergency Medical Services 191, Burnsville; 194, Lakeville; 196, Rosemount Apple Valley Eagan	
Postsecondary Partner Institutions	Inver_Hills_Community_College_073	Dakota_County_Technical_College_073
Postsecondary CTE Program #1	Exercise Science Transfer Pathway	Medical Assistant
Postsecondary CTE Program #2	Nursing (MANE)	Nursing Assistant
Postsecondary CTE Program #3	Nursing Assistant	Practical Nursing
State-Recognized	Yes	

H	I
POS 4	
Human_Services	Human_Services
Education_and_Training	Education_and_Training
Teaching_Training	Teaching_Training
<p>090101 Early Childhood Guidance and Education and Training 191, Burnsville; 194, Lakeville; 196, Rosemount Apple Valley Egan</p>	
Inver_Hills_Community_College_07 1	Please Select...
Education Foundations	Please Select...
Elementary Education Foundations Transfer Pathway	Please Select...
Special Education Transfer Pathway	Please Select...
Yes	
Priority 3	

Perkins-Funded Positions

Submit the following with your application materials:

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

Required Documentation

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

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

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

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

Consortium Name: South Metro Perkins Consortium

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):

This CLNA is a good opportunity to better understand the local needs as half of the South Metro members that are new to Perkins. The South Metro consortium gathered stakeholder feedback in various ways and from a variety of sources that provided valuable information with questions geared to seek relevant and timely information that would properly guide the development of the South Metro consortium work over the next few years. The consortium is fortunate to have positive minded members that have a diverse set of experiences that added to the data collection and assessment report.

Outlined below are the dates, events, stakeholders, and activities used to gather data for this needs assessment:

- June 28, 2023 - planning meeting regarding questions for focus groups, scheduling data collection, program self-assessments, and protocols.
- Monthly meetings of consortium leadership
- September/October fall meetings kick-off and ACTE surveys were completed.
 - 9/27/23 - Business Management and Administration, Finance, & Marketing
 - 10/4/23 - FCS & HHS - Hospitality & Tourism, Education & Training, Health Sciences
 - 10/11/23 - Tech Ed. & Career Development - Transportation, Distribution, and Logistics, Architecture & Construction, IT, Agriculture & Natural Resources, Arts, AV, and Tech. Comm.
 - 10/16/23 - Work Based Learning
 - ACTE group program assessments
 - Stakeholders focus groups business/industry partners
 - Stakeholder focus groups CTE staff
- Systemize syllabus revisions among consortium focusing on essential components required by Perkins.
- Winter Surveys:
 - MS teachers
 - 10-12 grade students
 - HS counselors/deans
 - HS CTE teachers
- Registration data
- Student demographic data
- Concurrent Enrollment Advisory meeting
- Dakota WorkForce Board Youth council
- Inventory checks February 2024

What could have been done differently to achieve better results:

At the secondary level, we could have done more outreach to parents and our support staff like secretaries and paraprofessionals.

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.

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

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.

Name	Title	Group Represented
Sara George	Perkins V South Metro consortium Secondary Schools Leader	District 196
Kathy Funston	Director of Strategic Partnerships and Pathways	District 191
Mary Jo Gardner	Director, K12 Partnerships Dakota County Technical College Inver Hills Community College	IHCC Postsecondary
Nicole Adams	Secondary Teaching & Learning Coordinator	District 194
Dru Mitchell	CTE TOSA	District 196
Lisa Turgeon	American Indian Education Program Specialist	District 196
	Native American Indian Parent Advisory Committee	District 196
	Secondary School Administration	District 196, 191, 194
	Secondary Counselors	District 196, 191, 194
	Students	District 196, 191, 194
	Advisory Partners?	
Krista Jech	Chamber of Commerce President	Lakeville COC
Katelyn Dwyer	Business Student	Carlson School of Management
Jason Fasick	Branch Manager	Stevens Equipment
Scot Kretzshmar	Broker	Thrivent
Bonnie Vagasky	VP External Relations	Best Prep
Jenny Peterson	Director HR	MHC Automation
Sharon Bergen	Dept. Chair Early Childhood	DCTC
Tricia Demarais	Owner	HyPointe Childcare
Chris Pare'	Lead Chef	Bourbon Butcher Restaurants
Jeff Scott	Chef	Irie Delights
Rechard Saulter	Head of District Security	District 196
Dawn Labiosa	RN	Regions Hospital
Meg Peron	Cyber Security	Security Studios
Ann Dixon	Cyber Security Specialist	Securian Financial
Alex Knutson	President	ABK Group, LLC

Name	Title	Group Represented
Consortium District Staff	Varied roles	Secondary Education Stakeholder focus group (CTE teachers, District Administration, high school counselors, Cultural Family Advocates, teacher reps from general education, special education and English Learners)
District 191,194,196	All CTE Teachers	Secondary CTE teacher survey from Back to School events
Mary Jo Gardner	Director, K12 Partnerships	DCTC/IHCC Youth Workforce Program Coordinator, Supervisor Concurrent Enrollment Advisory Committee
Amber Higgins	Youth Workforce Program Coordinator, Supervisor	Dakota Workforce Board Youth Council
Wendy Marson	Director of Institutional Effectiveness	DCTC/IHCC Institutional Research

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	Ongoing	IHCC has funded tutors that focus on CTE areas.	3	3	2		8
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students (POS)							
Continue to add Business and Community Partnerships	Ongoing	Secondary teachers have contacted businesses to solicit input. Some partnerships have developed.	1	3	2	2	8
Student Career Development	Ongoing	Student work-based experience opportunities have been established. More are needed.	1	2	1	1	5
Sequencing and articulation	Ongoing	At the high school, classes have defined levels and prerequisites. However, the middle school classes are not fully aligned.	1	3	2	3	9

Exploring addition of program/s (Welding 196,)	Beginning	A location has been identified to begin a welding program at ISD196.	2	1	1	3	7
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1	12 years	Continuous work by IHCC with HS partners to implement CTE courses.	3	3	2		8
Priority 2		Both secondary and IHCC are looking to expand or improve POS in Criminal Justice, Arts Technology Communications, Engineering, Business, Healthcare, Manufacturing, Paralegal and Education.	2	2	2	1	7
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1	Ongoing	Continuous review and requests for changes in policy to approve HS teachers for CTE licensure and CE.	3	3	3	3	12
Priority 2	Ongoing	Exploring and pursuing expanding CTE licensure areas for current staff that are interested.	3	3	2	2	10

Priority 3	Ongoing	53% of High School Staff indicate that there is adequate PD. Training regarding current business and industry standards is the highest need identified. Currently, advisories are the main source for gathering current B/I standards.	2	2	2	2	8
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1		Need A: Transportation continues to be a major barrier for students to attend specialized training and workforce experiences.	3	3	3	3	12
Priority 2		Need B: Students have misperceptions of the CTE areas of study. More relatable information needs to be conveyed about the potential jobs/successes for those coming out of CTE programs including the short- and long-term benefits of trades careers. (time invested = higher paying wages).	2	2	2	3	11

	<p>Need C: IHCC focused funds on the recruitment of students into the Perkins related programs including the research of prospective recruitment opportunities, followup with support tasks including inquiry calling to prospective students that included providing them with college and Perkins program and certificate information. Work has been done on developing/improving/sustaining new and current admissions and recruitment strategies focused on the CTE programs at IHCC.</p>	2	2	2	2	8
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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](#)

**Consortium Performance Report
Perkins V Consortium: South Metro
January 23, 2024**

The table below displays the State Determined Performance Level/target (column **SDPL**), actual performance percentage (**Actual Perf %**), and notification of whether an Improvement Plan (IP) is required (**IP Req?**) for every accountability indicator each grant year. The year shown following the Grant Year label indicates the reporting year of the data in alignment with the corresponding federal CAR (Consolidated Annual Report) grant year. For secondary indicators, reporting years align with school years (e.g. 2021 reflects school year 2020-21), with the exception of 1S1 and 3S1 which both lag by one year (e.g. students who graduated, enrolled in postsecondary and/or joined the workforce in school year 2019-20 are displayed in 2021 data). For postsecondary indicators 2P1 and 3P1, reporting years reflect the last year of the three-year cohort reported (e.g. reporting year 2021 reports on cohort 2019-2021). For postsecondary indicator 1P1, the cohort reporting lags by one year (e.g. reporting year 2021 reflects data from cohort 2018-2020).

Table 1. Secondary State Determined Levels of Performance, Actual Performance Rate, and Improvement Plan Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1S1: Graduation Rate (4-year)	92.71%	56.25%	92.54%		56.28%	94.05%		56.35%	93.56%		56.49%		
2S1: Academic Proficiency: Reading/Language Arts	N/A*	13.26%	69.92%		13.30%	64.83%		13.39%	67.11%		13.58%		
2S2: Academic Proficiency: Mathematics	N/A*	10.80%	50.32%		10.83%	41.46%		10.88%	43.34%		10.98%		
2S3: Academic Proficiency: Science	N/A**	N/A**	N/A**		N/A**	N/A**		N/A**	48.14%		N/A**		
3S1: Post-Program Placement	73.46%	48.11%	73.21%		48.17%	67.46%		48.28%	65.84%		48.52%		
4S1: Nontraditional Program Concentration	43.20%	13.39%	32.47%		13.42%	28.09%		13.50%	23.09%		13.64%		
5S3: Program Quality: Work-Based Learning	9.12%	5.99%	7.25%		6.00%	9.39%		6.02%	8.83%		6.07%		

If the performance rate on an indicator falls below 90% of the established SDPL for the indicator/grant reporting year, an **improvement plan (IP)** is required.

*Due to the COVID-19 peacetime emergency, MCA (Minnesota Comprehensive Assessment) testing was canceled, therefore, no Reading or Mathematics academic achievement data are available to report for SY2019-20. Across SY2020-21 secondary districts shifted from remote to in-person learning at different times and lengths of time.

**The grade in which the Science assessment is offered to students in MN depends upon when students complete the Life Sciences requirements during high school. The timing of this course can vary from one school year to the next and from one district to another. Therefore, while MN reports the Science data to OCTAE, we are not required to set SDPLs for this performance indicator. Data for the Science assessment was not available until SY2022-23.

Table 2. Postsecondary State Determined Levels of Performance, Actual Performance Rate, and Improvement Plan Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1P1: Postsecondary Retention and Placement	91.42%	91.68%	93.10%		83.53%	85.52%		83.53%	92.25%		83.53%		
2P1: Earned Recognized Postsecondary Credential	43.38%	41.30%	52.54%		39.42%	50.59%		39.42%	56.46%		39.42%		
3P1: Nontraditional Program Enrollment	19.58%	21.10%	16.01%	Yes	21.19%	18.33%	Yes	17.73%	18.33%		17.73%		

If the performance rate on an indicator falls below 90% of the established SDPL for the indicator/grant reporting year, an **improvement plan (IP)** is required.

Table 3. Participant and Concentrator Enrollment by Grant Reporting Year

Enrollment	Baseline (2020)	Grant Year 1 (2021)	Grant Year 2 (2022)	Grant Year 3 (2023)	Grant Year 4 (2024)
Secondary Participants	6,711	7,263	7,656	7,852	
Secondary Concentrators	3,325	3,057	3,225	3,363	
Postsecondary Participants	1,518	1,529	1,510	1,535	
Postsecondary Concentrators	468	552	510	542	

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: The students at IHCC continue to do well in part from the added support both academically and programmatically. The need continues.

E1-Need B

The South Metro Consortium's secondary Work-Based Learning Indicator is above the state determined performance level. However, all three LEAs within the consortium want to increase Work-Based Learning in order to maximize career experiences for all learners especially and including learners with Individualized Education Plans.

E1-Need C

Our South Metro Consortium's secondary math scores are higher than the State Determined Performance Levels. The secondary MCA math scores from our three LEAs (Burnsville, Lakeville, and Rosemount Apple Valley Eagan) fell from 2021 to 2022 and rebounded somewhat in 2023. Within our respective LEAs one area of will be to see these scores improve. The South Metro consortium's secondary schools CTE teachers can help support this goal with greater focus on applied math skills. At the secondary advisory meetings for the South Metro consortium, industry partners from health careers to manufacturing technology explained the importance of supporting students with applied measurement tasks as an area to address.

E1-Need D

Non traditional program enrollment is another area of focus. The data for the South Metro consortium's postsecondary non-traditional program enrollment have been at 18.33% for the past two years.

E1-Need E

Our South Metro Consortium's secondary literacy scores are higher than the State Determined Performance Levels. However, the leadership of the three LEAs belonging to the South Metro consortium want to continue to grow and improve. The MCA literacy scores from the three South Metro LEAs also fell from 2021 to 2022 and rebounded somewhat in 2023. This data aligns with what secondary teachers within the South Metro consortium have heard from business and industry partners at advisory meetings. The 9th-12th grade learners from Burnsville, Lakeville, and Rosemount Apple Valley Eagan, would benefit from more direct instruction in the soft skills required for business communications. CTE teachers in courses with embedded writing opportunities like writing for business purposes need to address the soft skills connected to writing for business purposes and careful/close reading of tasks.

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:

IHCC supports the Office for Accessibility Resources who uses Perkins funds to help CTE students navigate the overwhelming transition process, assist in accommodation implementation and reduce barriers to academic success for students with disabilities and/or students on academic warning or suspension.

E2-Need B

Secondary schools must work to identify how to expand and align programming into the middle school. Many middle school students and families are unaware of career pathways and offerings at the high school. On the ACTE assessment the overall average rating for sequencing and articulation of courses was 63% which includes being coordinated with broader pathway systems. Through vertically aligning tech ed and FACS from middle school into high school courses, teachers, counselors, and administrators can better assist students and families in planning pathways of interest and enrolling in appropriate classes.

The process will include reviewing licensures, curriculum alignment and planning, ensuring resources are available, professional learning opportunities for counselors and administrators, and systemically increased visibility of CTE Pathway opportunities. Due to the high degree of technology used in our current tech ed classes, teachers are predicting the need for considering parameters for the use of AI across the three LEAs within our consortium. A need was identified by high school tech ed teachers to use the same language and standardize it. In the secondary programs within the South Metro Perkins consortium, teams will work to align middle and high school courses with common language and shared understanding of vertical alignment within each LEAs respective curricula.

E2-Need C

The South Metro consortium's secondary programs registration enrollment data indicated an increased demand for health careers, certified nursing assistant, and the emergency medical services increased. The three LEAs secondary programs need to continue to plan for, strengthen and expand medical and health career offerings.

E2-Need D

Getting OFP Licensure and additional licenses. The South Metro Consortium has begun working with the Lakes Country Coop in identifying opportunities for current staff to add licenses. This will help in retention of current staff and in recruiting seasoned educators from non-CTE content areas to pursue additional licenses in closely aligned CTE courses. On the ACTE assessment, the CTE staff from the South Metro consortium's three LEAs rated themselves and colleagues as 78% prepared and effective overall.

Advisory committees have recommended teachers pursue other professional technology certifications in order to better instruct students in Microsoft products. It becomes difficult to balance having qualified teachers with having teachers that use the qualifications to leave teaching and earn more in their business and industry field. Consortium members are looking into adding the visual arts endorsement for CTE teachers through the MTLE process due to the potential for crossover assignments for CTE teachers.

E2-Need E

Systematically embed a communication and soft skills component in all Business courses from keyboarding to Business Administration. Over the past 2 years this need has been strongly identified by every advisory committee and on stakeholder surveys. Once this component is determined to be effective, it will be replicated in other programs. Various effective customer service models will be explored to assist in creating developmentally appropriate elements for students in our consortium. Currently 41% of (all) students believe that their CTE classes have helped with communication skills, 15% conflict management, 36% time management, 39% teamwork, 27% following directions, and 22% meeting deadlines.

E2 - Need F

Districts 191 and 194 are beginning Work-Based Learning programs. It is essential for students to get field experience in determining interests, creating networks, and systemic collaboration with our business and industry partners. A significant portion of these students will need transportation.

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

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:

IHCC's portfolio of CE and Contract courses continues to expand, however, the challenge remains providing CE approval for HS CTE teachers. IHCC has implemented the Nursing Assistant, EMT, Education and Business courses at various high schools. The goal is to expand these offerings in as many high schools as possible due to the workforce need and the opportunity for the students to find out if they are interested in pursuing health careers after they complete high school.

E3-Need B

The South Metro consortium's secondary programs will be building out the Manufacturing program through adding more welding courses in 196 for the 2025-2026 school year. This is a high wage, high skill, high demand career path.

E3-Need C

Given the new personal finance credit requirement in secondary, our secondary schools will seek to extend and expand our business offerings. The South Metro consortium will not be supplanting this required state work. However, the secondary partners within the South Metro consortium may want to enhance adjacent financial curriculum offerings in accounting that build upon the foundational skills students encounter in a personal finance course. Secondary Business Education teachers from the three LEAs represented indicated that they want to leverage our new learning as personal finance and accounting course options are developed. The secondary teachers from within our three LEAs want to plan for growth in our complimentary business courses in accounting, micro economics, and financial management.

E3-Need D The South Metro Perkins Consortim's secondary schools will be ensuring proper vocationally oriented licensing as leadership and teaching staff from the three LEAs develop stronger computer science pathways, manufacturing pathways, and medical career pathways. To support more complete and flexible licensing the CTE teachers from 191,194, and 196 are willing to work with Lakes County Cooperative and work on the additional visual arts endorsement by preparing for and taking the visual arts MTLE. Having multiple CTE licenses will enable the teachers within our three LEAs to flexibly adapt pathways to the arbitrary and inflexible designs the state has conceptualized around programs of study.

As life and careers are inherently interdisciplinary. The three LEAs will work to indicate through the use of professional certifications, licensure, and success in the visual and music arts MTLE exams to demonstrate their talents and their ability to teach 9th, 10th, 11th, and 12th grade learners.

The three LEAs in the South Metro Consortium believe that good teaching and good program coordination prioritizes planning for learner's needs and learning. The skilled professional teachers within the South Metro Consortium are working to prove that we can create and maximize pathways for all learners to college and career readiness.

E3-Need E IHCC is piloting an advisor to the concurrent enrollment and contract class students to assist them in their understanding of how these classes fit into their educational and professional goals.

E4- The three secondary leaders from the South Metro Consortium have received parent and student stakeholder feedback particularly from the District 196 Native American Parent Advisory that all college credits are helpful to learners. Secondary principals within the consortia also expressed their desire to maintain and offer as many college credit opportunities as would be practicable for high school students to earn. Thus the three school districts within the South Metro Consortium want to expand credit opportunities for learners either by way of arranging concurrent enrollment options or articulated credit options at local post-secondary institutions.

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:

The South Metro Consortium does an excellent job of bringing CTE teachers together for the Back to School Kickoff events hosted at IHCC. These meetings have an overview of Perkins guidelines and annual plan, data review, industry skill information, opportunities to share curricula and instructional strategies, partnership with postsecondary instructors, and feedback loops. The South Metro consortium believes that this needs to be continued as it is an important practice.

E4-Need B

IHCC supports the development of CTE high school instructors through the fall consortium kick off held on campus and the Fall Professional Development Day for the Concurrent Enrollment high school and college faculty that includes process information and curriculum and assessment alignment.

E4-Need C

Many of our secondary CTE teachers are consulting with Lakes County and looking at getting more teachers a Technology and Information Systems license for CTE status. Due to demand, the secondary stakeholders of the consortium are expanding computer science, arts communication and technology, and cyber security offerings.

E4-Need D

Advisory facilitators have done well in connecting with partners and discussing how to create connections for the 9th,10th, 11th, and 12th graders from the three LEAs within the South Metro Consortium and how to make the programs more robust. However, the secondary LEAs within the South Metro Consortia could improve in the area of asking our partners to assist in recruiting efforts to staff CTE positions with teachers that have business and industry experience.

A need for continuing educational opportunities for teachers was identified in the area of gaining business and certifications that are not typically part of college teacher preparation.

E4-Need E

On the High School Teacher Stakeholders Survey, 53% indicated that they received adequate PD. Comments indicated that more PD was needed regarding current business and industry standards.

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: Transportation for mentor and work-based learning and career exploration opportunities is a need.

The secondary teachers from the three LEAs within the South Metro Consortium and in particular the work-based learning teachers want all learners to be able to access opportunities in real workplace settings beyond school. That access necessitates expenditures for field trip transportation and at times other coordinated rides for individuals or small groups.

E5-Need B

IHCC focused funds on the recruitment of students into the Perkins related programs that included the research of prospective recruitment opportunities and followed up with support tasks including inquiry calling to prospective students. This included providing them with college and Perkins program and certificate information. Work has been done on developing/improving/sustaining new and current admissions and recruitment strategies focused on the CTE programs at IHCC.

E5-Need C

IHCC has a gap in 3P1 with the data showing that female enrollment sharply declined during the pandemic and has had a slow incline. A possible explanation is the need for females to stay at home with their children during the pandemic which aligns with workforce data. The college continues to focus enrollment on all interested parties including females and employ its support for students through the campus services including counseling, tutoring, food support, work-based learning services and accessibility services.

E5-Need D

Students indicated on the 10th - 12th grade surveys that it was difficult to schedule CTE courses alongside their required courses and other electives. Our South Metro consortium needs to explore opportunities for more flexible scheduling including summer programming.

E5-Need E

Contract hours for secondary teachers are tricky to adapt for mid-day advisory meetings. It is helpful when we can feed staff during professional learning and/or advisories. It is also helpful to have lunches for students when they are on field trips. It would be helpful to have money available for lunches.

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:	\$332,187.64	\$34,408.78	\$366,596.42
Postsecondary Allocation:	\$167,071.91	\$34,408.78	\$201,480.69
Total Consortium Allocation:	\$499,259.55	\$68,817.56	\$568,077.11

INSERTING ADDITIONAL ROWS
<i>To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):</i>
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
<i>Data entry on the four "Funding" tabs includes the following reminders:</i>
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. 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.

Teacher on Special Assignment to Support Curriculum and Advisory processes - \$52,238

- TOSA- FICA 01 E 305 399 428 210 000 ~~\$3,996~~
- TOSA - TRA 01 E 305 399 428 218 000 ~~\$4,571~~
- TOSA - Dental 01 E 305 399 428 220 000 ~~\$509~~
- TOSA - Health 01 E 305 399 428 225 000 ~~\$11,004~~
- TOSA- workers comp 01 E 305 399 428 270 000 ~~\$19.00~~
- TOSA - Other 01 E 305 399 428 299 000 ~~\$1,655.00~~

Narrative 8 - The South Metro Perkins Consortium will continue to fund a 0.5 FTE Teacher on Special Assignment to support and arrange this work. The work of the TOSA will support and facilitate curriculum meetings, build awareness of professional learning development opportunities, and support the work of the Perkins advisories.

Need 1

☐

Program Administration Secondary Coordinator \$11,199

- Program Administration Secondary Coordinator - FICA 01 E 305 399 428 210 000 ~~\$857.00~~
- Program Administration Secondary Coordinator -TRA 01 E 305 399 428 218 000 ~~\$840.00~~
- Program Administration Secondary Coordinator - Dental 01 E 305 399 428 220 000 ~~\$144.00~~

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.

Teachers on Call - Substitutes ISD 196 01 E 305 399 428 303 000 ~~\$8,750.00~~

Narrative 4 - District 196 subcontracts with Teachers on Call to provide substitutes when teachers are engaged in PD or in Student Orgs. ☒

The aforementioned need was shown in the CLNA elements 1 and 2

Need 1 ☒

District 196 Student Org Related expenses under 303, 366 and 368 ~~\$12,000.00~~

Lakeville Student Org Related expenses 305 399 428 303/314 000 ~~\$7,000.00~~

Burnsville Student Org Related expenses ~~\$5,000.00~~

Narrative 4 - All three districts offer learners opportunities in student organizations. The opportunities may require teacher accommodations, travel, timesheets, meals, and or other support. This is described in the narrative ☒

Narrative 6 NEED A: Expand career exploration opportunities for middle and high school learners

Strategy There will be allowable and appropriate support for student organizations/ programs like DECA, BPA, FCCLA, and FFA. This would include allowable expenditures for fees, accommodations, and transportation to events by licensed CTE teachers. ☒

The aforementioned need was shown in the CLNA elements 1 and 2

Lakeville Transportation for field trips 305 399 428 303/314 000 ~~\$9,500.00~~

Burnsville Transportation for field trips 305 399 428 303/314 000 ~~\$5,000.00~~

District 196 Transportation for field trips 305 399 428 365 000 ~~\$12,000.00~~

Narrative 6 NEED A: Expand career exploration opportunities for middle and high school learners.

E5-Need A: Transportation for mentor and work based learning

We want all learners to be able to access opportunities in real workplace settings beyond school.

The aforementioned need was shown in the CLNA elements 1, 2, and 5

☒

Lakeville Equipment 305 399 428 303/314 000 ~~\$3,950.00~~

Burnsville Equipment 305 399 428 303/314 000 ~~\$3,500.00~~

Narrative 11 NEED B: The South Metro Consortium wants to maintain and expand their programming in health sciences for our EMS SRPOS. ☒

The aforementioned need was shown in the CLNA element 3

☒

Lakeville Subs 305 399 428 303/314 000 ~~\$12,000.00~~

Burnsville Subs 305 399 428 303/314 000 ~~\$10,000.00~~

Narrative 2 NEED B: Secondary alignment to Middle School . Professional learning opportunities and student exposure to career and college are needed.

Strategies include curriculum alignment work.

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.

Standardized Tests District 196 305 399 428 461 000#25,000.00

Narrative 7 NEED A: Additional concurrent enrollment opportunities for learners in the South Metro Consortium's high schools and high schools whose learners regularly attend IHCC .

Narrative 7 NEED B: Articulated Credit Agreements will be maintained and developed when and as required within programs of study when it is practicable.

The aforementioned need was shown in the CLNA element 3

*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.*

Indirect Costs To District 196 Fiscal Host 305 399 428 000 895 000 ~~62.64~~

The South Metro Perkins Consortium is balancing the proposed budget and reserves the right to have indirect costs.

*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.*

Lakeville Equipment 305 399 428 303/314 000 ~~6,000.00~~

Burnsville Equipment 305 399 428 303/314 000 ~~6,000.00~~

Narrative 11 NEED B: The South Metro Consortium wants to maintain and expand their programming in health sciences for our EMS SRPOS.☒

The aforementioned need was shown in the CLNA elements 3

Lakeville Professional Development 305 399 428 303/314 000 ~~5,000.00~~

Burnsville Professional Development 305 399 428 303/314 000 ~~5,000.00~~

District 196 Professional Development 305 399 428 366 000 ~~5,000.00~~

Narrative 11 NEED B: The South Metro Consortium wants to maintain and expand their programming in health sciences for our EMS SRPOS.☒

The aforementioned need was shown in the CLNA elements 3

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Accounting	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Equipment			Healthcare and Manufacturing	\$34,408.78
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$0.00	\$34,408.78
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		\$0.00	\$0.00	\$34,408.78

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

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

POSTSECONDARY Narrative for Perkins V Application

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

(1) item/expenditure requested; GA for CTE Program Recruitment

(2) budget amount requested; 10,000

(3) identification of which narrative(s) requested item is applied to; and Performance Gaps

(4) need identified in CLNA addressed with the expenditure. IHCC focused funds on the recruitment of students into the Perkins related programs including the research of prospective recruitment opportunities, follow-up with support tasks including inquiry calling to prospective students that included providing them with college and Perkins program and certificate information. Work has been done on developing/improving/sustaining new and current admissions and recruitment strategies focused on the CTE programs at IHCC.

(1) item/expenditure requested; Nursing/CTE Tutor

(2) budget amount requested; 25,000

(3) identification of which narrative(s) requested item is applied to; and Integrated Academic and Technical Skills

(4) need identified in CLNA addressed with the expenditure. IHCC has funded tutors that focus on CTE areas.

(1) item/expenditure requested; Disability Services

(2) budget amount requested; 10,000

(3) identification of which narrative(s) requested item is applied to; and Special Populations

(4) need identified in CLNA addressed with the expenditure. IHCC supports the Office for Accessibility Resources who uses Perkins funds to help CTE students navigate the overwhelming transition process, assist in accommodation implementation and reduce barriers to academic success for students with disabilities and/or students on academic warning or suspension.

(1) item/expenditure requested; Advisor to CE and K Class Students

(2) budget amount requested; 20,000

(3) identification of which narrative(s) requested item is applied to; and Early College

(4) need identified in CLNA addressed with the expenditure. IHCC is piloting an advisor to the concurrent enrollment and contract class students to assist them in their understanding of how these classes fit into their educational and professional goals.

(1) item/expenditure requested; K12 Director and Coordinator

(2) budget amount requested; 30,000, 25,000

(3) identification of which narrative(s) requested item is applied to; and Early College

(4) need identified IHCC continues to use these dollars to support the positions that complete the work in the Perkins plan.

*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.*

IHCC - 25,000 (Goal 34408.782) and 33,550 (Reserve Dollars) - Will be used to develop and improve programming in the areas of healthcare and manufacturing as noted by the labor market data in the 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) item/expenditure requested; Perkins Consortium Days

(2) budget amount requested; 4000

(3) identification of which narrative(s) requested item is applied to; POS

(4) need identified The South Metro Consortium does an excellent job of bringing CTE teachers together for the Back to School Kickoff events hosted at IHCC. These meetings have an overview of Perkins guidelines and annual plan, data review, industry skill information, opportunities to share curricula and instructional strategies, partnership with postsecondary instructors, and feedback loops. The teachers within the South Metro Consortia believe that we need to continue this important practice.

(1) item/expenditure requested; Buses for High School Trips to Campus

(2) budget amount requested; 8,000

(3) identification of which narrative(s) requested item is applied to; and Early College

(4) need identified Transportation continues to be a major barrier for students to attend specialized training and workforce experiences – and – this is seen as a part of the recruitment process for students to attend CTE and general programs at IHCC.

(1) item/expenditure requested; CEP Training Day

(2) budget amount requested; 2000

*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.*

n/a

*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.*

(1) item/expenditure requested; Equipment for Healthcare and Manufacturing

(2) budget amount requested; 33,549.57

(3) identification of which narrative(s) requested item is applied to; POS

(4) need identified IHCC will align its work with secondary in the areas of healthcare and manufacturing

Consortium Plan: Budget Summary 2022-2023

July 1, 2024 - June 30, 2025 (FY25)
Budget by Application Narratives

South Metro Perkins Consortium \$332,187

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

Narrative 1: CLNA	Secondary	\$11,492.64		\$11,492.64
	Postsecondary		\$0.00	\$0.00
	Total	\$11,492.64	\$0.00	\$11,492.64
Narrative 2: Programs of Study	Secondary	\$7,125.00		\$7,125.00
	Postsecondary		\$47,000.00	\$47,000.00
	Total	\$7,125.00	\$47,000.00	\$54,125.00
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$58,750.00		\$58,750.00
	Postsecondary		\$0.00	\$0.00
	Total	\$58,750.00	\$0.00	\$58,750.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$102,125.00		\$102,125.00
	Postsecondary		\$25,000.00	\$25,000.00
	Total	\$102,125.00	\$25,000.00	\$127,125.00
Narrative 5: Special Populations	Secondary	\$10,420.00		\$10,420.00
	Postsecondary		\$10,000.00	\$10,000.00
	Total	\$10,420.00	\$10,000.00	\$20,420.00
Narrative 6: Work - Based Learning	Secondary	\$26,500.00		\$26,500.00
	Postsecondary		\$0.00	\$0.00
	Total	\$26,500.00	\$0.00	\$26,500.00
Narrative 7: Early College	Secondary	\$3,000.00		\$3,000.00
	Postsecondary		\$77,000.00	\$77,000.00
	Total	\$3,000.00	\$77,000.00	\$80,000.00
Narrative 8: Support for Professionals	Secondary	\$96,292.00		\$96,292.00
	Postsecondary		\$8,071.91	\$8,071.91
	Total	\$96,292.00	\$8,071.91	\$104,363.91
Narrative 9: Performance Gaps	Secondary	\$5,264.00		\$5,264.00
	Postsecondary		\$0.00	\$0.00
	Total	\$5,264.00	\$0.00	\$5,264.00
Narrative 10: Governance	Secondary	\$11,199.00		\$11,199.00
	Postsecondary		\$0.00	\$0.00
	Total	\$11,199.00	\$0.00	\$11,199.00
Narrative 11: Reserve Funds	Secondary	\$34,408.78		\$34,408.78
	Postsecondary		\$34,408.78	\$34,408.78
	Total	\$34,408.78	\$34,408.78	\$68,817.56
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
PLAN TOTALS	Secondary	\$366,576.42		\$366,576.42
	Postsecondary		\$201,480.69	\$201,480.69
	Total	\$366,576.42	\$201,480.69	\$568,057.11

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$332,187.64	\$34,408.78	\$366,596.42
Budget Over/Short	\$20.00	\$0.00	\$20.00
Postsecondary Allocation	\$167,071.91	\$34,408.78	\$201,480.69
Budget Over/Short	\$0.00	\$0.00	\$0.00



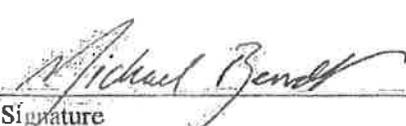
STATEMENT OF ASSURANCES & CERTIFICATIONS

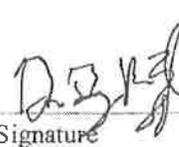
1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Metro

College: <u>Inver Hills Community College</u>	
College President's Name (Print): <u>Michael Berndt</u>	
Signature: 	Date: <u>3-12-24</u>
email: <u>michael.berndt@minnstate.edu</u>	
Phone: <u>651-450-3641</u>	

District Name: <u>Lakeville Area Schools</u>	
District Number/Type: <u>ISD 194</u>	
Superintendent's Name - (Print): <u>Dr. Doug Van Zyl</u>	
Signature: 	Date: _____
email: <u>Doug.VanZyl@isd194.org</u>	
Phone: <u>952-232-2001</u>	

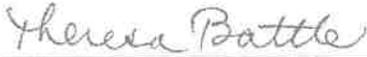
(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Metro

College: <u>Inver Hills Community College</u>	
College President's Name (Print): <u>Michael Berndt</u>	
	<u>3-12-24</u>
Signature	Date
email: <u>michael.berndt@minnstate.edu</u>	
Phone: <u>651-450-3641</u>	

District Name: <u>Burnsville - Eagan - Savage</u>	
District Number/Type: <u>191-01</u>	
Superintendent's Name - (Print): <u>Dr. Theresa Battle</u>	
	<u>3-19-24</u>
Signature	Date
email: <u>tbattle@isd191.org</u>	
Phone: <u>952-707-2005</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Metro

College: <u>Inver Hills Community College</u>	
College President's Name (Print): <u>Michael Berndt</u>	
	<u>3-12-24</u>
Signature	Date
email: <u>michael.berndt@minnstate.edu</u>	
Phone: <u>651-450-3641</u>	

District Name: <u>District 196 Rosemount Apple Valley Eagan</u>	
District Number/Type: <u>196 - 01</u>	
Superintendent's Name - (Print): <u>Mary Kregger</u>	
	<u>3/27/24</u>
Signature	Date
email: <u>Supt @ district196.org</u>	
Phone: <u>651-423-7723</u>	

(Duplicate as needed)

Sign & Date