



# Perkins V Local Application

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

<b>Award Period:</b>	July 1, 2024 – June 30, 2025 (FY25)
<b>Consortium Name:</b>	SW Metro
<b>Total Award Budget:</b>	\$1,051,630.17

## 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.

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

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

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

## Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Food Products and Processing Systems	Both	Y	N	Y	188	4
Power Structural and Technical Systems	Both	Y	Y	N	70	NA
Network Systems	Both	Y	Y	Y	13	118
Web and Digital Communications	Both	Y	Y	Y	25	NA
Communications Technology	Both	Y	Y	Y	6	NA
Audio Video Technology and Film	Both	Y	Y	Y	37	NA
Restaurants and Food Beverage Services	Both	N	Y	Y	1250	11
General Management	Both	Y	Y	Y	1052	124
Administrative Support	Both	Y	N	Y	708	NA
Manufacturing Production Process Development	Both	Y	Y	Y	505	12
Production	Both	Y	N	Y	63	NA
Engineering and Technology	Both	Y	Y	Y	169	71
Construction	Both	Y	Y	Y	588	NA
Design PreConstruction	Both	Y	Y	Y	63	NA
Therapeutic Services	Both	Y	Y	Y	259	101
Biotechnology Research and Development	Both	Y	Y	Y	-	NA
Teaching Training	Both	Y	Y	Y	100	55
Visual Arts	Funding	N	Y	Y	203	NA
Lodging	Both	N	Y	Y	124	11

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: Development of Programs of Study and Ongoing Analysis	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Development of Programs of Study and ongoing analysis</b></p> <p>Our CLNA brings forth the need to explore Programs of Study aligned with fields or clusters. RealTime Talent (RTT) data highlights industry demand needs found <a href="#">here</a>. The alignment of our CLNA needs and program size, scope, and quality results are summarized in the SR/POS spreadsheet.</p> <p>To address the POS needs, we must consider:</p> <ul style="list-style-type: none"> <li>- Industry-aligned equipment and curriculum development</li> <li>- Support for nontraditional career pathways and work-based learning</li> <li>- Professional development for POS enhancement</li> <li>- Outreach to counselors, advisors, and instructors for awareness</li> <li>- Support the growth of CTSOs</li> </ul> <p>Over the past two years, we've shifted towards evidence-based decision-making, utilizing CLNA and regional employment data. Refinement of our SRPOS and POS spreadsheet aids in guiding funding priorities. Emphasizing course alignment and outreach to underrepresented populations remains crucial, with counselors, advisors, and instructors playing key roles.</p>					
<b>2. Strategies to address need:</b>					
<p>Strengthen Partner Engagement and Collaboration for POS Development Foster collaboration and engagement with key stakeholders, including counselors, advisors, instructors, and industry partners, to enhance the development and promotion of Programs of Study (POS). Strategies may include:</p> <ol style="list-style-type: none"> <li>1. Use regular advisory meetings to gather feedback and insights from partners regarding POS development and enhancement.</li> <li>2. Analyze data from RTT, Power BI and MDE data</li> <li>3. Share CTE training and professional development resources for counselors, advisors, instructors and CTSO Advisors to effectively promote POS and support student engagement.</li> <li>4. <b>Develop targeted outreach and corresponding support initiatives for underrepresented populations in POS.</b></li> <li>5. A Continuing Education and Customized Training (CECT) coordinator will operate within work-based and earn-and-learn programs, focusing on enhancing postsecondary education, workforce development, and addressing barriers for underrepresented groups. They will utilize labor market data and learner/partner feedback to enhance program effectiveness and outcomes.</li> </ol>					

<b>3. Measurable Outcomes (report results in next APR):</b>
<ol style="list-style-type: none"> <li>1. Monitor the retention and success rates of underrepresented students enrolled in POS, compared to historical data, to gauge the impact of support initiatives.</li> <li>2. Share training and professional development resources. Monitor the feedback and engagement levels of counselors, advisors, and instructors from training sessions and workshops.</li> <li>3. Identify CTSO participation numbers at the local, state and national levels.</li> <li>4. Identify number of unrecognized barriers for underrepresented students through specific targeted outreach by April of 2025.</li> </ol>

<b>NEED B: Equipment</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Equipment</b></p> <p>Our Perkins CLNA emphasized the urgent need for supporting CTE equipment and instructional supplies to align with industry standards. CLNA feedback gathered from district and community members, RTT, and advisory committees reflect that equipment and instructional supplies ensures students receive training that meets current workforce demands and prepares them for successful careers. Upgrading equipment and instructional supplies not only enhances program quality but also fosters valuable partnerships with local industries, providing students with relevant, hands-on learning experiences.</p>					
<b>2. Strategies to address need:</b>					
<p>Faculty, in consultation with business and industry, will identify equipment needs for identified SRPOS and work with consortium leaders and college administration to determine funding plans by fall 2024.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>Based on the funding plan, program equipment will be purchased and in place by spring 2025.</p>					

NEED C: Educational Pathways	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Educational Pathways</b></p> <p>Our findings underscore the critical importance of bolstering educational pathways, particularly for Black or African American men, alongside other underrepresented groups like Hispanic or Latino individuals. Addressing capacity challenges in smaller districts and the shortage of CTE teachers is imperative.</p> <p>Efforts to recruit and retain diverse CTE teachers remain paramount, notwithstanding initiatives like tiered licensure. Continued funding support for CTE programs and targeted outreach efforts are essential.</p> <p>The underrepresentation of BIPOC teachers in consortium districts highlights the urgent need for focused DEI initiatives and professional development and support continuing professional development for districts as their diverse student populations continue to increase. Encouraging diverse candidates to pursue teaching careers in CTE is vital, alongside broader strategies to tackle the statewide teacher shortage.</p>					
2. <b>Strategies to address need:</b>					
<p><b>Secondary</b> Support professional development opportunities including DEI initiatives, learning gap strategies for underrepresented populations and teacher recruitment and retention.</p> <p><b>Postsecondary</b> Enhance enrollment growth by funding an Educational Pathways supervisor to spearhead initiatives such as Sirtify and SpedUp.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p><b>Secondary</b> Share training and professional development resources. Monitor the feedback and engagement levels of counselors, advisors, and instructors from training sessions and workshops.</p> <p><b>Postsecondary</b> Monitor the percent of increased enrollment in Educational Pathways programs following the appointment of the supervisor, comparing it to previous enrollment rates. Additionally, track the implementation progress and effectiveness of initiatives such as Sirtify and SpedUp through regular assessment of student participation and completion rates.</p>					

4. Provide additional narrative to address the following:

- a. **Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of**

**the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.**

All districts are continuously monitoring and adjusting their course offerings in response to CLNA, community and workforce needs. Many districts are looking into offering courses in Computer Science and the required Personal Finance course. Whether these courses will be located in the CTE departments is yet to be determined and will be different based on the school district staffing.

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

Career and Technical Education (CTE) course offerings are typically communicated to students through various channels within educational institutions. Here's how students, including members of special populations, can learn about CTE course offerings, along with ensuring access:

- **Guidance Counselors and Advisors:** Guidance counselors and academic advisors play a crucial role in advising students on their educational pathways, including CTE courses. They can provide information about available CTE programs, their benefits, and how they align with students' interests and career goals.
- **School Websites and Catalogs:** Schools often maintain websites and publish catalogs that list all available courses, pathways and/or academies including CTE offerings. These resources provide detailed information about course descriptions, prerequisites.
- **Orientation and Information Sessions:** Some districts and Normandale organize orientation sessions or information events specifically focused on CTE programs. These sessions provide an opportunity for students to learn about the various CTE pathways available, meet instructors, and ask questions.
- **Parent and Guardian Communication:** Schools can communicate CTE opportunities to parents and guardians through newsletters, emails, or parent-teacher conferences. Ensuring that parents are aware of available CTE courses can help support students in exploring these options.
- **Career Fairs and Open Houses:** Some of our districts host career fairs and Open Houses (Normandale) where students can explore different career pathways, including those related to CTE. These events allow students to interact with professionals in various industries and learn about the skills and qualifications needed for different careers.
- **Collaboration with Community Partners:** Normandale and districts collaborate with local businesses, industries, and community organizations to provide students with real-world experiences and information about career opportunities. Guest speakers, industry tours, and internships are examples of initiatives that can expose students to CTE pathways.
- **Accessible Information:** It's essential to ensure that information about CTE courses is accessible to all students, including learners with disabilities. This may involve providing information in multiple formats (sometimes languages), offering accommodations during presentations or events, and ensuring that course materials are accessible.
- **Individualized Education Plans (IEPs) and 504 Plans:** For students with disabilities, schools should ensure that their IEPs or 504 plans address their specific needs regarding accessing and participating in CTE courses. This may include accommodations such as extended time for assignments, assistive technology, or modifications to the curriculum.

**Reasonable Credit Equivalence (RCE) for Interprofessional Education (IPE):**

- One specific initiative SW Metro supports that aligns with well-rounded education is the Interprofessional Education (IPE) and Simulation center. A new and innovative, state-of-the-art Health Sciences Building Center for **Interprofessional Education (IPE)** and Simulation at Normandale is being supported. This Center will serve as a Minnesota State System innovative model, a benchmark for the education and training of health care professionals in community colleges in Minnesota. The Center would serve as a hub for innovation and fostering learning from and with other healthcare students. The concept of interprofessional education (IPE) is important for higher education institutions to respond to the increasingly collaborative nature of health care. In recognition of the growing importance

of interprofessional education, the Normandale Health Science division formed an IPE workgroup made up of faculty representatives from the Dental Hygiene, Nursing, Health and Community Health Worker Navigator (CHWN) programs with leadership provided by the Project Director. The interprofessional education initiative is directly tied to SW Metro's SR-POS Pathway in Therapeutic Services includes postsecondary CTE programs: Nursing, Nursing Assistant, Exercise Science, Dental Hygiene, Dietetic Tech, and Nutrition studies. The overarching goal of the initiative is to develop IPE curricula and simulation experiences to provide students activities to learn and practice skills from the four major domains of IPE and align with industry standards: values/ethics, roles/responsibilities, communication, and teamwork. The objectives of IPE are to improve students' ability to communicate and collaborate among themselves and with their patients for a successful transition into the workplace, be it a safety net clinic or private practice.

Per the MSCF contract language:

- **Section 7. Reasonable Credit Equivalence (RCE).** A faculty member may be assigned duties that are not described in this agreement by written mutual agreement among the faculty member, and the college president or designee. Copies of such agreements will be provided to the MSCF Chapter grievance representative and the State MSCF in a timely manner. The credit-value for the assignment will be determined before the assignment is made. Once the credit-value of the assignment has been determined, for workload purposes the assignment shall also be given a contact hour value. The contact-hour value shall be determined according to the applicable formula for Reasonable Credit Equivalence assignments listed in Appendix G, "Schedule of Assignments." The instructor's regular workload will then be reduced by the credit-value/contact-hour value of the RCE assignment. The college administration will schedule the assignment within the parameters described in this Article except by mutual agreement among the faculty member, the State MSCF, and the college president or designee. If an overload condition is created, compensation shall be according to the overload calculation in Article 13, Section 19. A grievance regarding this section may be initiated at Step 2. The time limit for any such grievance will begin when the written notice is received by either the MSCF Chapter grievance representative or the State MSCF.

By utilizing these strategies, educational institutions can effectively communicate CTE course offerings to students, including members of special populations, and ensure that all students have access to these valuable educational opportunities.

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: Work-Based Learning	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Strengthening Work-Based Learning</b></p> <p>Our CLNA underscores the need to enhance support for work-based learning initiatives. These programs provide essential hands-on experiences for all students, fostering skill development and industry connections. Prioritizing work-based learning ensures students gain practical skills, enhancing their career readiness. Additionally, strong partnerships with businesses promote economic growth, workforce development and defined Advisory input.</p> <p>Based on our CLNA results, we must focus on:</p> <ul style="list-style-type: none"> <li>- Support the expansion of partnerships with local businesses for internships and apprenticeships.</li> <li>- Promote training for educators and employers involved in work-based learning.</li> <li>- Allocate resources for transportation including field trip funding.</li> <li>- WIOA alignment of needs and expansion of apprenticeship model at a postsecondary level</li> </ul>					
2. <b>Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Build upon established and developing partnerships and best practices with industry organizations to facilitate work-based learning opportunities and ensure curriculum relevance.</li> <li>2. Continue collaboration with Normandale’s AON Apprenticeship model for potential expansion.</li> </ol>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. Analyze MDE and MinnState Work-Based Learning data sources for identification of enrollment, gender, ethnicity, special populations and KPI to inform placement opportunities and appropriate curriculum standards.</li> <li>2. Measure expansion to additional apprenticeships in Normandale’s CECT pathways.</li> </ol>					

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.**

Workforce centers typically offer a variety of resources to help individuals explore career options and develop their skills. This can include workshops, seminars, online courses, and one-on-one counseling sessions. The centers often have career counselors who assist individuals in identifying their strengths, interests, and goals, and then help them explore potential career paths that align with their abilities and aspirations. They may also provide assessments and tools to help individuals make informed decisions about their career paths. Additionally, academic counseling services are often available to help individuals plan their educational pathways to support their career goals, whether it involves pursuing further education or obtaining specific certifications. In conjunction with our CLNA results and in alignment with national and state directives, we are prioritizing pathways in education and healthcare as two of our primary SRPOS. Over the past eight (plus) years, Normandale has concentrated on developing Education and Human Services Pathways within the SW Metro. As these programs expand, coordinated efforts are essential to guide the strategic direction and student support.

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

Workforce centers play a crucial role in providing information about industries and occupations that offer promising career opportunities. They often conduct comprehensive local needs assessments to identify the high-skill, high-wage, or in-demand sectors in their communities. Based on this assessment, they compile and disseminate information about career pathways, job prospects, required skills, and training opportunities in these industries. This information helps individuals make informed decisions about their career paths and directs them towards sectors with promising employment prospects.

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

Workforce centers collaborate with Vocational Rehabilitation Services and adult education programs to provide pre-employment transition services to individuals with disabilities. These services are designed to help students with disabilities transition from school to post-school activities, including employment and further education. Workforce centers may offer workshops, job shadowing opportunities, internships, and other activities to help individuals with disabilities develop the skills and confidence needed to enter the workforce successfully. They also provide guidance and support to help individuals access vocational rehabilitation services and adult education programs that can further enhance their employment prospects.

SouthWest Metro Intermediate District is collaborating with the Scott County Employment and Training in another training opportunity through the Drive for Five grant program. SWMetro is partnering with three post-secondary education providers to offer workforce training and credentials and/or certifications for four identified industry sectors - Technology, Labor, The

Caring Professions and Education and Professional Services. Scott County E&T will be providing the case management and wrap-around services for the participants.

- In conjunction with our CLNA results and in alignment with national and state directives, we are prioritizing pathways in education and healthcare as two of our primary SRPOS. Over the past eight (plus) years, Normandale has concentrated on developing Education and Human Services Pathways within the SW Metro. As these programs expand, coordinated efforts are essential to guide the strategic direction and student support.

<b>Workforce Center Collaboration</b>		<b>Total</b>
1	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$52,000
2	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$5,000
3	<b>Postsecondary Subtotal</b>	<b>\$57,000</b>
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	0
6	<b>Secondary Subtotal</b>	<b>0</b>
7	<b>TOTAL</b>	<b>\$57,000</b>

## 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.

## 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: Support for Professionals/Professional Development	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Support for Professionals/Professional Development</b></p> <p>Identified as a pressing requirement following the completion of our CLNA is the imperative need to bolster professional development opportunities for secondary and postsecondary CTE staff, counselors, faculty, and instructors. This support is essential for refining and aligning program of study (POS) frameworks while ensuring optimal course sequencing and pathway development.</p> <p>To address this identified need, active encouragement and facilitation will be provided for participation in professional conferences and workshops tailored to the specific needs of CTE professionals. These events offer invaluable insights for course and program improvements and possible initiatives, networking opportunities, empowering educators to stay abreast of CTE trends, policy and advocacy, and best practices essential for enhancing student outcomes and program effectiveness.</p> <p>The importance of sustainable consortium governance was identified throughout the CLNA process.</p>					
2. <b>Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Actively encourage and facilitate participation in professional conferences and workshops geared to the specific needs of secondary and postsecondary CTE staff, faculty, administrators, and instructors by identifying relevant CTE professional conferences and workshops focused on trends, program improvement, policy, advocacy, and best practices. For example, MACTA fellowship, CTE Works!, ACTE conferences and MinnState and MDE Specialist’s PD information/opportunities.</li> <li>2. Energy needs to be devoted to crafting governance documents aimed at sustaining the success of our consortium, managing position changes effectively, and ensuring succession planning measures are in place.</li> </ol>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. 5 SW Metro professionals attend CTE Works</li> <li>2. 5 CTE professionals from SW Metro will attend PD provided by MN Centers of Excellence.</li> <li>3. 3 Normandale CTE faculty will utilize professional development funds in alignment with their discipline.</li> </ol>					

NEED B: Educational Pathways	This Need is in Element(s):				
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<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>4</b> <input checked="" type="checkbox"/>	<b>5</b> <input type="checkbox"/>
<p><b>Educational Pathways</b></p> <p>Our findings underscore the critical importance of bolstering educational pathways, particularly for Black or African American men, alongside other underrepresented groups like Hispanic or Latino individuals. Addressing capacity challenges in smaller districts and the shortage of CTE teachers is imperative.</p> <p>Efforts to recruit and retain diverse CTE teachers remain paramount, notwithstanding initiatives like tiered licensure. Continued funding support for CTE programs and targeted outreach efforts are essential.</p> <p>The underrepresentation of BIPOC teachers in consortium districts highlights the urgent need for focused DEI initiatives and professional development and support continuing professional development for districts as their diverse student populations continue to increase. Encouraging diverse candidates to pursue teaching careers in CTE is vital, alongside broader strategies to tackle the statewide teacher shortage.</p>					
<b>2. Strategies to address need:</b>					
<p><b>Secondary</b>          Support professional development opportunities including DEI initiatives, learning gap strategies for underrepresented populations and teacher recruitment and retention.</p> <p><b>Postsecondary</b>          Enhance enrollment growth by funding an Educational Pathways supervisor to spearhead initiatives such as Sirtify and SpedUp.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p><b>Secondary</b>          Share training and professional development resources. Monitor the feedback and engagement levels of counselors, advisors, and instructors from training sessions and workshops.</p> <p><b>Postsecondary</b>          Monitor the percent of increased enrollment in Educational Pathways programs following the appointment of the supervisor, comparing it to previous enrollment rates. Additionally, track the implementation progress and effectiveness of initiatives such as Sirtify and SpedUp through regular assessment of student participation and completion rates.</p>					

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)**

Our consortium is dedicated to enhancing the academic and technical skills of students in CTE programs through a comprehensive approach empowering students with the knowledge, skills, and competencies needed to excel academically and thrive in their chosen careers. Here's how we plan to achieve this:

- Integration of Academic and Technical Content:
  - We will integrate coherent and rigorous academic content with relevant CTE programs. This integration ensures that students not only gain technical skills but also acquire academic knowledge that complements their career pathways.
  - By aligning academic standards with the CTE curriculum, students will experience a seamless transition between theoretical knowledge and practical application in their chosen fields.
- Collaboration with Educational Standards:
  - Our consortium will collaborate closely with educational standards, such as the Every Student Succeeds Act (as amended 2015) to ensure that our programs meet the requirements for a well-rounded education.
  - Curriculum Frameworks that are embedded in CTE courses and technical skills are in continuous improvement cycles within districts and the MDE Program Approval process.
- Professional Development for Educators:
  - We recognize the pivotal role educators play in delivering high-quality CTE programs. Therefore, our consortium will provide professional development opportunities for teachers to enhance their instructional practices.
  - Through workshops, seminars, and ongoing support, educators will be equipped with the necessary tools and strategies to effectively integrate academic and technical content in their classrooms.
- Hands-on Learning Experiences:
  - We emphasize hands-on learning experiences that allow students to apply academic concepts in work-based learning settings. Whether through internships, apprenticeships, or project-based learning, students will have opportunities to practice both academic and technical skills in authentic contexts.
  - These experiences not only reinforce classroom learning but also cultivate critical thinking, problem-solving, and collaboration skills essential for success in the classroom and the workforce.
- Continuous Improvement and Evaluation:
  - Our consortium is committed to continuous improvement and evaluation of our programs. We will collect data on student outcomes, assess the effectiveness of our instructional strategies, and solicit feedback from stakeholders to inform ongoing refinement.
  - By monitoring progress and making necessary adjustments, we ensure that our efforts remain focused on enhancing both academic and technical skills among students in CTE programs and pathways.
- RCE/IPE: Referenced in Narrative #2 aligned with strategies in Narrative #4.

## 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: English Learners	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>At the secondary level, <b>English Learners</b> have been identified as a subgroup requiring targeted assistance across multiple indicators, including 1S1, 2S1, 2S2, and 3S1. These indicators encompass various aspects of academic performance, progress, and proficiency, indicating the necessity for tailored support mechanisms to ensure the academic success of English Learners in these areas.</p> <p>Moving to the postsecondary level, the analysis of 1P1 indicator data reveals a concerning gap in the performance of English Learners, with a deficit rate of -11.6%. This signifies that only 80% of English Learners meet the expected standards, which falls significantly below the state-determined threshold of 91.28%. Such a disparity highlights the urgency of implementing targeted interventions and resources to address the academic needs and challenges faced by English Learners in postsecondary education settings. Our CLNA data reflects families being the most important influence on the education of their students, each family has the right to receive/request important educational information about their student(s) to support ESOL (English Speakers of Other Languages) by providing resources, both at the secondary and postsecondary levels, to ensure equitable access to quality education and academic success for all students.</p>					
2. <b>Strategies to address need:</b>					
<p>Identify educational institution materials, events and outreach opportunities to address equitable access to quality education and academic success for all students.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p>Translate CTE marketing materials, registration guides, Early College handbook and career information. Financial support will be provided when possible. Enhancement of interracial and multicultural educational opportunities to promote student achievement, provide training for staff and parents to increase interactions and understanding among members of varying races and cultures within all facets of the educational community. Postsecondary dollars will support ongoing Marketing materials for other special populations, as needed.</p>					

1. Provide additional narrative to address the following:

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

Addressing the barriers to access and success for special populations within CTE programs identified in our CLNA is a priority for our consortium. We recognize that individuals from special populations may face unique challenges in accessing and succeeding in CTE programs, and we are committed to implementing

targeted strategies to address these barriers. An inclusive environment leverages diversity and creates an environment where students, families, community members and employees feel welcomed, valued, supported, listened to, and able to do their personal best. A culture of inclusion increases student engagement, retention and performance by acknowledging that students may learn differently from one another.

These are the areas that we are planning to support:

1. **Personalized Support Services:** Through various support services at districts and Normandale, we will provide personalized support services tailored to the needs of special populations, such as individuals with disabilities, English language learners, low-income students, and individuals from underrepresented communities. This may include academic tutoring, counseling, mentoring, and assistance with navigating the educational system.
2. **Accessibility and Accommodations:** Postsecondary accessibility for CTE students is addressed through Normandale's Office for Students with Disabilities and an associated staff role dedicated to serving CTE students.
3. **Culturally Responsive Practices:** We will integrate culturally responsive practices into our CTE programs to ensure that they are inclusive and welcoming to all students, regardless of background or identity. This may include incorporating diverse perspectives into our Perkins Leaders meetings, providing culturally relevant role models and mentors, and creating a supportive learning environment that celebrates diversity.
4. **Transition Planning:** We will develop transition plans to support special populations as they transition from CTE programs to high-skill, high-wage, or in-demand occupations. This may include working with the Workforce Development Agency to provide career counseling, job placement assistance, and ongoing support to ensure their long-term success and self-sufficiency.

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

To prepare special populations for high-skill, high-wage, or in-demand occupations that lead to self-sufficiency, we plan to implement the following strategies:

1. **Targeted Training and Certification Programs:** We will encourage attendance at targeted professional development sessions in high-demand industries that align with the interests and abilities of special populations. This may include programs in healthcare (such as Normandale's IPE initiative), information technology, advanced manufacturing, and other growing sectors of the economy.
2. **Work-Based Learning Opportunities:** We will provide work-based learning opportunities such as internships, apprenticeships, earn and learn (CECT), and on-the-job training to help special populations gain hands-on experience and develop the skills needed for success in the workforce.
3. **Supportive Services:** We may offer supportive services such as transportation assistance and financial literacy training to remove barriers to participation and ensure that special populations can fully engage in training programs and pursue career opportunities.
4. **Collaboration with Employers:** The consortium will continue to collaborate closely with employers to identify their workforce needs and tailor professional development to meet industry demands. This may include advisory committees, developing partnerships with local businesses, not for profit, industry associations, and the workforce to create pathways to employment for special populations.

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

To better prepare CTE participants for non-traditional fields, we will explore new initiatives such as:

1. **Gender-Inclusive Recruitment and Outreach:** We may implement gender-inclusive recruitment and outreach efforts to encourage participation from underrepresented genders in non-traditional fields such as STEM, construction, and automotive technology. This may involve targeted marketing campaigns, outreach events, and mentorship programs. Postsecondary will examine application language against legislative requirements for gender identity (in compliance with Workday transitions).
2. **Expanded Course Offerings:** We may expand our course offerings to include a wider range of non-traditional fields and career pathways. This may include introducing new programs in emerging industries, offering advanced training in specialized areas, and providing opportunities for cross-disciplinary learning.
3. **Professional Development for Instructors:** We may provide professional development opportunities for instructors to enhance their knowledge and skills in teaching non-traditional subjects and supporting diverse student populations. This may include conferences, workshops, seminars, and peer learning communities focused on best practices for promoting inclusion and diversity in the classroom.

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

To ensure that members of special populations are not discriminated against and have equal access to CTE, we will continue to be in alignment with federal and state guidance under the appropriate practices and procedures put in place by secondary and postsecondary entities. Briefly, our consortium ensures members of special populations equal access by:

1. **Non-Discrimination Policies:** SW Metro will continue to implement and follow non-discrimination policies that prohibit discrimination on the basis of race, color, national origin, sex, disability, or other protected characteristics. These policies will apply to all aspects of CTE programs, including recruitment, admissions, instruction, and student services.
2. **Diversity and Inclusion Training:** Our consortium will encourage participation in training for staff, instructors, and students on diversity and inclusion to foster a culture of respect and acceptance within our CTE programs. This may include workshops, seminars, and educational materials focused on promoting understanding and empathy for individuals from diverse backgrounds.

## 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: Strengthening Work-Based Learning	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Strengthening Work-Based Learning</b></p> <p>Our CLNA underscores the need to enhance support for work-based learning initiatives. These programs provide essential hands-on experiences for students, fostering skill development and industry connections. Prioritizing work-based learning ensures students gain practical skills, enhancing their career readiness. Additionally, strong partnerships with businesses promote economic growth, workforce development and defined Advisory input.</p> <p>Based on our CLNA results, we must focus on:</p> <ul style="list-style-type: none"> <li>- Support the expansion of partnerships with local businesses for internships and apprenticeships.</li> <li>- Promote training for educators and employers involved in work-based learning.</li> <li>- Allocate resources for transportation including field trip funding.</li> <li>- WIOA alignment of needs and expansion of apprenticeship model at a postsecondary level</li> </ul>					
2. <b>Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Build upon established and developing partnerships and best practices with industry organizations to facilitate work-based learning opportunities and ensure curriculum relevance.</li> <li>2. Continue collaboration with Normandale’s AON Apprenticeship model for potential expansion.</li> </ol>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. Analyze MDE and MinnState Work-Based Learning data sources for identification of enrollment, gender, ethnicity, special populations and KPI to inform placement opportunities and appropriate curriculum standards.</li> <li>2. Measure expansion to additional apprenticeships in Normandale’s CECT pathways.</li> </ol>					

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

## Career Exploration Experiences

During the CLNA survey phase, it was found that not all students are aware of CTE programs, and some face participation obstacles. Disparities in program attendance contribute to variations in participant numbers. The CLNA emphasizes the importance of career exploration in understanding and engaging with CTE pathways and POS career planning. Exploration helps individuals align strengths and set goals through assessment, counseling, coaching, and work-based learning experiences.

### 2. Strategies to address need:

1. Support career exploration tools (ex: MCIS/Naviance, etc.) to member district schools.
2. Support training opportunities to staff regarding using the provided resources
3. Support field trip opportunities for students to explore career paths.
4. Support career fair opportunities for students.
5. Explore expansion of Career Exploration course through Early College.

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

1. Identify career exploration tools used by districts.
2. Track staff attendance at training events surrounding resources provided.
3. Identify the number of field trips and student and staff participation.
4. Track number of career fairs offered; student attendance.
5. Confirm new offerings for CCD 1170 through concurrent enrollment.

1. Provide additional narrative to address the following:

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

The Secondary Work-Based Learning (WBL) coding in the Southwest Metro districts underwent updates as part of the MDE Program Approval process in 2022. These updates expanded opportunities to encompass coding for capturing ACTE/SPED, WBL Diversified, Business and Marketing, and Trade and Industry courses, thus broadening the range of programs and courses to enhance inclusivity. Internships, experiential learning, and practicums are now more clearly designated as WBL activities in collaboration with business and industry, not for profit sites and city and county entities. Additionally, funding is specifically allocated for transportation, career exploration, and professional development requirements.

At the postsecondary level, various departments facilitate experiential learning opportunities. Normandale's Experiential Education Office fosters knowledge, skills, and values development by involving learners in direct experiences, community engagement, and focused reflection. Our programs encompass Service-Learning, Internships, America Reads and Counts, Volunteering, Campus Cupboard, and Leadership Through Service. Through these initiatives, students receive direct support from staff and gain access to resources and tools essential for achieving their experiential learning objectives. Normandale's Experiential Education Office collaborates with numerous local nonprofits and K-12 schools to enrich learning beyond the confines of traditional classrooms. Our community partners mentor students while receiving valuable assistance, fostering a sense of community engagement. This approach enables students to cultivate a CTE career network, strengthen their resumes, and effect positive change as active members of their communities. Furthermore, Normandale has expanded the CECT Apprenticeship model to support the earn and learn model to other pathways.

- In conjunction with our CLNA results and in alignment with national and state directives, we are prioritizing pathways in education and healthcare as two of our primary SRPOS. Over

the past eight (plus) years, Normandale has concentrated on developing Education and Human Services Pathways within the SW Metro. As these programs expand, coordinated efforts are essential to guide the strategic direction and student support.

- 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.**

SW Metro consistently puts forth efforts to develop programs, partnerships, and collaborations to facilitate work-based learning across various industries. Through active engagement in employer-oriented workgroups and networks, SW Metro has identified numerous employers interested in collaborating to develop new and revamped work-based programs within learn-and-earn models. Key postsecondary collaborators include the Apprentice Network (national), ConnexMSP, Hennepin/Carver Workforce Investment Board (WIB), CHIPS workgroups focusing on Manufacturing and Good Jobs Principles, and the Minnesota State All Learning Counts (ALC) Leadership Team. Key secondary collaborators include Chambers of Commerce, YouScience-WBL, community government entities and trade and industry.

In addition to these efforts, Normandale's Continuing Education and Customized Training Division remains dedicated to the creation and enhancement of earn-and-learn programming. This includes internships, apprenticeships, on-the-job training (OJT), credit for prior learning (CPL), and competency-based education (CBE). Specifically, the focus will be on expanding models for manufacturing/semiconductor, healthcare, and professional services industries, utilizing a combination of academic and work-based credential completion approaches.

- In conjunction with our CLNA results and in alignment with national and state directives, we are prioritizing pathways in education and healthcare as two of our primary SRPOS. Over the past eight (plus) years, Normandale has concentrated on developing Education and Human Services Pathways within the SW Metro. As these programs expand, coordinated efforts are essential to guide the strategic direction and student support.

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

Identifying secondary student interests through the use of career exploration platforms, data and counseling appointments help to more closely align speakers, tours and work based learning opportunities to student wants and needs. Dollars are used to support student transportation (field trips) and advisory committee meetings and student/business collaborative events. Collaborative events offer and expand opportunities to a more diverse group of students and parents and connect learners to the local workforce.

SW Metro postsecondary dough is supporting a position to coordinate adult career pathways, encompassing work-based learning programs like Pathway, Apprenticeship, and other earn-to-learn initiatives. This contracted role will focus on advancing work-based learning, supporting underrepresented groups in high-demand careers, addressing access barriers, and utilizing labor market data for program enhancement. Additionally, the coordinator will gather feedback to improve learner retention, success, and employment placement.

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: Enhanced Support for Early College	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p><b>Enhanced Support for Early College</b> To advance Early College (articulated credit, CE, and PSEO) initiatives, we must strengthen articulated credit and concurrent enrollment programs. These efforts enable high school students to earn college credits, accelerating their path to postsecondary education and career readiness.</p> <p>We need robust partnerships between secondary schools and colleges to ensure seamless alignment between education entities. Additionally, expanding access to concurrent enrollment programs allows students to enroll in college-level courses while in high school, providing valuable academic exposure.</p> <p>By prioritizing support for Early College through these avenues, we equip students with essential skills and credentials for success in the workforce while promoting equity in access to higher education opportunities.</p>					
2. <b>Strategies to address need:</b>					
<p><b>SECONDARY:</b></p> <ol style="list-style-type: none"> <li>1. Thoroughly examine CTE concurrent enrollment opportunities in the consortium.</li> <li>2. Support articulation meeting attendance</li> <li>3. Continue to support the resources needed to report/award articulation certificates.</li> </ol> <p><b>POST-SECONDARY:</b></p> <ol style="list-style-type: none"> <li>1. Collaborating with the Institutional Research team to conduct thorough analyses and delve into strategizing and creating KPI’s for prioritizing district outreach and expansion.</li> <li>2. Thoroughly examine articulated college credit return on investment through DataMart.</li> </ol>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p><b>SECONDARY:</b></p> <ol style="list-style-type: none"> <li>1. Create baseline list of all CTE concurrent enrollment opportunities in the consortium</li> <li>2. Track attendance at articulation meetings.</li> </ol>					

3. Track articulation certificates awarded via website data.

**POST-SECONDARY:**

1. Expanding the reach of concurrent enrollment to serve additional districts, expanding CTE class offerings, and boosting the number of CE registered credits by Academic Year 2026.
2. Implementing a real-time data platform to track the completion of ACC students registered at Normandale.
3. Increased attendance at Articulation credit meetings.

1. Provide additional narrative to address the following:

**a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?**

SW Metro Consortium has made deliberate efforts to enhance access to early college opportunities. Within our consortium, we offer various options such as PSEO traditional, PSEO by Contract, concurrent enrollment, AP, and articulated credit options.

Continuous improvement for student learning is emphasized through industry-advised initiatives, with examples like simulation software and YouScience credentialing assessments, guided by advisory committees. Our consortia districts have embraced CTE programs such as CASE, Microsoft, Adobe, TestOut, and ServSafe. We support staff in obtaining credentials for their students, with funding allocated from Narrative 8.

Normandale Community College plays a pivotal role in increasing college credits accumulated by students. Normandale provides coordinated information on transitioning from high school concurrent enrollment, ACC, and/or PSEO to Normandale's general student, facilitating a smoother pathway toward degree completion.

In FY24, Normandale's Concurrent Enrollment program partnered with 15 school districts, offering 65 course sections to 2,438 students, including approximately 50% CTE courses. Comparatively, in FY 22, the program partnered with 12 districts, offering 58 courses, with over 50% in CTE, serving 1,690 students.

Normandale Community College has developed a Strategic Enrollment Plan (SEM), aiming to enhance student recruitment, retention, and completion for CE to 11% retention after high school. The SEM Goals directly impact CTE and early college initiatives, focusing on increasing student admissions, conversion rates, and retention rates.

Southwest Metro supports Articulated College Credit (ACC) agreements through CTECreditMN.com, with 32 regional and state articulated course agreements in place during the 23-24 academic year. Perkins funding continues to support website maintenance and staffing for articulation meetings in alignment with POS data from the CLNA.

Additionally, Southwest Metro Consortia will explore reigniting the Success Beyond the Classroom partnership to facilitate STEMLink at Normandale's campus. STEMLink provides 5th and 6th-grade students with hands-on exploration of STEM careers, showcasing the exciting opportunities in science, technology, engineering, and math fields.

Financial resources are allocated to support early college options, including funding for articulation meetings, website maintenance, mentors for CTE Concurrent Enrollment, aiming to ensure equity in access to CTE opportunities across all member districts.

## 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.

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: Support for Professionals/Professional Development	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Support for Professionals/Professional Development</b></p> <p>Identified as a pressing requirement following the completion of our CLNA is the imperative need to bolster professional development opportunities for secondary and postsecondary CTE staff, counselors, faculty, and instructors. This support is essential for refining and aligning program of study (POS) frameworks while ensuring optimal course sequencing and pathway development.</p> <p>To address this identified need, active encouragement and facilitation will be provided for participation in professional conferences and workshops tailored to the specific needs of CTE professionals. These events offer invaluable insights for course and program improvements and possible initiatives, networking opportunities, empowering educators to stay abreast of CTE trends, policy and advocacy, and best practices essential for enhancing student outcomes and program effectiveness.</p> <p>The importance of sustainable consortium governance was identified throughout the CLNA process. Energy needs to be devoted to crafting governance documents aimed at sustaining the success of our consortium, managing position changes effectively, and ensuring succession planning measures are in place.</p>					
<p><b>2. Strategies to address need:</b></p>					
<ol style="list-style-type: none"> <li>1. Actively encourage and facilitate participation in professional conferences and workshops geared to the specific needs of secondary and postsecondary CTE staff, faculty, administrators, and instructors by identifying relevant CTE professional conferences and workshops focused on trends, program improvement, policy, advocacy, and best practices. For example, MACTA fellowship, CTE Works!, ACTE conferences and MinnState and MDE Specialist’s PD information.</li> <li>2. Energy needs to be devoted to crafting governance documents aimed at sustaining the success of our consortium, managing position changes effectively, and ensuring succession planning measures are in place.</li> </ol>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p>					
<ol style="list-style-type: none"> <li>1. Allocated Perkins funds to be spent on CTE professional development.</li> <li>2. Identify best practice for consortium governance templates, network with other consortia and write and compile up-to-date documents.</li> </ol>					

NEED B: Educational Pathways	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Educational Pathways</b></p> <p>Our findings underscore the critical importance of bolstering educational pathways, particularly for Black or African American men, alongside other underrepresented groups like Hispanic or Latino individuals. Addressing capacity challenges in smaller districts and the shortage of CTE teachers is imperative.</p> <p>Efforts to recruit and retain diverse CTE teachers remain paramount, notwithstanding initiatives like tiered licensure. Continued funding support for CTE programs and targeted outreach efforts are essential.</p> <p>The underrepresentation of BIPOC teachers in consortium districts highlights the urgent need for focused DEI initiatives and professional development and support continuing professional development for districts as their diverse student populations continue to increase. Encouraging diverse candidates to pursue teaching careers in CTE is vital, alongside broader strategies to tackle the statewide teacher shortage.</p>					
4. <b>Strategies to address need:</b>					
<p><b>Secondary</b></p> <p>1. Support professional development opportunities including diversity and inclusion initiatives, learning gap strategies for underrepresented populations and teacher recruitment and retention.</p> <p><b>Postsecondary</b></p> <p>1. Enhance enrollment growth by funding an Educational Pathways supervisor to spearhead initiatives such as Sirtify and SpedUp.</p>					
5. <b>Measurable Outcomes (report results in next APR):</b>					
<p><b>Secondary</b></p> <p>1. Share training and professional development resources. Monitor the feedback and engagement levels of counselors, advisors, and instructors from training sessions and workshops.</p> <p><b>Postsecondary</b></p> <p>1. Monitor the percent of increased enrollment in Educational Pathways programs following the appointment of the supervisor, comparing it to previous enrollment rates. Additionally, track the implementation progress and effectiveness of initiatives such as Sirtify and SpedUp through regular assessment of student participation and completion rates.</p>					

1. 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.**

Sirtify, SpedUp and our Educational Pathways work, informed by extensive research on teacher recruitment and retention, focuses on three key factors influencing teacher decisions: salary, preparation, and support. Specifically, the Sirtify program offers scholarships covering tuition, fees, and living

expenses, supporting fellows, primarily paraprofessionals, through a cohort model emphasizing community, celebration of success, and cultural exploration. Partnerships with local districts and universities facilitate successful transitions to postsecondary education or employment. Some districts have been awarded Grow Your Own grants for specific programs and/or district GYO teacher recruitment. Some GYO programs assist adults who are interested in entering the teaching profession by providing stipends, scholarships, unique student teaching or field placement experiences, and other options to help them in pursuing a career in education. In addition, many GYO programs create opportunities to help secondary students explore teaching as a profession through Introduction to Education courses and other activities that help them see teaching as a promising career field after they have completed their postsecondary education.

**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.**

Careful attention will continue to be given to preparing education professionals and supporting professional development in alignment with Section 3 (40) of the Perkins Act. Through Southwest Metro's leadership review, the lack of qualified teachers has been identified as a key area for improvement in serving special populations. To address this challenge, several focused initiatives have been supported:

Multiple paths have been taken to enhance recruitment, retention, and training of CTE professionals, particularly targeting underrepresented groups. Initiatives such as the MDE Concurrent Enrollment, Grow Your Own Grant, Teacher Mentorship Grant, Sirtify, SpedUP, and the Paraprofessional Pathway are all concerted efforts to address this need.

The Paraprofessional Pathway Program, offered through Normandale's Continuing Education and Customized Training office, provides an entry point into the education field. Districts serve as advisory partners to improve communication about the program and encourage access. Participants undergo ParaPro Exam preparation, networking opportunities, and career assistance, with completion of an Introduction to Education course serving as a pathway to an associate degree.

## Narrative 9: Performance Gaps

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

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

NEED A: English Learners	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 x	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The prioritized need for Element 1 in CLNA underscores the importance of addressing the educational support requirements for <b>English Learners</b> at both secondary and postsecondary levels.</p> <p>At the secondary level, <b>English Learners</b> have been identified as a subgroup requiring targeted assistance across multiple indicators, including 1S1, 2S1, 2S2, and 3S1. These indicators encompass various aspects of academic performance, progress, and proficiency, indicating the necessity for tailored support mechanisms to ensure the academic success of English Learners in these areas.</p> <p>Moving to the postsecondary level, the analysis of 1P1 indicator data reveals a concerning gap in the performance of English Learners, with a deficit rate of -11.6%. This signifies that only 80% of English Learners meet the expected standards, which falls significantly below the state-determined threshold of 91.28%. Such a disparity highlights the urgency of implementing targeted interventions and resources to address the academic needs and challenges faced by English Learners in postsecondary education settings.</p>					
2. <b>Strategies to address need:</b>					
<p>Share opportunities for inclusive professional development structures to meet the diverse needs of families and staff, recognizing diversity as essential, including cultural representation, for English Learners success. By embedding inclusive practices throughout district’s mission and culture, ensuring high-quality education and fostering lasting connections with local communities.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p>Maintain an updated consortia membership list. Encourage district representatives to distribute culturally responsive events and professional development opportunities widely where appropriate.</p>					

NEED B: Career Exploration Experiences/ Events and Opportunities	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 x

## Career Exploration Experiences Events and Opportunities

During the CLNA survey phase, it was found that not all students are aware of CTE programs, and some face participation obstacles. Disparities in program attendance contribute to variations in participant numbers. The CLNA emphasizes the importance of career exploration in understanding and engaging with CTE pathways and POS career planning. For both students and workers, finding a suitable career path is crucial. Exploration helps individuals align strengths and set goals through assessment, counseling, coaching, and work-based learning experiences.

### 2. Strategies to address need:

1. Support career development resources to districts (MCIS, etc.) to use for career exploration.
2. Support training opportunities to staff regarding using the provided resources
3. Provide money to districts to support student exploration (field trips)
4. Support career fair opportunities for students.

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

1. Identify career exploration tools used by districts.
2. Track staff attendance at training events surrounding resources provided.
3. Identify the number of field trips and student and staff participation.
4. Track number of career fairs offered; student attendance.

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?**

Addressed above.

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

Addressed above.

# Narrative 10: Consortium Governance

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

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

<b>NEED A: Support for Professionals/Professional Development</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
<p><b>Support for Professionals/Professional Development</b>            Identified as a pressing requirement following the completion of our CLNA is the imperative need to bolster professional development opportunities for secondary and postsecondary CTE staff, counselors, faculty, and instructors. This support is essential for refining and aligning program of study (POS) frameworks while ensuring optimal course sequencing and pathway development.</p> <p>To address this identified need, active encouragement and facilitation will be provided for participation in professional conferences and workshops tailored to the specific needs of CTE professionals. These events offer invaluable insights for course and program improvements and possible initiatives, networking opportunities, empowering educators to stay abreast of CTE trends, policy and advocacy, and best practices essential for enhancing student outcomes and program effectiveness.</p> <p>The importance of sustainable consortium governance was identified throughout the CLNA process. Energy needs to be devoted to crafting governance documents aimed at sustaining the success of our consortium, managing position changes effectively, and ensuring succession planning measures are in place.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Support the coordination of the Carl Perkins grant activities</li> <li>2. Actively encourage and facilitate participation in professional conferences and workshops geared to the specific needs of secondary and postsecondary CTE staff, faculty, administrators, and instructors by identifying relevant CTE professional conferences and workshops focused on trends, program improvement, policy, advocacy, and best practices. For example, MACTA fellowship, CTE Works!, ACTE conferences and MinnState and MDE Specialist’s PD information.</li> <li>3. Energy needs to be devoted to crafting governance documents aimed at sustaining the success of our consortium, managing position changes effectively, and ensuring succession planning measures are in place.</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. Support .5 FTE of coordinator time in the secondary budget.</li> <li>2. Allocated Perkins funds to be spent on CTE professional development.</li> <li>3. Identify best practice for consortium governance templates, network with other consortia and write and compile up-to-date documents.</li> </ol>					

4. 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. Updates for 2024-2025?**

The Southwest Metro Consortium, led by a cohesive team of representatives from secondary and postsecondary professionals, operates under a collaborative shared leadership model involving 15 member school districts and 1 postsecondary institution. The 24-26 model includes two part-time secondary coordinators, one full-time postsecondary coordinator, and representatives from each member district. These representatives, comprising positions ranging from curriculum directors to counselors, convene meetings with CTE staff and administration in their districts to develop action steps toward Perkins initiatives, aligning with state and consortium-approved POS standards.

Throughout the planning cycle, districts submit proposed changes and allocation requests based on the approved plans, engaging in discussions facilitated by consortium coordinators. Leadership Team meetings occur regularly (at minimum bimonthly) to discuss implementation strategies, with secondary and postsecondary coordinators participating in various education and industry committees to reflect Perkins initiatives. Communication is facilitated through in-person meetings, electronic platforms, and Southwest Metro Consortium gatherings, ensuring the dissemination of Perkins-related updates and discussions on budget allocations.

Prioritizing regional needs assessment results informs decision-making regarding program size, scope, and quality, focusing on intentional initiatives aligned with SRPOS/POS directives. This collaboration between school districts and college administrators defines CTE funding allocation, clarifying support from Perkins funds versus district/college budgets. Emphasis is placed on aligning secondary coursework with postsecondary standards and industry credentials, enhancing quality through rigorous curriculum, work-based learning opportunities, and evaluation processes.

Recognizing the increased workload resulting from Perkins V legislation, efforts to streamline grant planning and administration are underway. This includes the approved direction for dedicated staff positions to manage Perkins-related tasks effectively, aligning with staffing practices observed in other Minnesota State colleges. Despite current capacity limitations, the consortium remains committed to advocating for effective policy and fostering strategic partnerships to support student success and workforce development initiatives.

# 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: Equipment	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Equipment</b></p> <p>Our Perkins CLNA emphasized the urgent need for supporting CTE equipment and instructional supplies to align with industry standards. CLNA feedback gathered from district and community members, RTT, and advisory committees reflect that equipment ensures students receive training that meets current workforce demands and prepares them for successful careers. Upgrading equipment not only enhances program quality but also fosters valuable partnerships with local industries, providing students with relevant, hands-on learning experiences.</p>					
<p><b>Reserve Category:</b>   <input type="checkbox"/> Performance Gaps   <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
<p><b>2. Strategies to address need:</b></p>					
<p>Collaborate with CLNA partners, instructors, deans, Perkins district representatives, or advisory committee members to identify specific equipment instructional supplies requirements based on current workforce demands.</p>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p>					
<p>Track requests and maintain combined secondary/postsecondary equipment inventory. Utilize Perkins allocation per our state-approved Perkins Application in alignment with our funding priorities listed in the SR/POS spreadsheet.</p>					

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

## Support for Professionals/Professional Development

Identified as a pressing requirement following the completion of our CLNA is the imperative need to bolster professional development opportunities for secondary and postsecondary CTE staff, counselors, faculty, and instructors. This support is essential for refining and aligning program of study (POS) frameworks while ensuring optimal course sequencing and pathway development.

To address this identified need, active encouragement and facilitation will be provided for participation in professional conferences and workshops tailored to the specific needs of CTE professionals. These events offer invaluable insights for course and program improvements and possible initiatives, networking opportunities, empowering educators to stay abreast of CTE trends, policy and advocacy, and best practices essential for enhancing student outcomes and program effectiveness.

The importance of sustainable consortium governance was identified throughout the CLNA process. Energy needs to be devoted to crafting governance documents aimed at sustaining the success of our consortium, managing position changes effectively, and ensuring succession planning measures are in place.

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

### 2. Strategies to address need:

1. Actively encourage and facilitate participation in professional conferences and workshops geared to the specific needs of secondary and postsecondary CTE staff, faculty, administrators, and instructors by identifying relevant CTE professional conferences and workshops focused on trends, program improvement, policy, advocacy, and best practices. For example, MACTA fellowship, CTE Works!, ACTE conferences and MinnState and MDE Specialist's PD information.
2. Energy needs to be devoted to crafting governance documents aimed at sustaining the success of our consortium, managing position changes effectively, and ensuring succession planning measures are in place.

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

1. Allocated Perkins funds to be spent on CTE professional development.
2. Identify best practice for consortium governance templates, network with other consortia and write and compile up-to-date documents.

#### 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.**

There is a noticeable data gap across multiple sources, regarding the special population of youth in or aging out of foster care. For instance, Normandale's postsecondary system faces challenges in retrieving data on students from foster care backgrounds. Despite Normandale's enrollment as Minnesota's largest 2-year community college and its strategic location, data from the Financial Aid Office indicates a statistically insignificant number of students accessing the Fostering Independence Grant. This is concerning and underscores the need for further investigation. The primary objective is to assess whether enhanced marketing efforts and improved information dissemination with secondary or community agencies could facilitate greater awareness among foster care youth about pathways to CTE programs. No direct funding is being requested beyond the use of Perkins postsecondary leaders' time. The goal is

to gain information through targeted outreach initiatives and data collection efforts, we aim to gain insights into the barriers faced by this population and identify strategies to better support their educational pathways.

- 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.**

Integrating AI and computer science into CTE programs at the high school and college level will provide students with valuable skills that are increasingly in demand across multiple industries. Educators can help students develop essential skills for the workforce and prepare them for a wide range of career opportunities in technology-driven industries. Here are some ways of looking at integrating and expanding the emerging use of AI and computer science into SRPOS/POS 2 and 6 through the use of reserve funds:

1. **AI and Computer Science Curriculum Integration:** Develop AI-focused and computer science curriculum or courses within existing CTE programs and courses. Students in a manufacturing program could learn about AI-powered automation technologies used in modern factories.
2. **Project Based Learning:** Design project-based learning experiences that allow students to apply AI and computer science concepts to solve real-world problems relevant to their chosen career paths. For example, students in a healthcare CTE program could develop AI models for diagnosing diseases or predicting patient outcomes or students in a culinary arts program could develop AI-powered recipe recommendation systems.
3. **Internships and Work-Based Learning:** Partner with local businesses, industry associations and industry leaders to provide AI and computer science focused internships or work-based learning opportunities for students. This allows students to gain practical experience and see firsthand how AI and computer science is applied in various industries.
4. **Guest Lectures and Workshops:** Invite AI experts from postsecondary, trade associations and businesses to give guest lectures or conduct workshops for students or mentor students. This exposes students and staff to the latest advancements and applications of AI in different fields.
5. **Cross-disciplinary Collaboration:** Encourage collaboration between AI and computer science with non-CTE programs. For instance, students in an automotive technology program could work with students in a computer science program to develop AI-enabled autonomous vehicles.
6. **Online Resources and Tools:** Provide access to online resources, tools, and platforms that facilitate learning and experimentation with AI and computer science technologies.
7. **Hackathons and Competitions:** Organize hackathons, coding competitions, or robotics competitions where students can apply their AI and computer science skills to solve challenges and showcase their abilities.
8. **Professional Development for Educators:** Offer professional development opportunities for educators to enhance their knowledge and teaching skills in AI and computer science. This ensures that educators are equipped to effectively teach these subjects to students.

## Perkins-Funded Positions

**Submit the following with your application materials:**

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

## Required Documentation

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

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

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

To be submitted with the 2024 Local Application

**Consortium Name:** Southwest Metro

## Purpose of the CLNA Results and Priorities

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

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

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

Our consortium undertook a comprehensive approach to gather information, employing diverse strategies tailored to the nature of each information source:

- We extracted data from a wide spectrum of databases, spanning from local to regional levels (RealTime Talent, DEED, SLEDS), to ensure a comprehensive understanding of the subject matter.
- Listening groups were conducted to capture insights directly from relevant partners, providing valuable qualitative data and perspectives.
- Postsecondary and secondary advisory notes were captured to contribute to the in-depth discussions among targeted demographic groups, fostering insights and uncovering diverse, student and workforce viewpoints.
- Consortia leadership conducted yearly-defined consortium meetings and feedback sessions with our key individuals and experts (consortia district representatives), allowing for the exploration of specific topics in detail and gaining first hand insights.
- Extensive research efforts (RTT) were completed to delve into existing labor market needs and reports, enriching our understanding and providing context to our findings.
- In general, we reviewed trends, comparisons, and pattern recognition from previously completed CLNA and current data sources.

Key partners within the consortium analyzed the information, employing their expertise and diverse perspectives. Through collaborative efforts and rigorous analysis, conclusions were derived that reflect a comprehensive understanding of the subject matter applied to our elements below:

**Element #1:** Thorough examination of performance indicators and data for both existing and potential SRPOS/POS. This analysis drew from postsecondary data sources like PowerBI as well as secondary data provided by MDE's Secure Reports, SLEDS, etc. The discussions involved a diverse range of collaborators filling the voice including administrators, district representatives, instructors, students, community, and representatives from special population groups. The primary focus was dissecting the data into finer details to identify the student groups most affected by these programs. We also delved into the underlying reasons behind these impacts.

**Element #2:** Extensive data analysis was conducted on the local and regional labor markets sourced from Real Time Talent, DEED, and input from area employers. By doing so, partners pinpointed areas of potential alignment for our region with existing and future possibilities for Programs of Study (SRPOS/POS). Various factors such as size, course offerings, and breakdowns of student demographics and student interests, contribute to the scope of the identified SRPOS/POS. Additionally, aspects were scrutinized like secondary course alignment and sequencing while also exploring opportunities for dual enrollment and pathways to postsecondary and workforce. Assessment of quality indicators included an evaluation of course materials, availability of work-based learning experiences, and the range of certificates, and degrees offered.

**Element #3:** Review of SRPOS/POS, identifying various points for entry and exit. Priorities were determined by both current conditions and forecasted career/workforce demands by way of RTT reports for the region and locally. Discussions were held to review and revise local and regional implications of current pathways. Results are reflected and included in the consortium's plan and SRPOS/POS spreadsheet. The primary needs expunged from our CLNA were support for expanding work-based learning and equipment to support SRPOS/POS.

**Element #4:** We identified CTE teacher shortages and projected staffing needs for both secondary and postsecondary levels. We explored and utilized alternative licensing options for secondary educators. Input from secondary and postsecondary administrators, educators, and employers, along with area trends, aided in our analysis.

**Element #5:** The initial data from other elements provided insights into the performance and enrollment of special population students in CTE programs. We explored various factors influencing their participation, such as marketing materials, advisory practices, and recruitment strategies. Consultations with collaborators ensured a comprehensive perspective. NAPE resources, including the Equity Gap Analysis tool and the NAPE Nontraditional Career Preparation tool, offered guidance and strategies for promoting equity in CTE programs, especially for special population learners.

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

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

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

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

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

Name	Title	Group Represented
Advisory Boards	CTE Postsecondary and Secondary Advisory Boards	Business/IndustryCTE faculty,
Shakopee Schools	Career Academies Community of Practice	Education, JFF, United Way
RealTime Talent	RealTime Talent	Labor market
MPLS Regional Chamber	Chamber of Commerce	Business/Industry, education
SW Metro Consortia district reps	SW Metro governance	District Reps
Hennepin West Consortium	Hennepin West Consortium Coordinators	Education, business/industry
River South Minnesota	Public-Private Entertainment Collaboration	Southwest MN, business/Industry, education
Shakopee Chamber of Commerce	Chamber and Visitor Bureau	Business/Industry, education
Community Development Agency	Scott County	Business/Industry, education, city and county agencies
Bloomington Public Schools	Bloomington Strategic Planning Committee	Administration, staff, students, parents, community, Business/Industry, City of Bloomington, Hennepin County
Intermediate District #288	Intermediate District #288 Strategic Planning Committee	Administration, staff, students, parents, community, Business/Industry, Scott Carver, Wright, LeSueur, Waseca Counties
Intermediate District #288	CTE Summit	Education, member districts
Shakopee Mdewakanton Sioux Community	Tribal community	Prior Lake, Shakopee, Scott County, education districts
SouthWest Metro Chamber of Commerce	Chamber	Carver County, education, Business/ Industry
Engineering Center of Excellence	Minnesota State	Education, Business/Industry
CTSO	DECA, FCCLA, FFA, SkillsUSA, HOSA, BPA	Education, Business/Industry, students, community, parents
Professional Organizations	ACTE, MnACTE, MACTA, AAFCS, MAAE	Education, Business/Industry, community
MACTA Fellowship Program	Fellowship Program	Education, Perkins Consortia Leaders
Teacher Induction Program	Teacher Mentorship and Retention	Education

**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
<b>Element 1: Student Performance on Required Performance Indicators</b>							
Priority 1							
Priority 2							
Priority 3							
<b>Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students</b>							
Priority 1							
Priority 2							
<b>Element 3: Progress Towards Implementation of CTE Programs of Study</b>							
Priority 1							
Priority 2							
Priority 3							
Priority 4							
<b>Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups</b>							
Priority 1							
Priority 2							
<b>Element 5: Progress Towards Equal Access to CTE Programs for all Students</b>							
Priority 1							
Priority 2							

## Narrative Tracking Matrix (Optional)

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

### Key to Narratives:

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

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIO A	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gap s	10 Gov	11 Res
<b>Element 1: Student Performance of Required Performance Indicators</b>											
Need A: English Learners					X				X		
Need B:											
Need C:											
<b>Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students</b>											
Need A: Development of POS and ongoing analysis	X	X									
Need B:											
<b>Element 3: Progress Towards Implementation of CTE Programs of Study</b>											
Need A: Work-Based Learning			X			X					
Need B: Equipment		X									X
Need C:											
Need D:											
<b>Element 4: Improving Recruitment, Retention, and Training of CTE Professionals</b>											
Need A: Support for Professional Development				X				X		X	X
Need B: Educational Pathways		X		X				X			
Need C:											
<b>Element 5: Progress Towards Equal Access to CTE Programs for all Students</b>											
Need A: Enhanced Support for Early College							X				
Need B: Career Exploration Events and Opportunities						X			X		
Need C:											
Need D:											

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

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

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

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

**PRIORITIZED NEEDS**  
**Element 1: Student Performance on Required Performance Indicators**

E1-Need A: The prioritized need for Element 1 in CLNA underscores the importance of addressing the educational support requirements for **English Learners** at both secondary and postsecondary levels.

At the secondary level, **English Learners** have been identified as a subgroup requiring targeted assistance across multiple indicators, including 1S1, 2S1, 2S2, and 3S1. These indicators encompass various aspects of academic performance, progress, and proficiency, indicating the necessity for tailored support mechanisms to ensure the academic success of English Learners in these areas.

Moving to the postsecondary level, the analysis of 1P1 indicator data reveals a concerning gap in the performance of English Learners, with a deficit rate of -11.6%. This signifies that only 80% of English Learners meet the expected standards, which falls significantly below the state-determined threshold of 91.28%. Such a disparity highlights the urgency of implementing targeted interventions and resources to address the academic needs and challenges faced by English Learners in postsecondary education settings.

In summary, the prioritized need for Element 1 in CLNA underscores the critical importance of providing comprehensive support and resources to English Learners, both at the secondary and postsecondary levels, to ensure equitable access to quality education and academic success for all students.

E1-Need B:

E1-Need C

E1-Need D

E1-Need E

## 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:

#### Development of Programs of Study

Our CLNA underscores the need to explore Programs of Study (POS) aligned with fields or clusters. RealTime Talent (RTT) data highlights industry demand needs found [here](#). The alignment of our CLNA needs and program size, scope, and quality results are summarized in the SR/POS spreadsheet.

To address the POS needs, we must consider:

- Industry-aligned equipment and curriculum development
- Support for nontraditional career pathways and work-based learning
- Professional development for POS enhancement
- Outreach to counselors, advisors, and instructors for awareness
- Support the growth of CTSOs

Over the past two years, we've shifted towards evidence-based decision-making, utilizing CLNA and regional employment data. Refinement of our SRPOS and POS spreadsheet aids in guiding funding priorities. Emphasizing course alignment and outreach to underrepresented populations remains crucial, with counselors, advisors, and instructors playing key roles.

E2-Need B

E2-Need C

E2-Need D

E2-Need E

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

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

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

**PRIORITIZED NEEDS**  
**Element 3: Progress towards implementation of CTE Programs of Study**

E3-Need A:  
Strengthening **Work-Based Learning**

Our CLNA underscores the need to enhance support for work-based learning initiatives. These programs provide essential hands-on experiences for students, fostering skill development and industry connections. Prioritizing work-based learning ensures students gain practical skills, enhancing their career readiness. Additionally, strong partnerships with businesses promote economic growth, workforce development and defined Advisory input.

Based on our CLNA results, we must focus on:

- Support the expansion of partnerships with local businesses for internships and apprenticeships.
- Promote training for educators and employers involved in work-based learning.
- Allocate resources for transportation including field trip funding.
- WIOA alignment of needs and expansion of apprenticeship model at a postsecondary level

E3-Need B: **Equipment**

Our Perkins CLNA emphasized the urgent need for supporting CTE equipment to align with industry standards. CLNA feedback gathered from district and community members, RTT, and advisory committees reflect that equipment ensures students receive training that meets current workforce demands and prepares them for successful careers. Upgrading equipment not only enhances program quality but also fosters valuable partnerships with local industries, providing students with relevant, hands-on learning experiences.

E3-Need C

E3-Need D

E3-Need E

## 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: **Support for Professionals/Professional Development**

Identified as a pressing requirement following the completion of our CLNA is the imperative need to bolster professional development opportunities solely for secondary and postsecondary CTE staff, counselors, faculty, and instructors. This support is essential for refining and aligning program of study (POS) frameworks while ensuring optimal course sequencing and pathway development.

To address this identified need, active encouragement and facilitation will be provided for participation in professional conferences and workshops tailored to the specific needs of CTE professionals. These events offer invaluable insights for course and program improvements and possible initiatives, networking opportunities, empowering educators to stay abreast of CTE trends, policy and advocacy, and best practices essential for enhancing student outcomes and program effectiveness.

The importance of sustainable consortium governance was identified throughout the CLNA process. Energy needs to be devoted to crafting governance documents aimed at sustaining the success of our consortium, managing position changes effectively, and ensuring succession planning measures are in place.

#### E4-Need B **Educational Pathways**

Our findings underscore the critical importance of bolstering educational pathways, particularly for Black or African American men, alongside other underrepresented groups like Hispanic or Latino individuals. Addressing capacity challenges in smaller districts and the shortage of CTE teachers is imperative.

Efforts to recruit and retain diverse CTE teachers remain paramount, notwithstanding initiatives like tiered licensure. Continued funding support for CTE programs and targeted outreach efforts are essential.

The underrepresentation of BIPOC teachers in consortium districts highlights the urgent need for focused DEI initiatives and professional development and support continuing professional development for districts as their diverse student populations continue to increase. Encouraging diverse candidates to pursue teaching careers in CTE is vital, alongside broader strategies to tackle the statewide teacher shortage.

#### E4-Need C

#### E4-Need D

## 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.

<b>PRIORITIZED NEEDS</b> <b>Element 5: Progress towards equal access to CTE programs for all students</b>	
E5-Need A:	<b>Enhanced Support for Early College</b>  To advance Early College (articulated credit, CE, and PSEO) initiatives, we must strengthen articulated credit and concurrent enrollment programs. These efforts enable high school students to earn college credits, accelerating their path to postsecondary education and career readiness.  We need robust partnerships between secondary schools and colleges to ensure seamless alignment between education entities. Additionally, expanding access to concurrent enrollment programs allows students to enroll in college-level courses while in high school, providing valuable academic exposure.  By prioritizing support for Early College through these avenues, we equip students with essential skills and credentials for success in the workforce while promoting equity in access to higher education opportunities.
E5-Need B	<b>Career Exploration Experiences</b>  During the CLNA survey phase, it was found that not all students are aware of CTE programs, and some face participation obstacles. Disparities in program attendance contribute to variations in participant numbers. The CLNA emphasizes the importance of career exploration in understanding and engaging with CTE pathways and POS career planning. For both students and workers, finding a suitable career path is crucial. Exploration helps individuals align strengths and set goals through assessment, counseling, coaching, and work-based learning experiences.
E5-Need C	
E5-Need D	
E5-Need E	

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
<b>Secondary Allocation:</b>	\$452,010.23	\$65,105.74	\$517,115.97
<b>Postsecondary Allocation:</b>	\$469,408.46	\$65,105.74	\$534,514.20
<b>Total Consortium Allocation:</b>	\$921,418.69	\$130,211.48	\$1,051,630.17

<b>INSERTING ADDITIONAL ROWS</b>
<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"

<b>DATA ENTRY</b>
<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.

<b>SUMMARY SPREADSHEET</b>
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 <b>BLACK</b> text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to <b>increase</b> 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 <b>RED</b> text in a <b>RED</b> background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to <b>decrease</b> your requests as needed to reach the goal of \$0 yet to be allocated.

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

STEP #2	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #3	<p><b>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</b></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><b>Complete the Budget Narrative SEC worksheet</b></p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p><b>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</b></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><b>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</b></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><b>Look at Rows 48 and 50 of the Summary Worksheet;</b> 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.

Expenditures in the 100s and 200s in the secondary budget are for the Coordinator from SWMetro and benefits for that portion of the position. 143 - \$30,000; 210 - \$2,200; 250 - \$500

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

303 - \$249,910.23 - Pay districts for expenses related to all aspects of the grant based on projects they submit to consortium for ALL Narrative Areas (particularly 2, 4, 5, 6, 7, 8, 9.) (Examples include: Workplace Tours, College Visits, instructional supplies related to SRPOS and POS development, equipment purchased for SRPOS and POS development, professional improvement and development, conferences, travel including CTSO travel and advisor support) Concurrent enrollment mentoring fees paid to Normandale and DCTC \$20,000 (Narrative 7). Pay Bloomington School for .5 secondary consortium coordinator \$30,000 (from 303 and \$5000 from 304 (\$5,000 for the amount over \$25,000) Narrative 10 Governance; 304 - \$59,800 - Pay districts for expenses related to all aspects of the grant based on projects they submit to consortium for ALL Narrative Areas (particularly 2, 3, 5, 6, 7, 8). Pay Bloomington School for .5 secondary consortium coordinator \$30,000 (from 303 and \$5000 from 304 (\$5,000 for the amount over \$25,000) Narrative 10 Governance; 360 - \$5,000 - Transportation for SWMetro Intermediate district member students for Workplace Tours, College Visits, CTSO travel support (Narratives 2, 4, 6, 7); 366 - \$10,000 - Professional development, conferences, travel including CTSO advisor support for SWMetro Intermediate District staff and coordinators including support of MACTA fellow program (Narratives, 2, 7, 8, 10).

## SECONDARY Narrative for Perkins V Application

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

401 - \$44,000 - Career Exploration Software MCIS (Element 5 Narrative 6 and Narrative 9) . 430 - \$8,000 - Instructional supplies related to SRPOS and POS development (Element 2 Narrative 1 and Narrative 2).

*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.*

530 - \$20,000 - Equipment purchased related to Element 2 Narratives 1-CLNA and Narrative 2-POS at SWMetro Intermediate District (Narrative 2); Predominately expansion of Medical Careers/Health Sciences program, Hospitality and Tourism, and AFNR pathways based on CLNA, advisory committee and/or Workforce Agency recommendations (Narrative 1).

**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.

The 5% Admin \$22,600 - cost is for the fiscal services of the fiscal agent in the administering of the grant. Covering Payroll expenses, member district reimbursements for expense

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.

360 - \$500 student travel tours; 366 - \$1500 PD for staff; 303 - Payment to districts based on requests falling under reserve criteria (PD, equipment); 430 - \$5000.74 Instructional Supplies falling under reserve criteria; 530 - Equipment falling under reserve criteria. Element 3 and Element 4 Narrative 11 Reserve



(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
			POS 2 and 6	
Velvet Walker	Program Director, Continuing Education and Customized Training	\$7,000.00		\$7,000.00
TBD	Education Pathways Supervisor	\$25,000.00		\$25,000.00
				\$0.00
				\$0.00
				\$0.00
<b>Personnel</b>				
	SUBTOTAL	\$32,000.00	\$0.00	\$32,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Equipment</b>				
	SUBTOTAL	\$0.00	\$0.00	\$0.00
Item 1560	Educational Services (Pathways)	\$17,979.59		\$17,979.59
Item 3000	Supplies		\$10,000.00	\$10,000.00
Item 1560	Professional Development		\$2,000.00	\$2,000.00
				\$0.00
				\$0.00
<b>Non-Personnel</b>				
	SUBTOTAL	\$17,979.59	\$12,000.00	\$29,979.59
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				\$3,126.15
<b>2024-2025 Proposed Budget</b>		<b>\$49,979.59</b>	<b>\$12,000.00</b>	<b>\$65,105.74</b>

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

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

**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.*

**Education Pathways Supervisor** 1. salary and fringe 2. \$25,000 3. Narrative 2 and 4 4. CLNA element 4 **Coordinator for Partnership Programs** 1. Salary and fringe 2. 30,000 3. Narrative 2 and 7. CLNA element 2 and 5 **Director of K12 and University Partnerships Supervisor** 1. Salary and fringe 2. 10,000 3. Narrative 10 4. Aligned with CLNA element 4 **Accessibility Specialist, Office for Students with Disabilities** 1. Salary and fringe 2. 27,000 3. Narrative 5 4. Aligned with CLNA element 5 **Program Director, Continuing Education** 1. Salary and fringe 2. 25,000 3. Narrative 3 and 6 4. Aligned with CLNA element 2 and 5 **Career and Technical Education Director** 1. Salary and fringe 2. up to \$107,000 3. Narrative 11 4. Aligned with CLNA element 4

*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.*

POS Equipment 1. 4000 object code for equipment TBD in alignment with POS, industry standards, and follow Local Use of Funds guidelines 2. \$70,000 3. Narrative 2 4. CLNA element 2

**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.

1560: Educational Services, 1. CLNA contract work for RealTime Talent and CECT pathway contract alignment 2. \$45,000 3. Narrative 1,2, and 6. 4. Aligned with CLNA element 2 and 3 RCE 1. Contracted service, 6 credits for RCE for up to 6 faculty in IPE 2. \$24,000 3. Narrative 2 and 4. Aligned with CLNA element 2 and 4 1560: Education Services 1. STEM Link, CTEcreditmn, HSP/ESL/Para 2. \$37,528.54 3. Narrative 3, 7, 9. Aligned with CLNA element 1, 2, 3 and 5 2870: Memberships 1. Professional group memberships 2. \$3,000 3. Narrative 8 4. Aligned with CLNA element 1, 2, 4 and 5 2120: Travel/Conferences 1. In state, travel 2. \$10,000 3. Narrative 8 and 10 4. Aligned with CLNA element 1,2,4 and 5. 2220: Exp Out State Travel 1. Conferences to support designated Narratives 2. \$23,000 3. Narrative 8, 9 and 10. Aligned with CLNA element 1, 2, 4, and 5. 3000: Supplies 1. Various supplies to support associated Narratives 2. \$9,409.50 3. Narratives 5 and 10 4. Aligned with CLNA element 2 and 4.

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

SW Metro postsecondary administrative cost will be applied to ancillary services aligned to execute Perkins grant plan. Specifically, Normandale will apply 5% Basic and Reserve dollars to support payment and billing grant administration, human resources, information technology, office utilization space (electric, cleaning, ext.), and overall operational costs.

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.

**Education Pathways Coordinator** 1. Salary and fringe 2. \$25,000 3. Narrative 11 4. Aligned with CLNA element 2 and 7, Develop/Improve POS CTE Programs  
**Program Director, Continuing Education** 1. Salary and fringe 2. \$7,000 3. Narrative 11 4. Aligned with CLNA element 2 and 5, Develop/Improve POS CTE Programs  
Item 1560, **Educational Services (Pathways)** 1. Educational services support 2. 17,979.59 3. Narrative 11 4. Aligned with CLNA element 3 and 4, Develop/Improve CTE Programs  
Item 3000, **Supplies** 1. Supplies 2. 10,000 3. Narrative 11 4. Aligned with CLNA element 2 and 4 - Budgeting for Supplies to purchase equipment under \$5,000. This will not include consumable program materials funded by the college, Develop/Improve POS CTE Programs  
Item 1560  
**Professional Development** 1. Professional Development 2. 2,000 3. Narrative 11 4. Aligned with CLNA element 1, 2, 4 and 5, Develop/Improve POS CTE Programs

Consortium Plan: Budget Summary 2022-2023

<b>Southwest Metro</b>		<b>July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives</b>		
*DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs*				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$15,000.00	\$15,000.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$15,000.00</b>	<b>\$15,000.00</b>
Narrative 2: Programs of Study	Secondary	\$138,410.23		\$138,410.23
	Postsecondary		\$124,500.00	\$124,500.00
	<b>Total</b>	<b>\$138,410.23</b>	<b>\$124,500.00</b>	<b>\$262,910.23</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$22,500.00	\$22,500.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$22,500.00</b>	<b>\$22,500.00</b>
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$40,000.00		\$40,000.00
	Postsecondary		\$24,500.00	\$24,500.00
	<b>Total</b>	<b>\$40,000.00</b>	<b>\$24,500.00</b>	<b>\$64,500.00</b>
Narrative 5: Special Populations	Secondary	\$6,000.00		\$6,000.00
	Postsecondary		\$33,000.00	\$33,000.00
	<b>Total</b>	<b>\$6,000.00</b>	<b>\$33,000.00</b>	<b>\$39,000.00</b>
Narrative 6: Work - Based Learning	Secondary	\$85,000.00		\$85,000.00
	Postsecondary		\$27,500.00	\$27,500.00
	<b>Total</b>	<b>\$85,000.00</b>	<b>\$27,500.00</b>	<b>\$112,500.00</b>
Narrative 7: Early College	Secondary	\$25,000.00		\$25,000.00
	Postsecondary		\$40,000.00	\$40,000.00
	<b>Total</b>	<b>\$25,000.00</b>	<b>\$40,000.00</b>	<b>\$65,000.00</b>
Narrative 8: Support for Professionals	Secondary	\$50,000.00		\$50,000.00
	Postsecondary		\$16,000.00	\$16,000.00
	<b>Total</b>	<b>\$50,000.00</b>	<b>\$16,000.00</b>	<b>\$66,000.00</b>
Narrative 9: Performance Gaps	Secondary	\$5,000.00		\$5,000.00
	Postsecondary		\$12,528.54	\$12,528.54
	<b>Total</b>	<b>\$5,000.00</b>	<b>\$12,528.54</b>	<b>\$17,528.54</b>
Narrative 10: Governance	Secondary	\$102,600.00		\$102,600.00
	Postsecondary		\$153,879.92	\$153,879.92
	<b>Total</b>	<b>\$102,600.00</b>	<b>\$153,879.92</b>	<b>\$256,479.92</b>
Narrative 11: Reserve Funds	Secondary	\$65,105.74		\$65,105.74
	Postsecondary		\$65,105.74	\$65,105.74
	<b>Total</b>	<b>\$65,105.74</b>	<b>\$65,105.74</b>	<b>\$130,211.48</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$25,855.00		\$25,855.00
	Postsecondary		\$26,596.57	\$26,596.57
	<b>Total</b>	<b>\$25,855.00</b>	<b>\$26,596.57</b>	<b>\$52,451.57</b>
<b>PLAN TOTALS</b>	Secondary	\$517,115.97		\$517,115.97
	Postsecondary		\$534,514.20	\$534,514.20
	<b>Total</b>	<b>\$517,115.97</b>	<b>\$534,514.20</b>	<b>\$1,051,630.17</b>

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$452,010.23	\$65,105.74	\$517,115.97
Budget <b>Over/Short</b>	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$469,408.46	\$65,105.74	\$534,514.20
Budget <b>Over/Short</b>	\$0.00	\$0.00	\$0.00





## STATEMENT OF ASSURANCES & CERTIFICATIONS

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1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21<sup>st</sup> 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: Strengthening Career and Technical Education for the 21st Century Act

College: <u>Normandale Community College</u>	
College President's Name (Print): <u>Joyce C. Ester, Ph.D.</u>	
 Signature	<u>April 13, 2023</u> Date
email: <u>joyce.ester@normandale.edu</u>	
Phone: <u>952-358-8150</u>	

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

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: \_\_\_\_\_

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

District Name: <u>Waconia Public Schools</u>	
District Number/Type: <u>110</u>	
Superintendent's Name – (Print): <u>Brian Gersich</u>	
	<u>3/22/24</u>
Signature	Date
email: <u>bgersich@isd110.org</u>	
Phone: <u>(952) 442-0600</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: \_\_\_\_\_

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

District Name: <u>Watertown-Mayer Public Schools</u>	
District Number/Type: <u>01-0111</u>	
Superintendent's Name - (Print): <u>Darren Schuler</u>	
<u>Darren Schuler</u>	<u>3/26/24</u>
Signature _____	Date _____
email: <u>darren.schuler@wm.k12.mn.us</u>	
Phone: <u>952-955-0480 ext. 0485</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: \_\_\_\_\_

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

District Name:	<u>PRION LAKE SAVAGE AREA SCHOOLS</u>
District Number/Type:	<u>719</u>
Superintendent's Name – (Print):	<u>MICHAEL J. THOMAS</u>
Signature _____	Date <u>4/17/24</u>
email:	<u>MTHOMAS@PLSAS.0-6</u>
Phone:	<u>952-226-0010</u>

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest

College: <u>N/A</u>	
College President's Name (Print): <u>N/A</u>	
<u>N/A</u>	
Signature	Date
email: <u>N/A</u>	
Phone: <u>N/A</u>	

District Name: <u>Edina Public Schools</u>	
District Number/Type: <u>273</u>	
Superintendent's Name - (Print): <u>Stacie Stanley</u>	
<u>Stacie Stanley</u>	
Signature	Date
email: <u>Stacie.Stanley@edina.schools.org</u>	<u>3.26.24</u>
Phone: <u>952-848-4000</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest Metro

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

District Name: <u>Westonka</u>	
District Number/Type: <u>ISD 277</u>	
Superintendent's Name - (Print): <u>Kevin Borg</u>	
X  _____	<u>4-9-24</u>
Signature _____	Date _____
email: <u>borgk@277apps.org</u>	
Phone: <u>(952) 491-8001</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: \_\_\_\_\_

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

District Name: <u>South West Metro #288</u>	
District Number/Type: <u>288/06</u>	
Superintendent's Name - (Print): <u>Darren Kermes</u>	
	<u>3/21/24</u>
Signature _____	Date _____
email: <u>dkermes@swmetro288.org</u>	
Phone: <u>952-567-8102</u>	

(Duplicate as needed)

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

Consortium Name: \_\_\_\_\_

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

District Name: <u>Belle Plaine</u>	
District Number/Type: <u>716</u>	
Superintendent's Name - (Print): <u>Ryan Laager</u>	
Signature  _____	Date <u>3.21.2024</u>
email: <u>rlaager@belleplaine.k12.mn.us</u>	
Phone: <u>651-248-0750</u>	

*(Duplicate as needed)*

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

Consortium Name: \_\_\_\_\_

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

District Name: <u>JORDAN PUBLIC SCHOOLS</u>	
District Number/Type: <u>0717</u>	
Superintendent's Name – (Print): <u>RANAE CASE-EVENSON</u>	
<u>Ranae Case Evenson</u>	<u>4-1-24</u>
Signature	Date
email: <u>revenson@isd717.org</u>	
Phone: <u>952-492-4400</u>	

*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: \_\_\_\_\_

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

District Name:	<u>Prior Lake Savage Area Schools</u>
District Number/Type:	<u>719</u>
Superintendent's Name – (Print):	<u>Michael J. Thomas</u>
Signature _____	Date <u>4/17/24</u>
email:	<u>mthomas@plsa.org</u>
Phone:	<u>952-226-0010</u>

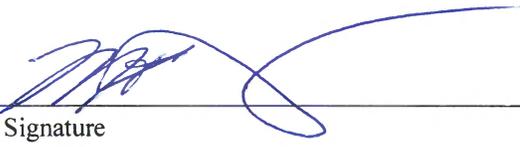
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: \_\_\_\_\_

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

District Name: <u>Shakopee Public Schools</u>	
District Number/Type: <u>ISD 720</u>	
Superintendent's Name – (Print): <u>Mike Redmond</u>	
	<u>3/21/24</u>
Signature	Date
email: <u>mredmond@shakopee.k12.mn.us</u>	
Phone: <u>952-496-5000</u>	

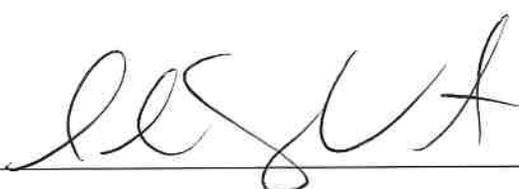
*(Duplicate as needed)*

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

Consortium Name: \_\_\_\_\_

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

District Name: <u>New Prague Area Schools</u>	
District Number/Type: <u>0721</u>	
Superintendent's Name - (Print): <u>Andrew Vollmuth</u>	
	<u>3/21/24</u>
Signature	Date
email: <u>avollmuth@isd721.org</u>	
Phone: <u>952.758.1701</u>	

*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: \_\_\_\_\_

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

District Name: <u>Bloomington Public Schools</u>	
District Number/Type: <u>271 01</u>	
Superintendent's Name – (Print): <u>Dr. Eric Melbye</u>	
Signature  _____	Date <u>03/28/2024</u>
email: <u>emelbye@isd271.org</u>	
Phone: <u>952.681.6402</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest

College: <u>N/A</u>	
College President's Name (Print): <u>N/A</u>	
<u>N/A</u>	
Signature	Date
email: <u>N/A</u>	
Phone: <u>N/A</u>	

District Name: <u>Edina Public Schools</u>	
District Number/Type: <u>273</u>	
Superintendent's Name - (Print): <u>Stacie Stanley</u>	
<u>Stacie Stanley</u>	
Signature	Date
email: <u>Stacie.Stanley@edinaschools.org</u>	<u>3.26.24</u>
Phone: <u>952-848-4000</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: \_\_\_\_\_

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

District Name: <u>ORONO PUBLIC SCHOOLS</u>	
District Number/Type: <u>ISD # 278</u>	
Superintendent's Name – (Print): <u>DR. KRISTINE FLESHER</u>	
	<u>4-3-24</u>
Signature	Date
email: <u>kristine.flesher@orono.k12.mn.us</u>	
Phone: <u>952-449-8305</u>	

*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: \_\_\_\_\_

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

District Name: <u>Richfield Public Schools</u>	
District Number/Type: <u>0280/01</u>	
Superintendent's Name - (Print): <u>Steven Unowsky</u>	
Signature <u></u>	Date <u>4-19-24</u>
email: <u>steven.unowsky@rpsmn.org</u>	
Phone: <u>612-798-6011</u>	

*(Duplicate as needed)*