



FY23-24 Minnesota West

Prepared by Minnesota West Consortium
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Gail Polejewski

Submitted on 08/11/2022 12:35 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2022.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, Interim State Director for CTE, Minnesota State

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Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

Additional Information

Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name

FY23-24 Minnesota West

Award Requested

\$643,060.34

Total Award Budget

\$643,060.34

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

Consortium Membership

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

[Download a .doc CLNA Framework Template](#)

Enter response to CLNA here:

Through the Comprehensive Local Needs Assessment, the Perkins leadership team was able to outline our region's strengths, needs, and priorities. Dozens of documents and data sources were collected and analyzed by Minnesota West Carl Perkins Consortium leadership over the past several months. Key pieces of that data were presented to various advisory committees to determine the face value of the information. Input from the committees helped determine which pieces of data should most influence the development of the FY23 and FY24 Perkins Plan. Key results from the CLNA that were shared with advisory committees included:

- The Minnesota West Perkins Consortium has a broad and engaged partnership that includes secondary education, 2 and 4-year colleges, workforce agencies, economic development, adult basic education, businesses, alternative learning programs, a regional educational cooperative, and an education district.
- Our consortium includes 38 high schools, a community and technical college with 5 campuses, and a 4-year university.
- The average graduating class for our high schools is about 40 students, and there are approximately 3 licensed CTE teachers per high school.
- The region has a high percentage of economically disadvantaged families.
- Our region has pockets of cultural diversity, including Nobles County which is the 2nd most culturally diverse in the state, but students of color and other underserved groups often lag behind mainstream students in academic performance, participation, and graduation rates.
- Poverty rates in the region are higher than the state average as well as rates of high school completion for all students.
- Many of our region's minority students are the first generation to consider post-secondary training.
- There is a severe shortage of CTE teachers at the secondary and post-secondary levels.
- Many CTE teachers are isolated in their district and want to connect with colleagues from other districts.
- CTE teachers in rural school districts and at the post-secondary level express the need for up-to-date equipment and access to regional professional development. At the post-secondary level, there is currently \$4 million in needed/wanted equipment for CTE programs.
- Both the high school and colleges struggle to recruit and retain educators, especially in CTE.
- There are strong CTSO programs in the region, but some schools do not have BPA, FCCLA, HOSA, or SkillsUSA chapters.
- Some districts have robust career exploration services, others have disjointed systems that under-prepare their students for college and careers. This points to the need for regional services that provide students the opportunity for Exploration, Exposure, and Experience.
- Seventy percent of students report that parents and friends are their major sources of career and education information.
- Students are most interested in learning about careers directly from industry professionals through job shadowing, industry tours, and internships.
- The COVID-19 pandemic has shown a spotlight on distance learning and the need for software and simulations that will allow students to continue their education even when unable to attend classes in person.
- The major sectors that drive the region's economy include healthcare, manufacturing, and agriculture. But all sectors provide some level of high wage and high demand employment, and nearly every regional employer reports a difficult time recruiting and retaining talent.
- Our region is shrinking in general, and school populations are following suit, with the exception of a few cities that serve as regional hubs.
- About 30% of our region's jobs require a 4-year degree, but many more require some level of technical skills to be successful. All employers want entry-level workers that have strong work and interpersonal skills.
- People with disabilities are one of the most underemployed and unemployed segments of our society.
- Many work-based learning programs and special education teachers have voiced a concern that there has long been a lack of quality transition curriculum and services.
- **Over 95% of all employers in the region employ 50 or fewer people, making small business and entrepreneurship keys to economic success.**

- **Many CTE students' ultimate goal is small business ownership, so entrepreneurship education will be a key component.**

Priorities

- Provide transition/career/education support, resources, and services to underserved students, such as English Learners (EL), students with disabilities, and minority students.
- Help CTE instructors teach and reinforce academic concepts through CTE classes, competitions, after-school programs, and CTSOs.
- Increase our efforts to recruit and retain CTE teachers at the secondary and post-secondary levels.
- Focus our funds to support CTE programs that address high-wage, high-demand, and high-skill careers.
- Help foster the development of critical 21st Century skills in addition to technical skills.
- Provide professional development and workplace experiences for teachers and counselors to help them improve their awareness of regional opportunities and resources.
- Improve student and family awareness of the benefits of CTE and regional career opportunities.
- Help students develop entrepreneurial skills and see the opportunities in the region to start and operate a small business.
- Provide regional career awareness resources, exploration programs, and WBL opportunities to fill the gaps for some school districts beginning in Junior High, that help to cultivate clear roadmaps to credentialing, degrees, and employment.
- Continue to "map" our regional services and resources to avoid duplication and improve efficiency.
- Blend funding streams and leverage funds with regional partners that share the same goals.
- Encourage initiatives that will impact Reading and Math scores
- Support Collaboration between districts and/or teachers
- Support Teacher retention and recruitment strategies
- Fund Teacher Externship opportunities
- Purchase curriculum for new courses approved by MDE

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

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

Upload your completed CLNA Framework

CLNA Framework 23-24.docx

Narrative 2: Programs of Study

Programs of Study Narrative

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

Additionally, provide the following information in the space below:

- For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium's CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. [Go to Perkins Operational Handbook, page 18.](#)

Enter your responses to Narrative #2 in the space provided below:

Programs of Study (POS) were determined by our Perkins Advisory Committees and Executive Leadership Committee through the process of gathering data for the CLNA. Two primary sources were used to make the determination. The DEED Career Pathways Tool helped to identify high-wage, high skills, and high-demand careers in our region. Those careers were then matched against MDE-approved CTE programs for the 38 high school consortium members and the corresponding program degrees/diplomas/certificates at Minnesota West Community and Technical College. Using this process, the Minnesota West Carl Perkins Consortium has identified three S-R POS and ten POS that will be supported with grant funding in FY23 and FY24. Those POS are as follows:

S-R POS

- Accounting, Therapeutic Services, Construction, Agribusiness Systems, Production, and Early Childhood Development

POS (supported with funding)

- Accounting, Therapeutic Services, Early Childhood, Production, Construction, Restaurant and Food Services, Marketing Management, Agribusiness Systems, Facility and Mobile Maintenance, General Management

To support the Minnesota West Consortium POS our Perkins Advisory Committee and staff will:

- Provide funding to develop new CTSOs (BPA, FCCLA, FFA, SkillsUSA, HOSA) to provide students experiences that will help them increase awareness and develop skills that align with our POS.
- Follow our existing local grant processes to assist approved CTE programs to add equipment/technology that reflects what is being used in our regional businesses.
- Help secondary schools add introductory courses such as healthcare, manufacturing, intro to education, and entrepreneurship.
- Organize an Entrepreneurship Advisory Committee (with student membership) to expand student entrepreneurship courses and events. The committee would also determine ways for secondary and post-secondary students and teachers to collaborate with one another and regional entrepreneurs.
- Provide CTE teachers with professional development that will improve their awareness of careers in our region and align their curriculum between secondary, post-secondary, and industry.
- Add General Management as a new POS. Most approved Business courses offer Introduction to Business as their foundational course, but expanding Entrepreneurship and Ag Business classes would provide an opportunity to grow their programs.
- Offer Minnesota Career Information Systems to member high schools. Students can learn about occupations, research post-secondary options, and improve job search skills. MCIS will be expanded to the middle school level as a means to expose students to careers earlier.
- Provide funding for the Big Ideas Mobile Trailer to attend events like the Career Expo and school career days. Big Ideas uses virtual reality technology to expose students to a variety of careers.
- Provide funding for CTE programs at the post-secondary level that wish to continue providing TSA's as a means to assess and realign curriculum to meet industry needs and standards.
- Provide funding to enable staff and faculty to engage in outreach activities and initiatives that promotes and highlights CTE to both students and their families.

New Courses/Programs of Study: The Minnesota West Consortium is not planning to add additional POS in FY23 beyond what has been listed above. There is a goal to add more secondary medical careers, manufacturing, intro to education, and entrepreneurship courses over the next two school years. Healthcare and manufacturing are the top two industry sectors for our region; when you consider job demand forecasts, employee earnings potential, and the economic impact on our regional economy. There is a severe shortage of teachers at both the secondary and post-secondary levels, with CTE teachers being among the most difficult to recruit and retain. The addition of more secondary entrepreneurship courses and experiences is based on the CLNA data showing that more than 95% of all regional businesses employ less than 50 people. There are also a large number of business owners that are nearing retirement age.

Specific Actions:

- Expand the Project Discovery career exploration and assessment program to serve EL students. Provide CTE program and career information to students and their parents at post-program staff meetings. Students and their families often use assessment results and recommendations to determine future CTE course choices.
- Include representatives from agencies that represent special population students to serve on the Career Expo planning committee. This will assure we actively recruit special population students to the event and better meet the needs of all students.
-

Evaluate our web-based and printed CTE promotional materials to determine whether they can be provided in alternative language formats.

- Provide professional development to school staff on how to more effectively recruit special populations for CTE classes.
- Expand the Major Madness event to provide career and education planning information to more students in FY23 and FY24.
- Develop a special populations video campaign that highlights staff, faculty, and students participating in CTE.
- Develop a strategic enrollment management plan for the college that addresses goals, strategies, and tactics to address closing the equity gap and increasing service to non-traditional aged students.
- Continue to engage staff and faculty that have not participated in Appreciative Advising to change the culture at the college and implement the ideas of the model at all levels.
- Expand training and services of Salesforce to better streamline prospects and current students, better understand and align prospect, recruitment, participation, and retention practices.

Two documents- "Secondary Local Request for Funds" and "Secondary Expenditure Information Form" are used to help guide funding decisions and lay out the funding process. They have been attached as additional documentation.

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

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

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

Minnesota West--State-Recognized and Funding Priorities--Spring 2022 Revised.xlsx

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

WIOA Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

The Minnesota West Perkins Consortium, the SWWC, and Minnesota West Community and Technical College work closely with our CareerForce partners, specifically the SW Minnesota Private Industry Council. Our consortium worked with our local labor market analyst to develop/refine a dashboard that allows us to better understand the occupations with the greatest number of openings, highest projected demand, and the ones with the most livable wage. <https://mn.gov/deed/data/data-tools/career-pathways-tool/> This information will serve as the basis of our regional career development plan. Here is our partnership's comprehensive plan in order to best serve students and schools in our Perkins consortium.

- **Career and College Information Systems** - Having accurate and up-to-date career information is critical to any career and college guidance system. Our consortium will provide schools access to and training on the use of the Minnesota Career Information System. **32 schools ordered MCIS in 2021-22. We are collecting usage reports from MCIS to determine continued level of support. Some schools have been investigating alternative Information System options that we may consider supporting. MCIS Junior is a new initiative we are supporting as a means to start the career exploration process earlier and help students make course selections as they enter high school.**
- **Career Guidance Courses and Units** - A survey of our schools indicated that very few have a formal career course for students to begin to understand their unique interests and abilities and to match what they have learned about themselves to career and training possibilities. Our consortium, in cooperation with LYFT Pathways, developed the 3E's Roadmap resources to help students and their families more effectively plan for post-high school education/training and careers. <https://www.lyftpathways.org/domain/1046>. In FY 23 and FY24, we will work to expand those resources to curriculum for a semester-long careers course.
- **Career Expo** - This event will provide career and college information, offer campus tours, and access to hands-on business exhibits so nearly 2,000 students can learn more about the jobs our regional economy needs. Industry exhibitors also indicate if they are currently hiring or are supporting job shadowing, industry tours, or internship opportunities. College students and community members are also invited to participate.
- **"Know Before You Go"** is a campaign created by our CareerForce partners to educate students and parents on the labor market and education information for key regional occupations.
- **Career Navigators/Work and Learn Coordinators** serve as liaisons between high schools and the business community for work exploration, job shadowing, internships, and/or work experiences. They also market and promote the program, engage with students to develop employability skills, and facilitate career exploration and career advising activities. Minnesota West is adding a Health Careers Navigator that will work with the Work and Learn Coordinators, prospective and admitted students and industry partners to guide, direct, and counsel students in the varied sector of allied health and nursing.
- **Coordinated exploration and exposure activities** between secondary, postsecondary, CareerForce, and ABE that take place on the college campuses provide students the opportunity to be on a campus, engage with current students and instructors, and experience hands-on activities. These include, but are not limited, to 9th Grade Day, Breaking Traditions, Scrubs Camp, Technology Day, and Diesel Extravaganza.
- Our Workforce Development Board Forums overwhelmingly found that a **comprehensive marketing and communications effort** is needed. All programs and offerings need a more structured marketing/promotion plan that includes targeted outreach to specific audiences such as students, parents, educators, employers, city/chambers, etc. An additional benefit would be a mapping of the strategies, activities, and education currently happening in the region.
- Implementation of Appreciative Advising has begun and the college will continue to push for this model at all levels of the college as it provides for a more in-depth and structured approach to career and education planning.
- Career Specialists from SWMN PIC hold office hours on the campuses of Minnesota West as well as participate in new student orientations, Blue Jay Days to ensure students have access to services and support.

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

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

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

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

Enter your response here:

How will your consortium bring CTE, core academic, and postsecondary instructors together?

- During the summer of 2022, twelve math instructors, construction teachers, and school administrators will receive 4 days of training by Contextual Concepts to explore a curriculum that combines math and CTE classes to teach geometry through construction trades. Districts will use the 2022-23 school year to prepare a Math Construction Trades course that will be implemented in the 2023-24 school year. <https://contextualc.com/>
- Our partnership will be evaluating an applied math curriculum developed by Pathways2Careers in FY23. The curriculum focuses on Pre-Algebra, Algebra I, Geometry, and Algebra II. Over 250 unique careers are featured throughout each course. An Education Consultant from the SWWC, with a math education background, will be assisting with the process. If the curriculum is deemed appropriate, we will look for schools to pilot the applied math curriculum in FY24. <https://ns4ed.com/pathway2careers/curriculum/>
- Integrated academic professional development will be provided to secondary and post-secondary CTE instructors. Training will focus on teaching and reinforcing math, reading, writing, and science skills/standards through CTE courses. There will also be an emphasis on teaching the workplace skills that regional employers tell us are the most critical skills they seek in their employees
- In FY23, we will work to expand the number of FIRST Tech Challenge teams in the region to 12 and host the first-ever regional competition. FIRST Tech Challenge helps students in grades 7-12 explore careers in computer science, engineering, and manufacturing. They also learn teamwork, problem-solving, and communications skills through an annual competition. Teams of up to fifteen students collaborate to build and program a robot that competes on a 12' by 12' field. Each year the competition is designed to challenge students to think critically and expand their knowledge of the engineering process.
- The Culinary Skills Challenge is held annually in cooperation with Southwest Minnesota State University's Culinary program to offer an opportunity for high school Family Consumer Science
- Minnesota West continues to refine and evaluate our efforts to redesign development education to ensure students are able to participate in college-level education while receiving any develop

How will your consortium inform districts and postsecondary institutions about opportunities...

- Secondary and postsecondary CTE instructors are brought together each fall by content area. They will receive professional development around the integration of academic and technical skill development and will receive information about all the upcoming opportunities in this area.
- Information will be posted on the Minnesota West Carl Perkins consortium website and through our CTE email distribution list.
- Information will also be shared during monthly Superintendent Advisory Council meetings.
- The Minnesota West Carl Perkins Consortium advisory team will also help distribute information throughout the region.

How do your efforts constitute a well-rounded education as defined by ESEA

The SWWC, Carl Perkins Consortium, Minnesota West, the Foundation for Innovation in Education, and our other regional partners have emphasized student enrichment for over 20 years. Our goal is to work together to provide opportunities for students that would not be available in our region without our services and pooled resources. Students have access to improved and relevant CTE courses, but also to some of the top CTOS in Minnesota, after school robotics and coding clubs, culinary arts/science and photography competitions, interactive Career Expos, science and technology conferences, career exploration labs, transition high school with internship rotations, entrepreneurship events, and much more.

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- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

Barriers to access and success for special populations

- Focus groups of local high school English Learners conducted by the University of Minnesota Extension Service indicated that few EL students participate in job shadow or internship experiences. Surveys also indicated that almost 1/3 of our EL students do not participate in a Careers course while in high school.
- At an April 2022 regional partner advisory meeting, travel costs and logistics were identified as one of the most limiting barriers for special population student participation in PSEO CTE classes, classes that have a zero-hour starting time, WBL that requires students to transport themselves, and after school CTE enrichment. This is most true for low socioeconomic and students with disabilities.
- Minnesota West students participated in listening sessions with the President in fall 2019, Real College surveys in Spring 2020, Fall 2020, and a homegrown survey in Spring 2021 to better understand the needs of our students and the barriers to participation, persistence, and retention. Mental health, technology issues, and basic needs issues all came to the forefront. Contracted services were put in place in 2019-2020 to determine mental health needs leading to a full-time mental health professional being hired. Blue Jay Emergency Fund and Chromebook rentals were implemented in 2020 as well as food and personal needs pantries. Currently, there is a basic needs advisory board at the college and the development of a student basic needs website is underway.
- Through the HLC and OCR visits, CLNA and Strategic Enrollment Management (SEM) planning retention drops off for a number of students in special populations. Areas for improvement are better onboarding for students as well as the development of a comprehensive intervention plan which includes case management for at-risk students. Implementation of our Salesforce technology will also allow us to better track and understand trends within specific populations.
- Just prior to COVID 19 the college had just implemented Phase I of the Multiple Measures Course Placement. Placement measures were further expanded as COVID hit and Minnesota West committed to piloting these measures beyond COVID. These measures further expand access to college-level courses through comprehensive assessment of skills based on measures beyond a simple test. We are also working with the System Office's initiative to have a work plan for Ability to Benefit which will further provide access for students.
- **New Geometry in Construction courses will be offered in 3 districts beginning in 2023. The majority of our schools have high free and reduced lunch counts, so many students will be economically disadvantaged. The teachers implementing the curriculum will participate in periodic professional learning community sessions where inclusion will be a key focus.**

Prepare special populations for high-skill, high-wage, or high-demand occupations

- Project Discovery is a State-Approved Career Exploration Program providing career exploration and assessments for special population high school students. About 140 students a year attend the career exploration lab with an opportunity to explore more than 40 careers. In FY23 and FY24, new career units will be added and existing ones will be modernized. This program is available to all students in the consortium with an IEP or a 504 plan and is being expanded to serve EL students. **Many students participating in Project Discovery while in junior high later apply for participation in the Project Search work-based learning program.**
- Project SEARCH is a transition high school program developed through the cooperation of several organizations. The program serves as an opportunity for students to transition from high school to community employment. Students participate in three 10-week internship rotations that best meet their interests, experiences, and abilities. A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment. The program serves 8-10 students each year.
- The SWWC offers Educational Learning Center (ELC) programming in 6 locations throughout the region. The programs are designed to meet the needs of special education students with severe disabilities, behavior issues, and mental health needs. Administration for the ELCs would like to provide more CTE experiences for its students, especially those in high school. In 2022, a WBL Coordinator was hired to expand internships and other WBL opportunities to students. In FY23 and FY24, the Coordinator will build capacity by helping teaching staff fully implement the NextUp Transition curriculum and expand the use of the Minnesota Career Information System.
- Accommodations for Special Needs Students - Consortium school districts serve special population students in their CTE classrooms. At times, those students need special modifications and accommodations to fully participate in activities. When appropriate, schools can request access funds to break down barriers to allow for full program access.
- There have been expressed interests in the development of local and regional Practical Assessment Exploration System (PAES) Labs. These are work development labs where students become employees and teachers become employers. The labs are used to assess a student's competitive work potential and interest level, while simultaneously exploring various jobs, using real tools, and developing proper work behaviors in the following five areas: Business and Marketing, Consumer Service, Construction and Industrial, Computer Technology, and Processing and Production
- ELL Career Exploration- Student surveys have shown that parents and other family members are the primary sources of career guidance advice. Many of our region's minority students are the first generation to consider post-secondary training. With their parents having little experience and information about college and career opportunities, they fall back on what they know, and consequently, students aren't encouraged to explore many of the career fields that could lead them to successful careers. ELL students will benefit from career exploration events designed specifically for them and their parents. Advisory team members include staff from Southwest Minnesota State University, MWCTC, SW MN Adult Basic Education, SWWC, SW MN Private Industry Council, and high school ELL teachers.
- Translation of career information materials will be available in the most common foreign languages spoken in the region.

New initiatives to better prepare CTE participants for non-traditional fields

- The Career Expo provides career and college information, offers campus tours, and access to hands-on business exhibits so nearly 2,000 students can learn more about the jobs our

regional economy needs. Industry exhibitors also indicate if they are currently hiring or are supporting job shadowing, industry tours, or internship opportunities. College students and community members are also invited to participate. In FY23 and FY24, the Expo will expand on its goal of providing transition information and recruiting vendors that provide non-traditional career representation.

Breaking Traditions is an annual event sponsored by Minnesota West Community and Technical College and the Southwest Minnesota Private Industry Council. The event is designed to encourage high school students, especially those in ALC environments and students with disabilities, to consider a variety of career pathways, especially non-traditional careers. Breaking Traditions is in its 28th year, and each year the program expands to give participants more opportunities to explore careers through hands-on activities as well as tours of the various program areas offered at Minnesota West campuses. In addition to the program exploration, the students learn about the college admission process, financial aid, and scholarships. Along with the campus visit, the students also have the opportunity to tour a community business. Direct marketing will be done to EL teachers for Breaking Traditions. This is just one example of exploration activities the college works with secondary partners on. Others include Women in the Trades, Scrubs Camp, 9th Grade Day, Kids College, and Technology Day. Students in the Worthington area (40-50) participate in an Introduction to Manufacturing course during June between their 8th and 9th grade year in which they have the opportunity to experience activities in pneumatics, hydraulics, and electricity. Our priority will be to develop a schedule of events for students to explore starting as early as 7th and 8th grades.

- Health Careers Navigator will work within the college to concentrate on efforts to reach out to, recruit, and retain non-traditional, underserved, and special populations within health careers. They will also work to leverage existing tools and explore other innovative technology and tools to better communicate, expose, retain, and provide better access to students in CTE.
- 74 students from 7 districts registered for the inaugural Major Madness event in 2021. In 2022, the event will expand from the Southwest Minnesota State University campus in Marshall to Minnesota West's Worthington campus. This will give students an opportunity to explore a 2-year college and cut travel time for many schools, hopefully eliminating distance as a barrier to attending.
- The consortium continues to partner with the Lower Sioux Community and is working to recruit students to participate in a Telecommunications Certificate for this fall that aligns with a new broadband project in the community.

Ensure members of special populations will not be discriminated against:

Minnesota West is a student-centered open access community and technical college within the Minnesota State system. The college provides transfer, occupational and career programs, educational outreach, and lifelong learning opportunities. The college is committed to accomplishing its mission by serving the varied educational needs of our diverse students in affordable, accessible, and supportive settings.

The mission, vision, and values of the college are as follows:

Mission - Prepare learners for a lifetime of success

Vision - Be the regional college of choice

Values - Community engagement, courage, diversity and inclusion, innovation, integrity, and student success.

These ideas are adopted by the consortium as a whole. The college is an open-enrollment institution and is presently in a pilot project testing the second phase of the Multiple Measures placement which further provides access to college-level coursework for students. We are also working with the system office's initiative to have a work plan for Ability to Benefit which will further provide access for students.

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

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

Narrative 6: Work-based Learning

Work-based Learning Narrative

Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows, are not captured in the performance indicator data.

Enter your response here:

Work-based Learning Programs

- Through student surveys, we have learned that students prefer to learn about careers directly from business and industry professionals.
- Industry Tours - Partnerships like the Yellow Medicine Integration Collaborative have worked with the SW MN PIC to successfully provide comprehensive industry tours for high school students for several years. We want to build on that success and expand industry tours in 2022-23 and in future years.
- Job Shadowing - Some of our schools are located in communities that are too small to support diversified job shadowing experiences for high school students. In those situations, we want to support relationships between neighboring school districts and businesses so they can share a more robust program that offers a wide variety of workplace experiences.
- Internships - Only a few of our consortium schools provide comprehensive internship programs. We will work with the SW MN Private Industry Council to create regional internship programs that can be shared between school districts that offer diversified worksite experiences.
- Minnesota West students are able to participate in 70 credit-bearing internships/externships, clinicals, and capstone projects that provide vital exposure and training for students in their pursuit of a degree, and in many cases, licensure or certification. Programs that do not offer formal internships or externships do encourage and assist students in doing paid work experiences during the summer between school years. Examples include Electrical and Wind. Program faculty also have close industry ties in which they schedule a multitude of industry tours.
- Entrepreneurship - A broad regional partnership is growing the Midland CEO program across the region. Midland CEO is an entrepreneurship training program for high school students. Students meet daily before the typical school day starts at a business location. They do not learn business concepts from the class facilitator but from mentors from the business community. During the course of the year, the students will develop one class-run business and an individual business. **Each program has its own advisory committee that reviews all student applications and determines which students will participate in the program. The program is not exclusive to students with high grade point averages or specific post-secondary plans. The goal is to provide this opportunity to all students. High school CEO students are being connected to the SMSU Center for Innovation and Entrepreneurship program. This will provide those students who want to start and run their own businesses an opportunity to further their education at the post-secondary level.**

Partner with Employers

- Project Discovery staff works directly with employers and post-secondary instructors to develop experiential career units so students can engage in activities that are as similar to the workplace as possible.
- Project SEARCH works with supervisors at Avera Hospital and other employers to develop internship rotations for special education students. Students work with a job coach but report directly to department supervisors.
- Alternative Learning and Educational Learning Centers have employed a WBL Coordinator to expand internships and other out-of-school work experiences. The WBL Coordinator coordinates experiences directly with employers or through Work and Learn Coordinators at the SW Minnesota PIC.
- SW Minnesota PIC's Work and Learn Coordinators serve as an intermediary between schools and employers to provide the following services to youth 16-24 (which includes at-risk and dropouts): employment and training programs for young adults looking to obtain employment, maintain employment, and/or advance in their career pathway by means of secondary school completion, entering a post-secondary education program (short-term/long-term), apprenticeship, work experience, or on-the-job training.
- Students in the Midland CEO program never meet for class in a school. Throughout the year, students from various high schools meet at up to 40 business locations and are mentored directly by industry professionals and regional entrepreneurs. A program facilitator works directly with businesses to identify meeting locations, determine business mentors, and raise funds to support the program. Students selected for the program do not need to meet strict GPA or other academic requirements.
- Career Expo staff and advisory committee members recruit up to 120 employer vendors each year to provide information about their business through experiential activities to about 2,000 students annually.
- Minnesota West has partnered with Sanford's Aspire program which provides opportunities for Sanford to provide career exploration activities and recruit in partnership with our campuses. Over 90 students have participated in camps on our Luverne center for MLT, Medical Assisting, Rad and Surg Tech, and Pipestone for nursing. Junior High students will participate in a Promise camp in Luverne this summer focusing on STEM careers.
- Kibble Equipment has also partnered with Minnesota West and area high school agriculture classes to provide industry tours and hands-on experiences at the college.

Increase WBL opportunities

- Our partnership has invested aggressively in expanding internships, job shadowing, industry tours, etc. for many years. The dollars are not always coming directly from our Carl Perkins Consortium funds, but are leveraged from other sources including the SW MN Private Industry Council and LYFT Pathways.
- SWWC recently hired a full-time Career and Technical Project Coordinator to build capacity in the region for WBL programs and transition services for special population students.
- The Navigators/Work & Learn Coordinators through PIC have been instrumental in bringing together students, teachers, and employers, and creating new and enhancing existing partnerships for work-based learning. An additional Work & Learn Coordinator will be added to the region by FY24. The Health Careers Coordinator at the college will also be onboarded summer of FY23 which will work to connect students to WBL and shadowing activities.
- **Our region has teachers with work-based learning endorsements who are able to apply for funds that can support and enhance opportunities in their schools.**

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

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

Narrative 7: Early College

Early College Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your response here:

The Minnesota West Consortium has numerous opportunities for high school students to gain postsecondary credits. We will continue our partnership with 9 other consortia to offer Articulated College Credit through [CTECreditMN](#) for high school students. Students can explore careers and earn college credit- saving time and money. Training will be provided to high school counselors to assist students with applying for and claiming these credits as these are often underutilized. In 2021-22, 149 students registered for articulated college credits. This is less than half the number who registered during the 2019-2020 school year. A concerted effort will be made to return registration numbers to pre-pandemic levels.

Minnesota West has a robust PSEO and Concurrent Enrollment (REACH) programs. In 2020-202, 870 PSEO students from 70 high schools participated in 256 different courses. 793 REACH students enrolled in a 110 sections of 48 different courses. 85 students were involved in our Career Academies. Our K-12 Liason works to ensure these partnerships are in place and opportunities exist. The CTE coordinator for the MRVED is housed on the Granite Falls campus. Pipestone High School continues to partner with the college in the Plumbing and Carpentry programs ensuring students can acquire at minimum a certificate at the time of high school graduation.

High school students taking college CTE PSEO courses at Minnesota West during the 2021-22 school year- 639 students from 32 consortium member schools (42 MN schools) took 104 distinct courses.

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

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

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your response here:

Recruit and prepare education professionals-

- SWWC's New Teacher Centers' teacher-based supports focus on building educators' instructional leadership through rigorous academic standards and best practices. Instructional Coaches are trained in evidence-based practices and strategies that will support and advance instructional practice so that every student can be successful. Through continuous observation cycles, coaches learn to provide evidence-based feedback to help educators enhance their instructional practice and better reach every student. It is critical that every teacher receives such quality support throughout their career. With quality coaching, educators can help prepare students to be college, career, and community ready. There are currently three cohorts of coaching supporting teachers in the region. To date, there are over 300 teachers receiving support, from trained coaches, throughout the region. **The Center serves all teachers.**
- The SWWC Service Cooperative employs a recruitment specialist and hosts an annual Virtual Career Fair for education professionals for individuals seeking new career opportunities and for students ready to begin their teaching careers. The SWWC also hosts student teachers, job shadowing experiences, interns, and others who want to learn more about the wide variety of careers at the SWWC.
- The SWWC Alternative Teacher Preparation Program is one of the first and few alternative teacher preparation programs in the state of Minnesota. Approved by PELSB in March 2020, SWWC's Alternative Teacher Preparation Program is in partnership with Southwest Minnesota State University. The grant is intended to fill teacher shortages, train teachers who reflect racial or ethnic diversity, and establish professional development programs for teachers who've obtained their licenses through alternative prep programs. **To date, there have been 0 candidates enrolled.**
- The Southwest Minnesota Teacher Preparation Partnership is a unique career pathway model created by Worthington Public School District, Minnesota West Community and Technical College, Southwest Minnesota State University, and the Southwest Initiative Foundation. This partnership aims to increase the diverse pool of quality teacher candidates in the region. MWCTC assigns a mentor to and provides monthly training sessions for new faculty. Weekly training sessions for faculty advisors are now available which include topics such as reading and understanding degree audit reports, SAP progress and appeals, and entering grades. MWCTC also has maintained the Centers for Teaching and Learning model on the campuses to encourage learning environments to build community, better course delivery, use of technology and beyond.
- Southwest Minnesota State University offers one of only two Ag teacher prep programs available in the state right in our region.
- SMSU and Minnesota West both offer PSEO and Concurrent Enrollment classes in Introduction to Education which provides students an opportunity to explore the career and gain transcribed college credit that can be applied toward a degree.
- The college has expanded recruitment efforts through Higher Education Jobs, a nationwide source for job seekers and employers utilizing an option to expand searches to more diverse candidates. We also advertise in trade publications when appropriate and recruit previous students.

Retain, train, and develop education professionals

- According to research from the University of Pennsylvania Graduate School of Education, forty-four percent of new teachers leave teaching within five years. This is much higher than in many professions. Our consortium will support new CTE teachers and instructors by providing mentorship from a veteran teacher or faculty member (from the same discipline whenever possible). The mentor teacher will receive orientation training and a small stipend to cover their extra time and effort for this project.
- Job-alike meetings and mentoring are critical for teachers and especially for new teachers. The consortium will continue to offer discipline-specific workshops for all CTE disciplines as well as school counselors and licensed work-based learning teachers. These workshops include both secondary and post-secondary faculty, where appropriate, to strengthen the connection between instructors as well as to expose secondary instructors to career options for students.
- **Secondary instructors use discipline-specific meetings to help shape their courses. Joint advisory committees are also a part of these meetings. Many small, rural schools have a difficult time finding advisory committee members due to the size of their communities and lack of businesses. Many businesses see themselves as serving the larger region and find it more practical to sit on a regional advisory committee rather than multiple school advisory committees.**
- State Department of Education staff regularly attend these discipline-specific meetings to give guidance, meet the teachers, and share initiatives going on across the state.
- The Minnesota West Perkins Consortium will offer Educator Externship opportunities to up to 10 secondary CTE teachers with approved programs. Teachers who are chosen to participate will be expected to contact a company in the industry area in which they teach and submit a short review as to how they can enhance their classroom based on what they learned during their experience. The Educator Externship offers teachers a hands-on opportunity to spend time in a business environment where they can connect their subject area with relevant business practices as well as understand the challenges, new technologies, and necessary academic skills needed in businesses today.
- The annual CTEWorks Summit offers workshops for teachers, instructors, and CTE professionals to connect and be inspired to deliver CTE in innovative ways. The consortium will support both secondary and post-secondary faculty and staff to attend the conference.
- At the college, mentors are assigned to and provide monthly training sessions for new faculty. Minnesota West also has maintained the Centers for Teaching and Learning model on the campuses to encourage learning environments to build community, better course delivery, use of technology and beyond.
- New faculty must also participate in new faculty course which include curriculum development as part of their credentialing.

How do these actions support the needs identified in your CLNA?

The Minnesota West Consortium partnered with several other consortia in southern Minnesota to deploy a survey to analyze factors that affect the recruitment and retention of teachers.

- There is a severe shortage of licensed teachers in all areas.
- Rural areas are difficult to recruit teachers into, due to lower salaries and perceived lack of amenities.
- There are few (or no) training programs to get teachers licensed in certain CTE areas.
- Graduation of CTE teachers from University programs does not meet the demand for high schools to fill vacant positions.
- Salary and benefits for high school and college instructors do not keep pace with that of industry making it difficult to attract an adequate pool, let alone a diverse pool, of applicants.
- Many CTE teachers are isolated in their school districts as they are the only person teaching in that discipline.
- Searches for new CTE faculty at the post-secondary level have been at all-time lows in the last 1-2 years.

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

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

Narrative 9: Performance Gaps

Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

Specific student group(s) were identified as having significant disparities or performance gaps-

- Consortium Math Scores have decreased slightly over the past 3 years. Reading scores have remained relatively stable.
- The largest gaps in reading achievement are in the economically disadvantaged, students of color, and special education populations.
- EL students lag significantly in reading achievement.
- Non-economically disadvantaged students achieve near the state average in math.
- Like reading, the largest gaps in math achievement are in the economically disadvantaged, students of color, special education, and EL populations.
- High school students with disabilities, students of color, and economically disadvantaged students are participating and concentrating in CTE courses at a level that is consistent with their presence in the general high school population. We do know there are still barriers to high school completion and transition to post-secondary education and careers.
- Special populations especially economically disadvantaged students, single parents, EL and homeless individuals see some of the largest performance gaps. Completers overall for Minnesota West is 40% but students of color make up just 24% of those completers. The consortium is home to the 2nd most diverse county in the state and includes higher percentages of individuals 25 years and older with less than a high school diploma (10.1%), Hispanic or Latinos 25 years and older with less than a high school diploma (45.2), and poverty rates (10.5%) higher than the state averages.
- Persistence from year 1 to 2 at the college is low at 56%. Nursing in particular saw increased attrition rates from semester 1-2 over the past 2 years.
- Identified students with disabilities, at the college, is far less than what the population would suggest. It is difficult to determine their performance as the data does not appear accurate.

Actions to eliminate these disparities or close performance gaps

- Reading/Math Teacher Professional Development- The SWWC will prioritize regional training and school-based support to districts on strategies and implementation techniques that support student achievement in language arts and math. Additionally, SWWC will support teachers and districts in utilizing data from MCA III, benchmark data, and common formative assessments to drive instruction and support student growth. The SWWC's Teaching and Learning Educational Consultants would focus on research-based strategies that CTE teachers could implement in the classroom and then come back together to discuss and further plan for continued implementation.
- Four districts will participate in a Geometry Construction workshop in June 2022 with the intent to begin offering courses at the start of the 2023-24 school year. Studies show that the mathematical connection ability of students taught by contextual learning approaches is better than the mathematical connection ability of students who are taught with ordinary learning, and students who are taught with contextual learning approaches have higher math confidence than students who are taught with ordinary learning approaches. Rusmini, & Surya, Edy. (2017).
- **Once the Geometry in Construction program is fully implemented, we will look at math achievement in the participating districts to determine whether there has been a positive impact on math scores. If a positive impact can be shown, we would look to expand the program to additional schools in the consortium.**
- Major Madness will be expanded to a second location in hopes of reaching more students. The first event focused on students currently taking EL classes, but students who have recently transitioned to regular classrooms and first-generation students will also be included. Event speakers will include minority college students and community members as well as college representatives who will advise students on how to pay for college and get involved in on-campus activities. The planning team consists of staff from SWWC, Adult Basic Education, SW MN Private Industry Council, MWCTC, and SMSU.
- Cultures on the Prairie is an annual conference to raise awareness of the challenges, successes, and opportunities as they relate to specific cultures. It is meant to provide insight when hiring and serving all people of southwest Minnesota. Education, agency, and business professionals experience the stories, history, and cultures throughout southwest Minnesota by listening and interacting with select panels, which will discuss the views of employers/workforce personnel, students, and adults.
- SEM Planning which will include closing equity gaps.
- Review and development of comprehensive intervention activities for at risk students including holistic case management.
- Adoption of Appreciative Advising as the advising model for the college.
- Implementation of Salesforce as our CRM tool to track progress and identify trends in enrollment and retention.
- Comprehensive student onboarding.

Financial Resources

- SWWC Teaching and Learning funds will be used to train teachers in techniques to support achievement in math and language arts.
- School district funds will be used to plan, implement and sustain the Math-Construction Trades classes.
- Adult Basic Education and SW Minnesota PIC funds will be used to help support the planning and implementation of the Major Madness career and college event for EL students.
- The Southwest Initiative Foundation, SW Minnesota PIC, SMSU, and SW ABE along with registration fees support Cultures on the Prairie.

- General college funds
- Access and Opportunity

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

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- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium’s formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium’s governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your response here:

The Minnesota West Carl Perkins Consortium comprises 38 rural public high schools, with an average graduating class of about 45 students, and 1 two-year community and technical college. There are 139 CTE teachers in the consortium with approved programs. Minnesota West Community and Technical College (MWCTC) is the two-year partner in the Minnesota West Carl Perkins Consortium. MWCTC offers education in career and technical education as well as Liberal Arts education. MWCTC offers CTE degrees in 11 program areas and over 50 majors. The consortium highlights 10 Programs of Study as listed in Narrative 1 and the Programs of Study.

A large geographical consortium that serves small rural schools needs to form strong partnerships between K-12, post-secondary, workforce and economic development agencies, and private businesses. Those partnerships prevent duplication of efforts and aid in the effective leveraging of funds to have a more significant and sustainable impact on the region. Data regarding job growth, industry skills required, student interests/perceptions, and gaps in what schools can offer will guide our partnership’s decision-making process. We will also work closely with neighboring Perkins consortia to coordinate efforts whenever possible.

The Executive Leadership Team, which consists of Secondary and Postsecondary Perkins Coordinators and team members, SW MN Private Industry Council Youth Program Manager, and SWWC CTE Project Manager, will ultimately make final planning, implementation, and budget decisions. This group will meet monthly to make strategic decisions and monitor activity on the priorities set out in the action plan, in Element 2 of the CLNA. Input from the following groups will be vital in monitoring, budget expenditure priorities, and program decision making:

- SW MN PIC Youth Council is composed of regional agencies, secondary staff, post-secondary staff, and employers. The group meets quarterly to discuss and coordinate regional youth employment and training programs. This group provides input and approves the final WIOA and Carl Perkins annual plans.
- Perkins Consortium Advisory Team is composed of secondary and postsecondary consortium staff, school administrators, CTE instructors, school counselors, and SW Minnesota PIC staff. This advisory team meets semi-annually and reviews CLNA data and Perkins spending guidelines to determine program and budget priorities for the upcoming fiscal year.
- LYFT Pathways Advisory Committee meets quarterly. This group comprises two Carl Perkins Consortia, three regional colleges, three regional economic development commissions, the SW Initiative Foundation, two adult basic education consortiums, regional DEED representatives, K-12 school administrators, SW Minnesota PIC staff, and Central Minnesota Jobs and Training staff. This committee collects and analyzes information about workforce needs, barriers to program development and implementation, and funding streams that might be available to implement CTE programming. They shape the budget and program priorities for the LYFT Pathways project and look for ways to braid funding streams to avoid duplication and maximize efficiency.
- Consortium staff communicate weekly with CTE teachers and school administrators throughout the school year. Those communications include invitations to participate in professional development, grant opportunities, pilot projects, student enrichment events, and innovative trends in CTE.
- Other advisory teams that provide data and general input include: SW MN Adult Basic Education, Lower Sioux Agency Education Committee, SWWC Teaching and Learning, and the Foundation for Innovation in Education.
- Defining sufficient size and scope of CTE programs in the Minnesota West Perkins Consortium is a challenge at the secondary and postsecondary levels. We are faced with different choices in our investment of consortium Perkins funding compared to larger metropolitan consortiums and school districts.
- The quality of programs can also be difficult to determine as there can be considerable turnover in CTE staff each school year. Instructors are the primary factor in a quality CTE program or course.
- We have K-12 schools that graduate as few as 15 students annually, but those students deserve quality and diverse CTE opportunities just as much as students in our larger districts that graduate 200-300 students each year.
- CTE programs at the post-secondary level all have advisory boards and meet at least once a year.
- Minnesota West continues to assess programs and gaps in participation. This has previously led to the expansion of Dental Assisting to the Laverne Center and Powerline to Granite Falls. This fall Surgical Tech and Medical Lab Tech will be expanded to Granite and offered in a hybrid format.

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

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

Narrative 11: Reserve Funds

Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- Provide specific budget details on how the Reserve fund will support the innovation.
- What are the expected results of this innovation?
- How will this innovative strategy be supported after Perkins funds are expended?

Enter your response here:

Our consortium will focus Reserve Funds on New Programs of Study and Performance Gaps.

The Minnesota West Perkins Consortium is adding General Management as a new Program of Study. Because small businesses are critical for rural economies, we want to foster the development of an entrepreneurial mindset in our youth. At the secondary level, this will be accomplished by expanding the Midland CEO entrepreneurship program to an additional cluster of high schools each year. Midland Institute CEO encourages local businesses to partner with area schools to create project-based experiences for students by providing funding, expertise, meeting space, business tours, and one-on-one mentoring. It is a full-year course that never meets in a school, only at host business sites. In addition to expanding the Midland CEO program, we will also support other entrepreneurial projects/courses for approved CTE programs in our high schools.

Entrepreneurship programs will be supported by the following secondary reserve expenditures:

- Staff time to facilitate meetings between the business owners and educators to develop new programs that are shared by multiple high schools.
- Payment of one-time fees to start a new program in the region.
- Rent and other workshop expenses for an annual student entrepreneurship conference.
- Approved expenses for secondary schools that support entrepreneurship in local Perkins Consortium applications.

Entrepreneurship initiatives are intended to produce the following results:

- Fifty students will learn business start-up, marketing, and 21st-century skills directly from 100 business mentors.
- Three class-run businesses will be developed.
- Fifty individual businesses will be developed and showcased at end of the year Trade Shows.
- An annual Student Entrepreneurship Conference will be held each year for high school and college students.
- Students will learn from veteran entrepreneurs and have the opportunity to pitch their business ideas and receive constructive feedback.
- The Entrepreneurship initiative will be sustained by funding from approximately 90 businesses after receiving Carl Perkins Consortium support for the initial program fees. Besides ongoing financial support, businesses will also provide rent-free classroom space and mentors for the student entrepreneurs.

The Minnesota West Perkins Consortium will place particular emphasis on addressing performance gaps for several under-performing groups such as EL and Special Education students through Contextualized Learning Concept's Geometry in Construction program. Performance gaps in math will be addressed as well. Eight teachers from four high schools will attend four full days of training and will receive the entire curriculum: math problems, lesson plans, and activities. Math concepts are taught in the context of a full-year building trades course that is co-taught by a high school construction and math teacher.

Geometry in Construction Project will be supported by the following secondary reserve expenditures:

- Construction equipment and technology purchases-
- Consortium staff-time to facilitate the project -
- Development and implementation of a Professional Learning Community for Geometry in Construction (FY23) that provides travel reimbursement and stipends to participants -
- Four full-day workshops for schools that want to implement the program (FY24) -

Geometry in Construction Project is intended to produce the following results:

- Implement an innovative approach to math instruction with proven success at closing the performance gap in mathematics education for all students
- Greatly improve math results on all forms of assessments, pass/fail rates, and student engagement
- Strategically integrate math concepts into technology laboratory instruction and boost rigor in CTE
- Bring real-world relevance to math by engaging students in hands-on challenges which apply the geometry concepts they are learning (aligned with Common Core Mathematical Practices)
- Provide students the opportunity to explore math in context, thereby opening the potential to pursue STEM or CTE graduation diploma pathways

The Geometry in Construction Project will be sustained by the high schools' general fund budgets to cover teacher salaries and to maintain any equipment and technology initially purchased through the Minnesota West Carl Perkins Consortium.

At the post-secondary level, our reserve funds will focus on performance gaps and the development of new POS. The plan will be to expand on our Therapeutic and Construction POS. Funds will support equipment, technology, and marketing for Occupational Therapy Assistant and Solar. Performance gaps will also be addressed with the addition of the Health Careers Navigator to work between the college, industry, high school partners, ABE, SWMN PIC, and other service organizations to recruit and manage prospects through the admission process, introducing students to the varied sectors of allied health and nursing, targeting specific populations, and providing for exploration activities. The college will also plan to develop a campaign that highlights special populations in CTE fields.

The college would expect to see increased enrollment of special populations in our CTE programs. In conjunction with some of our other initiatives then see better completion and placement rates for our diverse students. We would also expect to see sustainable enrollment numbers in our new programs of study.

The college initiatives theoretically would sustain themselves through tuition and fees after Perkins funding.

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

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.

- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	7,000
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	24,000
Postsecondary Subtotal	31,000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	13,411.40
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	17,000
Secondary Subtotal	30,411.40
TOTAL	61,411.40

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Gail Polejewski	Career Development Coordinator	Secondary		100	58,255
Tom Hoff	Career and Technical Project Coordinatorgram	Secondary		10	8,165
Laurie Fales	Administrative Support	Secondary		75	34,835
Jen Thovson	Student Services Advisor	Post- Secondary		0	0
To Be Hired	Healthcare Navigator	Post-secondary		40	17,500

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

Position Description
 Administrative Assistant (5.3.17).pdf

Position Description
 Career and Technical Project Coordinator.pdf

Position Description
 Career Development Coordinator.pdf

Position Description
 Canby Advisor Final (003).doc

Position Description
 Healthcare Navigator (002).doc

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF).** ([Download the .pdf file](#))
2. **Combined Secondary and Postsecondary Budget Excel Sheet (Download link coming soon)**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan.** ([Download the .doc file](#))

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

REQUIRED: Statements of Assurances (Attached as one large PDF file):
MN West Statement of Assurances.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet
Minnesota West -Combined-Secondary-Postsecondary-Budget FINAL.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory
Perkins Combined Inventory.xlsx

Improvement Plan

Additional Material
MN West Member Districts.xlsx

Additional Material:
Perkins Governance Structure.docx

Additional Material:
2021 Expenditure Fillable Form.pdf

Additional Material:
2021-22 Expenditure Request Summary (4).xlsx

Additional Material:
Secondary Local Application Request Process (1).docx

Additional Material

Additional Material:

Additional Material:

