



## **FY 24 Central Lakes Perkins Consortium Application**

Prepared by Central Lakes Consortium  
for Minnesota State FY23-24 Second Year Update: Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V)

**Submitted by Lisa Hanson**

**Submitted on 07/10/2023 1:36 PM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2023.

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 Ohrn, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohrn@minnstate.edu

Fund Activity Categories

Education

Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/9a8b0cc4-2d7e-4997-9947-72b543ada6be>

### Award Information

Award Period

07/01/2023 - 06/30/2024

### Submission Information

Submission Window

Closes 07/28/2023 11:59 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

FY 24 Central Lakes Perkins Consortium Application

Award Requested

\$648,772.30

Total Award Budget

\$648,772.30

### **Primary Contact Information**

Name

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## Project Description

### Consortium Membership List

#### Consortium Membership List

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

##### Secondary

Aitkin ISD 1  
Bertha-Hewitt ISD 786  
Brainerd ISD 181  
Browerville ISD 787  
Crosby-Ironton ISD 182  
Freshwater Education District 6004  
Henning ISD 545  
Isle ISD 473  
Little Falls ISD 482  
Long Prairie Grey Eagle ISD 2753  
Menahga ISD 821  
Onamia ISD 480  
Pequot Lakes ISD 186  
Pierz ISD 484  
Pillager ISD 116  
Pine River-Backus ISD 2174  
Sebeka ISD 820  
Staples-Motley ISD 2170  
Swanville ISD 486  
Upsala ISD 487  
Verndale ISD 818  
Wadena-Deer Creek ISD 2155

##### Postsecondary

Central Lakes College

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

### CLNA Results Summary

Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

- 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 your CLNA response below.

Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

- 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.

The CLNA process followed recommended steps found in Minnesota's Comprehensive Local Needs Assessment Guide. Shared information sessions conducted in fall 2021 by experts in the field also contributed greatly to our understanding of the process. Additionally, the Northwest Perkins Consortia collaborative held three working sessions where stakeholder surveys were created, developed, and shared. At one of these sessions, the collaborative had presentations from MDE specialists, DEED specialists, and CTE high school facilitators regarding structured marketing and registration information. All of the resources proved valuable in the development and delivery of the CLNA. Overall results from the CLNA provided a comprehensive look at findings from stakeholder surveys, a review of occupations in demand and labor market information, consortium data from MDE and MinnState on accountability measures, advisory board consultation, and other data sources. The collaborative efforts of the Northwest Perkins Consortia allowed for the sharing of ideas and discussion across the region; to consider the similarities between them regarding workforce development needs, secondary and postsecondary common issues. Monies will be budgeted for future Northwest Perkins Consortia collaboration, and in continued support of the Northwest Perkins Consortia website. This information tool allows for sharing information on a variety of topics, such as: Program review and renewal, levy funding questions, licensure for CTE, portfolio development information, and more. The allowed use of budgeted funds for this effort will be to provide professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel, and career guidance and academic counselors.

- Identify priorities from your CLNA that will be supported by Perkins funding:

Priority #1: Provide industry- standard equipment and technology for programs of study.

Priority #2: Expand career exploration opportunities and communication strategies for students and parents with a special emphasis on subpopulations.

Priority #3: Provide professional development for teachers and faculty regarding equity and inclusion, student success, local career opportunities, and special populations.

Priority #4: Retention and completion of CTE students with an emphasis on economically disadvantaged and non-traditional students.

Priority #5: Expand the industries included in our consortium Programs of Study to include emerging career fields and high demand career fields.

In FY 24, we will conduct the CLNA to support the FY 25 Perkins Grant Application. We will continue to work collaboratively with the Northwest Perkins Regional Consortia, which adds value to the process. Funds are allocated

in the postsecondary budget for travel and supplies for the CLNA. Staffing costs are budgeted in Narrative 10. The secondary funding to support the CLNA is included in Narrative 10 in terms of staffing costs and travel costs.

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 CLNA Framework here:

FINAL CLNA.pdf

## 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 file.

Additionally, provide the following information in the space below:

- For each State-recognized POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your 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 inform special populations about POS opportunities and to 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 POS brokered with institutions outside the consortium. See [Perkins Operational Handbook, page 18](#).*

[Download a blank S-R POS spreadsheet.](#)

Enter your Programs of Study response below.

- For each State-recognized POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your CLNA and the specific actions you will take to support them.

The consortium reviewed data from multiple sources to determine what programs of study to include in the SRPOS and POS funding spreadsheets. We started with what programs are currently offered in the consortium schools and enrollment in each program. We compared this with the labor market information form DEED to ensure that we are focusing on the emerging and high-skill, high-wage, and in-demand jobs in our region. We spoke with industry leaders through program advisory boards, Chamber of Commerce meetings, and the Workforce Development Board to ensure that the programs on which we are focusing are the most important to the region. We also used the Prioritization Rubric to guide us in analyzing data and decision making. Several of the highest priority programs as identified by the labor market review (education, human services and social work) and other high skill, high wage, high demand careers, such as business management do not have significant costs associated with equipment. As such, we are using our equipment dollars to fund other high skill, high wage, high demand fields such as health care, manufacturing, and AFNR programs.

The CLNA determined that the most important action we can take as a consortium to support the POS is to fund industry-standard equipment and technology. The CLNA also showed the need for professional development for instructors on this equipment and technology to ensure they can safely run, maintain, and integrate the equipment into the curriculum.

- 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?

At the postsecondary level, we are launching a new Precision Agriculture degree in fall 2023. This program builds on the existing secondary and postsecondary agriculture programs, but expands into more modern agricultural practices and trains for the high-tech agricultural jobs that exist now and into the future.

We are also exploring creation of the following programs: Dental Hygiene, Ag Robotics, and Substance Abuse Rehabilitation Technician.

The Agriculture Robotics program will utilize existing secondary and postsecondary agriculture programs, and incorporate modern agricultural practices to train students for the high-tech agricultural jobs that exist now and into the



future.

The Dental Hygiene program continues to build the career options in the therapeutic health sciences pathway. This is a high-demand, high skill, high-wage career.

The Substance Abuse Rehabilitation Technician program would be a compliment to the family and community services pathway programs that already exist.

At the secondary level, schools will continue working to develop the therapeutic health sciences pathway and to develop other new programs of study as teacher turnover impacts what programs and courses will be offered at the school districts.

- What specific actions will be taken to inform special populations about POS opportunities and to increase their participation in Career and Technical Education programs?

### Secondary

The consortium continues to offer, attend, and coordinate career fairs, career videos, and career exploration activities. We will continue to support CTE classes taking field trips to the postsecondary campus to tour and be embedded with CTE programs to get hands on experience and meet current students and instructors. CTE teachers in career-planning and CTE courses use materials and opportunities to promote CTE to students extensively. Specific outreach happens for Special Populations through specialized social media campaigns and targeted outreach.

The Northwest Perkins Consortia are also in the process of creating a common and consistent marketing look and theme for all CTE programs. This is necessary because there are numbers of students transferring districts and across consortia. Common and consistent identification will benefit students and enable them to recognize CTE programs. Additional emphasis will be placed on working with economically disadvantaged students. Attention to narrowing the gaps found for this special population in four of the five accountability performance indicators will be shared through communication and action with district administration, school teachers, staff, and counselors for collaboration.

### Postsecondary

CLC will work closely with high school counselors and Sourcewell Career Consultants to connect with students about CTE opportunities and careers. We are working with the Northwest Perkins Consortia to create a common and consistent marketing look and theme for all CTE programs. We will work with a marketing firm to create value propositions for our CTE programs and specific messaging for special populations to increase participation in CTE. We will expand out career exploration and information activities into the middle school. We will work with industry partners to provide more stories from individuals of special population on their work and success in the career fields so students can see real, local examples of themselves in the careers.

FY 24 will also see the resurgence of the “Women in Trades” and “Men in Healthcare” events that were very successful in pre-COVID years.

For both secondary and postsecondary, the efforts to inform Special Populations about POS opportunities will be funded with career exploration opportunities, college tours and events, and specific outreach campaigns under Narratives 5 and 11. No funds in Narrative 2 are used for the outreach activities.

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 S-R POS - Funding POS spreadsheet document here.

FINAL FY 24 POS Funding.xlsx

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

#### Workforce Agency 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 your Workforce Agency response below.

**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

#### Secondary

Work-Based Learning opportunities will expand as more secondary teachers are licensed in this area. Area businesses support Work-Based Learning for students and recognize the benefits of this applied learning method. Collaboration and planning with advisory boards will aid in Work-Based Learning development and coordination between businesses, industries, the school districts.

#### Postsecondary

The CLC Career and Transfer Center works closely with CareerForce and Rural Minnesota Concentrated Employment Program (RMCEP) to develop strategies for career exploration and development through joint training opportunities and community job fairs. CLC staff participates on the Workforce Development Board. CLC jointly advises adults and youth enrolled in RMCEP programs regarding career opportunities, training programs, and placement services.

There is no specific funding request for this narrative line item – most activities are done with in-kind activities or are funded through other narrative strategies where we collaborate with CareerForce and RMCEP staff on projects.

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 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 Integrated Academic and Technical Skills response below.

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?

#### Secondary

The consortium continues to provide support for technical skill assessments, or TSAs, to improve academic and technical skills. Program instructors are encouraged to use Precision Exams' foundational skills assessment to measure students' math, reading, science and literacy levels as they build curriculum. The integration of this assessment provides an awareness for necessary enhancements to the curriculum to build related skills into student learning outcomes. TSAs are available to all programs and not restricted to those identified as priority spending POS.

#### Postsecondary

At CLC, faculty work closely with liberal arts faculty that teach math, reading, writing, and communication courses to ensure that the core academic skills are contextualized for application in career and technical fields. Faculty also work with Adult Basic Education to provide tutoring and contextualized support to CTE students in these core skills. In FY 24, CLC is planning something new and innovative: An integrated math tutor will be part of the automotive program. The automotive electrical class includes a large amount of advanced math, and this is an area where we lose students. The integrated math tutor will be able to provide contextualized support for students to ensure better understanding of the material and to help retain students in the program. This will be funded with money from Narrative 11 (focused on performance gaps).

CLC also supports the use of Technical Skill Assessments as part of program assessments.

- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?

#### Secondary

Consortium school districts will be informed through liaison meetings, email communications to CTE teachers and administration, and other shared communications across the districts and through the shared Northwest consortium website.

#### Postsecondary

Most CTE programs include a math and / or communications / writing course within their diploma, degree, or academic pathway. Here are few examples of CTE classes that integrate components of math, reading, and writing:

BUSN 1131 - Business Math

BUSN 1166 - Business Communications

ENGL 1422 - Practical Writing

ENGL 1521 - Technical Writing Fundamentals

MATH 1500 - Applied Math

Data from the HLC Student Success Academy, the NAPE Equity Self-Assessment, the MinnState Equity 2030 framework, and data from CLC program assessments will be used to analyze and make suggestions on continued integration and improvement of academic skills with technical skills. The funding addressing this work will come from other braided funding streams within the college.

- 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)?

### Secondary

Efforts constituting a well-rounded education include the opportunity to enroll in classes offering more than core academic subjects. Data indicates over 72% of students in the consortium registered for one or more CTE courses in the fall of 2020. This evidence demonstrates that the consortium is successful in their efforts with ESEA, and the consortium will continue as such.

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.
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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 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.

*Perkins V defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.*

Enter your Special Populations response below.

**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.

In reviewing the data from our CLNA process, we determined that the special populations of focus where we can create the most impact are economically disadvantaged students and nontraditional students. Barriers for these students were identified as: funding, basic needs such as food, housing, childcare, transportation, and physical and mental health.

We will use multiple approaches to support career exploration, enrollment, retention and success for special populations in CTE programs. We will provide support for career days, career fairs, visits to business and industry sites, customized career exploration support through career videos, virtual visits, and visits by advisory board members will inform and create interest in career fields that are high-skill, high-wage, or high-demand occupations. We are also supporting more visits to the college campuses where students can be embedded with current students and faculty to experience classes, career opportunities, and what a college program is like. We will focus on creating outreach campaigns for these special populations and career exploration and placement content that represent successful stories from individuals from these special populations.

At the postsecondary level, we are developing a case management advising model that will provide additional outreach and proactive advising supports for students. We are also creating a Basic Needs hub and Wellness hub that will provide food and other necessities for students and mental health supports. While Perkins funds will not be used for these efforts, they are critical strategies to reduce the barriers faced by students.

At the secondary level, many students do not recognize non-traditional career fields as options. Health careers hold multiple opportunities for male students. This is an area of focus for FY 24.

- Develop new initiatives to better prepare CTE participants for non-traditional fields.

The Central Lakes Perkins Consortium will plan and facilitate the “Women in Trades” and “Men in Healthcare” events that were very successful in pre-COVID years. The events brought high school students to the college to work with current students and faculty to better understand the career opportunities available for them and meet non-trad

students enrolled in the programs.

- Ensure members of special populations will not be discriminated against.

### Secondary

The 22 school districts in the consortium are public schools and subject to state and federal laws. These laws mandate nondiscrimination and provide equal educational opportunities for all students. School districts do not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, gender identity and expression, or age. The school districts also make reasonable accommodations for students with disabilities.

Legal references may include:

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Minn. Stat. 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)

42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)

20 U.S.C. 1681 *et seq.* (Title IX of the Education Amendments of 1972)

42 U.S.C. 2000d *et seq.* (title VI of the Civil Rights Act of 1964)

### Postsecondary

Central Lakes College follows and adheres to Minnesota State College and University policies. Policy 1B is the Equal Education and Employment Opportunity Policy: *Minnesota State Colleges and Universities and Central Lakes College are committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression or membership or activity in a local commission as defined by law.*

CLC also follows MinnState policy 1B.1: Equal Opportunity and Nondiscrimination in Employment and Education. Policy 1B.1 states: *Subpart A. Equal opportunity for students and employees. Minnesota State Colleges and Universities has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education.*

*Subpart B. Nondiscrimination. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on familial status or membership or activity in a local commission as defined by law is prohibited.*

*Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or familial status is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.*

*This policy is directed at verbal or physical conduct that constitutes discrimination /harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State Colleges and Universities will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.*

*The system office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.*

*This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to, its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.*

*This policy supersedes all existing system, college, and university equal opportunity and nondiscrimination policies.*

*Perkins V defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.*

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.**

- 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 (5S3).
- 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 Work-based Learning response below.

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

#### Secondary

The POS worksheet indicates that 11 of the districts in the consortium have Work-Based Learning opportunities. Students in these districts can earn academic credit and on-site job skills. Several of the districts have school stores and greenhouses that allow for experiential learning as they apply skills and knowledge learned in the classroom to these enterprises. Some consortium's districts cannot offer WBL at business and industry sites, given their rural settings and geographic locations. So, they may offer experiential learning through entrepreneurial courses. In several of the districts, integrated CTE programs work across disciplines to run the business. Preliminary discussions have occurred at the Northwest Regional Perkins Consortia level to seek opportunities for these to become recognized WBL experiences. More time is needed for this to come to fruition. Other districts have work release programs where learning not recognized for credit is used for development of skills needed to be successful in the workplace. Survey responses gathered in the CLNA process indicated districts that have WBL, experiential learning, and entrepreneurial courses offer these opportunities to all students at registration to become enrolled in the courses/programs.

#### Postsecondary

CLC affords students numerous opportunities to complete field observations and internships during a student's academic experience. Internships are available for credit in nearly every program at CLC. Internship classes for credit are required in the following programs and degrees:

AGRO 1150: Agronomy Internship – required for the agronomy diploma;

CDEV 2210: Internship – required for the early childhood education transfer pathway, and, the early childhood education diploma;

CULA 1128: Internship I – required in the first semester of the culinary arts certificate;

CULA 1131: Internship II – required in the second semester of the culinary arts certificate;

CULA 1134: Internship III – required in the second semester of the culinary arts certificate;

DENT 1150: Dental Internship – required in the summer of the dental assisting diploma and AAS;

DHET 1130: Diesel Internship – required in the third semester of the diesel equipment technician AAS;

GDES 2352: Shop Internship – required in the third semester of the graphic design media technologies diploma;

HORT 1345: Internship – required in the fourth semester of the sustainable landscaping diploma, and, the second semester of the sustainable greenhouse production diploma;

HSER 2155: Internship – required in the fourth semester of the human services AAS;

MCAB 1113: Meat Cutting Internship – required for the meat cutting & butchery certificate;

RAST 2390: Internship, or, RAST 2399: Independent Study – required in the fifth semester of the robotics / automated systems technology diploma and AAS;

VPRO 2350: Videography Internship – required in the third semester of the online media specialist diploma and the videography production AAS;

Many programs also offer non-required internships and field experiences for students to gain skills and perspective on what the career is actually like in practice.

- Describe the Work-Based Learning programs available to students which support the consortium’s secondary program quality accountability measure (5S3).

Secondary Work-Based Learning programs are available at 11 of our 22 consortium districts. WBL settings are found in manufacturing, business, equipment repair, and culinary arts. WBL is an area of growth for the consortium. The secondary reserve budget will reflect investment in growing this. Survey responses gathered in the CLNA process indicated districts that have WBL offer this opportunity to all students enrolled in the courses/programs.

- 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.

It is important to know that it is nearly impossible for every student to have access to the WBL opportunity, especially if in-school WBL opportunities are not counted as valid WBL experiences. Employers cannot handle the volume of providing every single student with some type of WBL opportunity. We strongly advocate for counting school-based WBL opportunities, such as a school store, as valid WBL experiences to help achieve the goal of having every student have access to a WBL opportunity. We work very creatively to try and provide every student a WBL opportunity while not overwhelming our employers.

In addition to WBL classes and internships, the consortium partners with Sourcewell Career Pathways programs, Workplace Connections and other programs to provide informational interviews, job shadowing, and other work-based experiences for students.

- 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.

The Central Lakes Perkins Consortium will invest financial resources to assist secondary teachers with time away from the classroom to work on the WBL certification. Financial support for these efforts can be found in Narrative 8 and in development of new programs tab in the reserve secondary budget. Support for transportation of students to Work-Based Learning sites, if requested, will be reviewed for approval with 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

## Narrative 7: Early Postsecondary Credit Opportunities

### Early Postsecondary Credit Narrative

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

- Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., the 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 that provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your Early Postsecondary Credit response below.

**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).

Central Lakes College (CLC) is committed to providing high quality educational experiences and access to learners still enrolled in high school. High school students may earn college credit through Central Lakes College by choosing one or more of the following options:

College in the Schools, or CIS;

Post-Secondary Enrollment Options, or PSEO; and,

Credit for Prior Learning, or CPL.

Currently, CLC has more than 40 high school partners. This number has grown in recent years, and we anticipate that it will hold steady or continue to grow in the future.

- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).

CLC honors Advanced Standing Articulation Agreements, or Articulated College Credit, which award credit for prior learning to high school students who participate in certain Career Technical Education (CTE) courses. CLC instructors collaborate with participating high school instructors to identify course competencies that are common at both the high school and college levels. Advanced Standing courses are taught by high school instructors. CLC uses the CTE CreditMN website for this process.

In FY 24, we will hold our biennial articulation meeting to update Articulation Agreements. We will also learn about best practices from other consortia on how they get their articulation agreements to be utilized, as our utilization rate is extremely low.

As a consortium, we need to evaluate and discuss the long-term value of Articulation Agreements with the changing environment of support for early college and the historical low utilization of the agreements compared to the amount of time, energy, and funding put into creating them. In many areas, it is a struggle for high school CTE classes to truly replicate the time students spend working on a particular piece of equipment to be equivalent to the high amount of time spent at the college level. This is due to both time and equipment constraints at the high school level.

- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).

There are limited CTE courses that are approved to meet Minnesota graduation requirements. Approved classes are primarily in the science areas found in AFNR, Health, and Family and Consumer science.

- 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).

The Central Lakes consortium school districts have a wide array of advanced-level classes. The majority of consortium schools have Advanced Placement offerings. Other industry-certified credential examples may include:

- Aitkin High School: ServSafe certification and Minnesota Department of Health food manager certification;
- Brainerd High School: *Aviation-Private Pilot Ground School* class that prepares students to sit for the FAA Private Pilot written exam;
- Brainerd High School: National Career Readiness certification;
- Browerville High School: First Aid & CPR class that allows students to receive certification;
- Browerville High School: Certified Nursing Assistant class, and students are qualified to take the Minnesota Board of Health Nursing Assistant Test for certification;
- Crosby-Ironton High School: ServSafe Food Handler certification;
- Isle High School: Microsoft Office Specialist certification;
- Long Prairie-Grey Eagle High School: ServSafe certification;
- Menahga High School: Following Minnesota Department of Health HCCC/Nursing Assistant curriculum. Upon completion of the course, students are qualified to take the Minnesota Board of Health Nursing Assistant Test for CNA certification;
- Menahga High School: Minnesota Emergency Medical Responder certification;
- Pequot Lakes High School: *Fundamentals of Aviation* course that prepares students to take the FAA Private Pilot written exam;
- Pierz High School: Certified Nursing Assistant class, and students are qualified to take the Minnesota Board of Health Nursing Assistant Test for certification;
- Pillager High School: National Career Readiness certification;
- Pillager High School: ServSafe Food Handler certification;
- Pillager High School: *ProStart II-IV* courses that allow the students to take the National Restaurant Association ProStart exam to earn a Certificate of Achievement;
- Sebeka High School: CLEP exam for *Business Law* class;
- Sebeka High School: *Computer Applications* course and students may take the coordinating CLEP Test for college credit;
- Staples-Motley High School: ServSafe certification;
- Staples-Motley High School: American Heart Association First Aid & CPR certification;
- Staples-Motley High School: Minnesota Board of Health Nursing Assistant Test for CNA certification.

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 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 Support to Professionals response 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?

The Central Lakes Consortium has included teaching/training as one of our programs of study to be funded. Education careers are one of the most in-demand in our region, according to DEED Labor Market Information. In addition to spending funds and supporting this as a program of study, we are working with the Lakes Country Education Coop to provide support to teachers to complete their licensure through the portfolio process. The Lakes Country Education Coop provides information for faculty and administration on how to complete the portfolio process. Example resources are available as well all at no cost to the consortium. Secondary supplemental funding requests are budgeted in professional development to enable instructors to request a substitute teacher for time away from classrooms to work on portfolio development, and attend related work sessions offered by reviewers to inform the process or take needed courses. At the postsecondary level, we created a new short-term certificate in early childhood education to provide a pathway for new individual to enter the field quickly with accelerated training. This certificate will also stack into further education career training if individuals would like to continue their training. We also work closely with Sourcewell and their "Live here, Teach Here" Campaign to recruit teachers into the region.

- 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?

Secondary: Our consortium coordinator works closely with districts who have instructors teaching out of field to remind them of the need to update these as required. Secondary supplemental funding requests are budgeted in professional development to enable instructors to request a substitute teacher for time away from classrooms to work on portfolio development, and attend related work sessions offered by reviewers to inform the process or take needed courses. We are focusing on WBL licensure and other CTE licenses to ensure that as many teachers as possible are fully licensed in the areas in which they teach. Funds to support these are in Narrative 8 and in reserve funds under development of new programs of study.

The consortium continues to support professional development to ensure we have licensed teachers. We will partner with the Lakes Country Education Coop to provide support and funding to teachers to complete their licensure through the portfolio process. More information can be found at: <https://www.lcsc.org/site/Default.aspx?PageID=831>.

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

The CLNA revealed that professional development was the third highest priority as reviewed using the prioritization rubric. Professional development was cited numerous times as a wanted, and needed, action item for both secondary and postsecondary instructors. This professional development time includes work towards recognized licensure for CTE programs. We are dedicating funds in both secondary (Narratives 8 and 11) and postsecondary (Narratives 9 and 11) to provide additional professional development for teachers on topics relevant to supporting their classrooms. For example, in FY 23, we held a training on how to support students with Autism and ADHD in the classroom presented by a clinical psychologist. The development session was very well received and we plan to do more sessions like this in FY 24, as we believe this will support teachers to be retained in their jobs and to decrease

performance gaps.

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 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 Performance Gaps response below.

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?

This consortium's CLNA identified economically disadvantaged students as the main area of focus. This presents the largest opportunity for impact. We also have gaps for students of color, students with disabilities, and nontraditional students.

- 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?

#### Secondary

Secondary initiatives include collaboration with Sourcewell to create workshops and in-services for CTE teachers, counselors, and others. For these events, the consortium would hope to hear from current practitioners and researchers in the field as they share innovative ideas, best practices, and results-oriented actions.

The coordinator will work with each district to review performance gap data and will work with districts to develop strategies to reduce and eliminate gaps.

We also have a detailed action plan in our Improvement Plan for 3S1 for how we will support students in their transition from secondary to postsecondary education.

#### Postsecondary

CLC is implementing a case management advising model where there will be more proactive outreach to students. CLC has a Basic Needs Hub to support our students in obtaining food, cooking skills, housing, and other basic needs. (More than 50% of students at CLC are food insecure.) CLC is also developing a Wellness Hub that will include mental health first aid services, counseling opportunities, telepsychiatry support, stress-management strategies, and other supports.

The Central Lakes Perkins Consortium continues to support part of a Student Life Assistant position that focuses on delivering student life and multicultural programming to ensure the needs of a diverse student population are met. The position will also support the Basic Needs Hub and the Multicultural Center.

At both the secondary and postsecondary level, we will support professional development opportunities for faculty and staff about equity and inclusion and opportunities to understand the lived experiences of our students. We will also develop CTE information and outreach materials specifically for special populations to try and increase participation in and completion of CTE programs.

As part of our improvement plan for 3S1, we are also budgeting more funding for transportation for group tours to the college to connect with CTE programs, career exploration activities, and more efforts to support economically disadvantaged students to make the transition to college.

- What financial resources will be leveraged to support these actions?

The consortium will use Narrative 9 and Reserve funds on performance gaps to support the work described above and in the Improvement Plan.

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 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 Consortium Governance response 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.

The consortium has a liaison team made up of one CTE instructor per K-12 district and postsecondary faculty and administration. District members are selected by their district peers to serve as the liaison. The liaison team meets four times per academic year. This group reviews data and provides input on consortium priorities. The liaisons serve as the communicators for the consortium and take the information back to their districts for dissemination. The liaison team chooses up to ten members to sit on the leadership team.

The leadership team is the governance arm of the consortium. The leadership team provides oversight and review to supplemental funding requests on behalf of the consortium. It meets a minimum of three times per academic year.

Process to review supplemental funding requests:

Every secondary CTE instructor teaching in an approved program of study is invited to submit requests for supplemental funding with the understanding that submissions must meet criteria for funding.

The following factors are considered when reviewing funding requests:

- Is this one of the 5 priorities for funding identified as part of the CLNA process?
- Does the request advance equity of access to all career areas
- Support the implementation of new courses/curriculum/ programs in the district.
- Which POS were weak across the consortium and need investment to improve.
- Does the request support programs in getting up to industry-standard?
- Financial need is greater than the district can provide.
- Students benefit from the opportunity to use industry standard equipment/technology.
- The potential to increase student numbers in CTE courses in the district.
- Advisory committee recommendations for funding priorities.
- Does the request address a performance gap?

After review and approval by the leadership team, the requests are returned to the instructors for completion and required supporting documents for submission to MDE for approval.

In FY 24, we are transitioning the secondary coordinator position for a second time, to a new coordinator and to a full-time position. The new full-time position will allow for additional guidance and support to districts regarding the requirements for Perkins and CTE licensure, program review, the CTE levy, and other issues. It will also improve

communication with districts by allowing relationships to be formed between the coordinator and teachers, business managers, principals, and superintendents.

At the postsecondary level, the Perkins Program Specialist transitioned to 70% FTE and will take over all day-to-day operations of the Perkins grant, under the direction and supervision of the CLC Dean of Brainerd Career and Technical Education and Grants.

In this narrative, we also budgeted funding for consortium memberships to MACTA, ACTE, and MNACTE to provide networking and development with other CTE professionals who are working on similar issues and can share best practices.

- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

To determine what programs of study would be eligible for Perkins funding, we looked at the number of districts providing the program, the number of students served, the performance gaps within programs, labor market information, and advisory board feedback.

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 11: Reserve Funds

### Reserve Funds Narrative

Perkins V, Section 112(c) states that Reserve funding is awarded in order to:

- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or
- promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries

Budget your consortium's Reserve funding to support no more than two 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:

1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.
2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.
3. What are the expected results of this innovation?
4. How will this strategy continue to be supported after Perkins funds have been expended?

Enter your Reserve Fund response below.

The Central Lakes Consortium is supporting new programs of study and addressing performance gaps.

- Provide specific budget details on how the Reserve fund will support the innovation.

Funding will be used to support new programs of study in the therapeutic services (healthcare) careers, education careers, agriculture careers, and family and community service careers by supporting equipment, technology, and professional development for industry-standard training.

In an effort to address performance gaps, we will target specific career exploration activities, summer camps, and virtual career exploration tools for special populations. The goal is to reach more special populations with information about careers and CTE pathways that can help them enter those careers. We will also develop an outreach campaign for special populations to increase awareness of and recruit into CTE program and increase retention and completion. The virtual career exploration activities and the outreach campaign specifically for special populations will also allow us to better connect with parents of students, who our CLNA data showed lacked an understanding of CTE and the career options available to their children. Career exploration and communication information about CTE programs were the number 2 priority as identified from the prioritization rubric when reviewing all priorities coming out of the CLNA.

Specifically targeting the 3S1 indicator (post program placement), we will fund the following:

- Value proposition development for CTE programs, common consortium CTE pathway development, and defining full-time, part-time, and fall and spring start options for students in postsecondary programs. This will help with outreach to high school students about the postsecondary programs and career opportunities and show them multiple ways in which they can make college a reality. We expect this to increase post program placement and retention and completion for students once they enroll in postsecondary programming.
- Support career exploration activities and college visits where students can be embedded with college faculty and students and truly experience what a program and career is really like.
- Explore additional ways to reach middle school students with career exploration activities and CTE information.

- Expand outreach to parents about CTE careers and classes.

Other activities funded to impact performance gaps include:

- Integrated math tutors in the Automotive program at CLC to help with student retention and completion. We see a huge drop in retention in this program due to the math required for the electrical systems course. If successful, we hope to replicate this model with other programs.
- Support 20% of the Student Life Assistant at CLC to coordinate basic needs programs and multicultural programming for our students, many of whom are part of Special Populations.
- Provide professional development for faculty on a variety of topics brought forward by the liaison team that would support their success in the classroom.
- Professional development to expand access to WBL for students.

- What are the expected results of this innovation?

Increased enrollment in CTE programs by special populations, better retention and completion rates for special populations (particularly economically disadvantaged and nontraditional students). More students (particularly from special populations) having access to WBL opportunities.

- How will this innovative strategy be supported after Perkins funds are expended?

We will use funding from the Perkins Basic Funding allocation and will use other funds from the schools/college to support these efforts.

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 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.

*Note: An in-kind contribution is a non-monetary contribution. An example might be a person's time serving on a board or attending meetings. The estimated cost of this person's time would be listed as "in-kind."*

### Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$13,000.00
Postsecondary Subtotal	\$13,000.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$10,500.00
Secondary Subtotal	\$10,500.00
<b>TOTAL</b>	<b>\$23,500.00</b>

## Perkins-Funded Positions

In the table below, 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. Upload the position description for each individual/position 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.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Lisa M. Hanson	Postsecondary Coordinator	Postsecondary		70%	\$70,666.00
Mike Kaluza	Secondary Coordinator	Secondary		100%	\$82,931.50
Jordan Anderson	Business Manager	Secondary		6%	\$5,293.50
Jesse Ashbaugh	Payroll Specialist	Secondary		2%	\$1,318.30
Nick Wiesmann	Student Life Assistant	Postsecondary		20%	\$12,360.00

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

Position Description

Anderson, Jordan - Freshwater business manager.pdf

Position Description

Ashbaugh, Jesse - Freshwater payroll specialist.pdf

Position Description

Kaluza, Mike - Perkins Secondary Coordinator.pdf

Position Description

Hanson, Lisa - Perkins Postsecondary Coordinator.pdf

Position Description

Position Description

Wiesmann, Nick - CLC Student Life Assistant.pdf

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description



## Additional Documentation

These required documents must be uploaded with your application:

1. **Statement of Assurances Document (Statement of Assurance should be combined and uploaded as one single PDF).** ([Download the Statement of Assurances Form](#))
2. **Combined Secondary and Postsecondary Budget Excel File** ([Download the Budget form with instructions](#))
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template.** Only required for those consortia on an improvement plan. ([Download the Improvement Plan Template](#))

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

REQUIRED: Statement of Assurances Document (Attached as one large PDF file):

FINAL FY 24 Statements of Assurance.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

FINAL FY 24 Secondary & Postsecondary Budget.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Perkins Equipment and Assets - April 28 2023.xlsx

Improvement Plan

FINAL FY 24 Improvement Plan.pdf

Additional Material

Additional Material:

Additional Material:

Additional Material:

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