



## **Northeast Metro Consortium**

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

**Submitted by Herbert King**

**Submitted on 07/06/2022 10:34 AM 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 Ohrn, Interim State Director for CTE, Minnesota State

Agency Contact Phone

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Opportunity Manager

Karl Ohrn

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  
Northeast Metro Consortium

Award Requested  
\$1,512,129.35

Total Award Budget  
\$1,512,129.35

### **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:

#### **Description of CLNA Process**

The process used to gather and review our data for our CLNA, was primarily through RealTime Talent (RTT). Secondary and post-secondary consortium coordinators met with RTT to discuss information we would like to gather for the CLNA. Consortium leaders requested RealTime Talent divide the consortium into three distinct regions when gathering employment data from local communities in the consortium. In the past, the data collection for the CLNA was based on Department of Employment and Economic Development (DEED) data for Ramsey, Washington, and Hennepin County and the seven-county metro area.

The previous data analysis made it challenging to determine what data was relevant to the communities represented in the Northeast Consortium. RealTime talent was able to divide our consortium into three regional geographic sections and analyzed our data by each zip code for each community. Using this data gathering approach, allowed a closer analysis of data with a focus on examining programs of study, CTE courses, community demographics, and employment trends within the consortium.

Realtime Talent conducted stakeholder summits to share labor market trend data with our secondary and postsecondary Perkins leadership teams including our Perkins Governance Team. Additionally, RealTime Talent conducted stakeholder summits with area employers/business partners and CTE faculty/teachers. The intent of these summits was to gather evidence as it relates to the five Perkins elements.

Based the data analysis, resulting conclusions driving strategies and funding allocations of the CLNA include:

1. The CLNA identified gaps in graduation/completion (CLNA Element, 1, P.11).
2. Targeted strategies to increase and support individuals preparing for a non-traditional field (CLNA Element, 1, P.11).
3. Employer gaps (talent shortages identified in LMI data in all POS (CLNA P. 41, RealTime Talent Report, 2021, P. 154-159).

#### **Overview Results (CLNA)**

The CLNA in the Northeast Metro Consortium was a comprehensive process that included a wide range of data gathering strategies. A summary of the findings are included below:

##### **Element #1: Student Performance on Required Performance Indicators**

Although the consortium has met all FY 23 performance indicators, the disaggregated data suggests gaps exist within certain Perkins V identified categories based on the Consortium Performance Gap Analysis Report. More work is needed to address disparities relative to student access, representation of special populations, and student completion/graduation in CTE academic programs. Additionally, Real Time Talent data for the consortium indicates a discrepancy exists for students in CTE programs that lead to non-traditional fields

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

Student enrollment continues to grow each year in all Programs of Study (POS). Our consortium offers an array of CTE courses across many programs of study and covers many local jobs in our Northeast metro region. There is strong alignment between secondary and post-secondary course offerings and employment opportunities over the next 10

years. CLNA findings indicate high-wage, high-skill, high demand for skilled occupations in this region are projected to have talent shortages in Health Science, Humans Services, and Information Technology. RealTime Talent, identified the need to support all six career fields as a reflection of needs of our consortium particularly given the talent shortage. Continued support of both S-R POS and POS is important in meeting workforce needs in the future.

### **Element #3: Progress towards Implementation of CTE Programs of Study**

Our CLNA showed that our consortium has a wide array of robust programs of study. Our consortium will need support from CTE teachers/faculty to re-engage in statewide and national professional development opportunities that have not been available to attend in-person for the past two years. To strengthen consortium programs of study, collaboration needs to be part of our learning throughout the year. Our consortium needs the time to reflect on findings of the CLNA as noted in Element 2, to determine if any additional courses should be added or removed to ensure we right-size our POS to reflect the needs of local employers.

### **Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups**

Recruitment and retention and training of Career and Technical Education professionals (CTE) (faculty, teachers, staff) represents both a challenge and opportunity for higher education institutions and school districts with CTE programs. These challenges range from credentialing, offering competitive wages, and onboarding processes to support, advancement opportunities, among other factors. The CLNA findings suggest our consortium has both strengths and weaknesses in this area. A strength is that Century College has made progress in achieving diversity targets when staff positions are included. The goal is to mirror the student body in terms of parity relative to students of color, women, veterans). Human Resources and Equity and Diversity departments provide leadership in this area and work to support inclusive practices to fill CTE openings at the both the secondary and postsecondary level.

CLNA findings indicate the need to continue providing professional development/mentoring opportunities to support competency and capacity building of CTE educators. Students expect educators to be knowledgeable and to reflect changing student demographics. Supporting secondary CTE licensure, portfolio development, and general cultural competency indirectly supports an increasingly diverse educational environment and workforce. The Northeast Metro consortia seeks to continue efforts to address the diversification of the teachers/faculty delivering career and technical education. The shortage of licensed teachers represents an ongoing challenge in meeting licensure and higher education faculty credential requirements necessary to providing CTE education. The consortia have identified recommendations such as supporting secondary CTE licensing/portfolio development in building both the capacity of current teachers as well as a pipeline of CTE professionals directly from the workforce into high school classrooms. Additionally, there is a need to continue support of professional development and training opportunities for CTE educators through professional organizations like MACTA, ACTE, and NACEP.

### **Element #5: Progress towards equal access to CTE programs for all students**

As noted in Element 1, overall, the consortium is meeting FY23 performance indicator targets. However, when reviewing performance indicator data based on CIP codes, gaps exist based on Gender, Students of Color, Select Special Populations groups and to a lesser degree Race and Ethnicity category. Our consortia data shows secondary data gaps for non-traditional and English learner CTE students completing courses to graduate. The most significant data shift was secondary CTE students preparing for nontraditional fields, which observed a 53% decline between 2018-2020. We believe there is a need to explore targeted robust communication and marketing strategies to increase awareness and access among both underrepresented students and all students regarding CTE programs.

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  
#1 FINAL CLNA 5-5-22.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 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:

The consortium team which includes the Director Academic Partnerships, Perkins Postsecondary Coordinator, Perkins Secondary Coordinator, and Career Readiness Transitions Specialist, and administrative support - work to support the development of partnerships across different sectors to support early-credit strategies. The CLNA notes the consortium offers a wide range of CTE programs and courses at both secondary and postsecondary level. The data indicates areas where there is clear alignment in Programs of Study (POS) between secondary and postsecondary partners and opportunities to expand POS. Consortium Programs of Study (POS) are also aligned with local workforce needs and skills. Prior to the CLNA process, Northeast Metro Consortium Perkins coordinators met with MDE and MN State CTE officials to review the consortium's Programs of Study. Upon completion of this process, the consortium Governance Team provided feedback regarding revised POS and guidance on prioritization of POS for Perkins funding allocations.

The following S-R POS and POS were selected for Perkins funding support:

#### **Northeast Metro State Recognized Programs of Study SRPOS**

1. Health Science, Therapeutic Services SRPOS
2. Engineering, Manufacturing, & Technology, STEM Engineering and Technology, SRPOS
3. Marketing, Marketing Communications SRPOS\*
4. Law, Public Safety, Corrections and Security, Law Enforcement Services SRPOS
5. Engineering, Manufacturing, & Technology Transportation, Distribution, & Logistics, Facility & Mobile Equipment Maintenance, SRPOS
6. Law, Public Safety, Corrections and Security, Emergency & Fire Management SRPOS

*\*Noted here as a state recognized program of study (SRPOS) however no funding support is planned for this SRPOS.*

#### **Programs of Study (POS)**

7. Arts, Technology & Communication-Communication Technology-Visual Arts
8. Engineering, Manufacturing, & Technology Architecture & Construction, Construction.
9. Business Management and Administration, Hospitality and Tourism, Restaurants and Food/Benereage Services
10. Engineering, Manufacturing, & Technology Manufacturing, Manufacturing Production Process Development
11. Arts, Technology & Communication, Information Technology, Information Support & Services

## Consortium State Recognized Programs of Study (S-RPOS)

**1). Health Science, Therapeutic Services:** Health Sciences therapeutics is a strong POS in the consortium. The Health Sciences pathway is supported by the CLNA because there is direct alignment between secondary and postsecondary CTE programs. The CLNA notes not only CTE program alignment but also alignment with industry needs. Additionally, CLNA identified the Health Sciences career pathway is projected to have high growth, high talent shortages, and high turnover. There is a need for candidates to fill job openings right now and in the future (CLNA P.22, 39, RealTime Talent Report, 2021, P.165). In addition, the Nursing program is also a strong POS in the consortium and is projected to have talent shortages according to CLNA data. Therefore, a need exists to fill positions in this area.

### **Specific Actions to Support POS:**

- Funding to purchase equipment for expansion, upgrading of medical training resources, curriculum development/special projects focused on Perkins objectives (e.g., special pops, and new required skills equipment for Nursing and Dental programs).

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

Manufacturing is one of the largest sectors in the Northeast Metro region. The CLNA supports this pathway as LMI data suggests the greatest need exists in several areas including Engineering, Manufacturing, and Technology which are projected to have an undersupply/talent shortage of credentialed Welders, Industrial Engineers, Mechanical Engineers, Civil Engineers, and Industrial Engineering Technologists (CLNA P. 62, RealTime Talent Report, 2021, P. 239). As there is a need for skilled workers in STEM fields, this career pathway is supported by the CLNA because there is a projected talent shortage in industry for this area.

### **Specific Actions to Support POS:**

- Funding to support equipment needs, student access (special projects) requested by teachers/faculty in Engineering & Additive Digital Manufacturing.

**3). Law, Public Safety, Corrections and Security, Law Enforcement Services:** The data analysis by The CLNA supports this pathway as the data analysis by RealTime Talent suggests a talent gap/shortage exists for Police Officers/Sheriffs in the Northeast Metro region (RealTime Talent Report, 2021, P. 192). This talent shortage coupled with current challenges facing the field (e.g., retirements, entry level wages) suggests the need to fill positions with qualified candidates from CTE programs. The purpose of this project is to increase cultural competency of police officers for the state of Minnesota (CLNA P 65, 75).

Additionally, to address the training and technical skills needed to enter the Public Safety field the consortium seeks to explore support of interactive innovative virtual technology to enhance training of students in the Law Enforcement program.

### **Specific Actions to Support POS:**

- Provide funding to support training and integration of IDI in Criminal Justice curriculum and instruction.
- Increasing enrollment, exposure, and training to law enforcement students/candidates by innovative equipment introducing virtual simulations.

**4). Engineering, Manufacturing, & Technology Transportation, Distribution, & Logistics, Facility & Mobile Equipment Maintenance, SRPOS:** The CLNA supports this pathway as the CLNA shows trained individuals of all experience levels are needed in industry. Talent shortages are projected for this pathway however, depending on an improving economy, there may be an oversupply for lower wage origin (entry) occupations (CLNA P.45, RealTime Talent Report, 2021, P.230). Our consortium's greatest talent shortage is on the southeast side in transportation. Top employment by volume is for heavy and tractor-trailer truck drivers, light truck drivers, passenger vehicles, automotive service technicians and mechanics. (Realtime Talent Report, 2021, pages 230-232)

### **Specific Actions to Support POS:**

- Funding to support Automotive Services Technology program purchase equipment, technology, resources, and training need to keep pace with changing technology in industry.

## **5). Law, Public Safety, Corrections and Security, Emergency & Fire Management SRPOS**

The EMS program has worked to innovate both course offerings and the format to deliver course instruction. EMS/EMT is a strong POS in the consortium. Program teachers/faculty work closely together on course alignment and joint funding requests for program equipment when possible. This pathway is supported by the CLNA because of the direct alignment between secondary and postsecondary CTE programs and alignment with industry needs. Additionally, this career pathway is projected to have talent shortages across job types within the pathway. There is a need to address the potential undersupply of candidates for positions in this career pathway. (CLNA P.39, RealTime Talent Report, 2021, P.184, 192).

### **Specific Actions to Support POS:**

- Virtualization/innovation, curriculum development, equipment, and joint equipment requests.
- Curriculum Development to support the acquisition of virtualization technology.
- Increase program completion through a new mentorship program between Century College EMT students and faculty with 916 Career and Tech Center's EMT students (CLNA P.71).

### **Consortium Programs of Study (POS)**

**6. Arts, Technology & Communication-Communication Technology, Visual Arts:** Consortium has an array of CTE programs at both the secondary and postsecondary level. The Arts, Technology & Communication-Communication Technology pathway is supported by the CLNA because there is direct alignment with industry needs. The data from the CLNA suggests this field is projected to have high talent shortages in several position types. There is a need for candidates to fill industry positions in the future (CLNA P.43, RealTime Talent Report, 2021, P.209).

#### **Specific Actions to Support POS:**

- Funding to support equipment needs, student access (special projects), requested by teachers/faculty in Visual Communications Technology (VCT) program.

**7. Engineering, Manufacturing, & Technology Architecture & Construction, Construction:**(Facilities Maintenance Engineer and HVAC).The Engineering, Manufacturing, & Technology, STEM Engineering and Technology is supported by the CLNA because there is a projected talent shortage in industry for this pathway. As mentioned earlier, Manufacturing is one of the largest sectors in the Northeast Metro region. LMI data suggest the greatest need exists in several career pathways within this area. The data suggests a gap for Construction Managers, Maintenance and Repair workers, and other areas (CLNA P. 45, RealTime Talent Report, 2021, P. 239).

#### **Specific Actions to Support POS:**

- Funding to purchase equipment for expansion, upgrading of construction, HVAC and Facilities Maintenance programs with training resources required to develop skills to operate new equipment.

### **8. Business Management, and Administration, Hospitality and Tourism, Restaurants and Food/Beverage Services:**

Career positions in Business Management and Administration field are comprised (13.4%) of the jobs mostly positions in the restaurant industry (RealTime Talent Report, 2021, p. 217). There is an opportunity for students to fill origin jobs (fast food and counter workers) as strong entry points to this field. The CLNA supports this pathway as cooks are in a shortage for the next ten years and utilizing the culinary courses at our local high schools is necessary. These jobs require high skill and industry experience and certifications. Our Governance Team, while reviewing our CLNA, supports our culinary programs with employment gaps being recognized as a need in the business and AFNR career fields. (RealTime Talent report, 2021, pgs. 225-227). A shortage of bakers and tortilla manufacturing was noted under AFNR (RealTime Talent report, 2021, pages 250-251).

#### **Specific Actions to Support POS:**

- Funding to support program equipment expansion and upgrades as requested by teachers in secondary foods/culinary classes.

### **9. Engineering, Manufacturing, & Technology Manufacturing, Manufacturing Production Process Development:**

Manufacturing is one of the largest sectors in the Northeast Metro region. The CLNA supports this pathway as LMI data suggest the greatest need exists in several areas including Engineering, Manufacturing, and Technology which are projected to have an undersupply/talent shortage of credentialed Welders, Industrial Engineers, Mechanical Engineers, Civil Engineers, and Industrial Engineering Technologists (CLNA P. 62, RealTime Talent Report, 2021, P. 239).

#### **Specific Actions to Support POS:**

- Funding to support equipment needs in (ADM) robotics and project lead the way engineering courses with expansion and upgrading of resources.
- Support Additive Digital Manufacturing efforts to student access to ADM/Manufacturing academic programs and careers through pilot projects or other resources.

**10. Arts, Technology & Communication, Information Technology, Information Support & Services:** The Information Technology pathway is supported by the CLNA because there is direct alignment with industry needs. Additionally, the CLNA identified this field is projected to have high talent shortages in several position types and therefore a need for candidates to fill job openings in the future (CLNA P.39, RealTime Talent Report, 2021, P.208).

**Specific Actions to Support POS:**

- Enterprise Computing Technology Pilot Project: Funding to support purchase or equipment/classroom material set of materials needed to increase students' successful completion of the course. purpose to address prerequisite barriers for students.
- Funding to support equipment needs, student access (special projects), requested by teachers/faculty in Visual Communications Technology, Information support program.

No new POS's have been identified however, CLNA data suggests there could be a Program of Study (POS) where an expansion of course offerings and further pathway development might be appropriate. Secondary schools will seek opportunities to expand the health science career field beyond nursing courses based on Century College and RealTime Talent data. Program courses in Information Technology need greater alignment to support a strong sequence of classes. VCT courses are working across the consortium to implement a pathway to Century College to ensure a smooth transition and early college credits. Our RTT talent data supported the entry level skills in foods/culinary, cosmetology, and early childhood education as high need jobs in our area. To help fill these essential gaps, FCS teachers are expanding their courses to add baking and pastries to add to their curriculum and students' skill sets along with industry credentials. Some of these opportunities align to our top priorities but not all will fit into those buckets.

- 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?

Specific strategies to inform/support special populations about POS opportunities are listed under Budget Narrative 5.

Continued support for purchasing equipment, field trips to local industries and new technologies at our secondary and post-secondary school is needed to continue offering hands-on, high quality, engaging learning programs in our CTE programs. This includes all POS such as Additive Digital Manufacturing, Criminal Justice, Law Enforcement/Public Safety, Enterprise Computing Technology, Education, EMS, HVAC, Facilities Maintenance program, Medical Assisting, Nursing, and other CTE programs (CLNA page 28). Additionally, continued support for curriculum development projects designed to enhance student access, success and the acquisition of technical skills is also important.

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.

This #1 ONE REVISED 7-5-2022 SRPOS Copy of Northeast Metro Consortium--State-Recognized and Funding Priorities--Spring 2022 (003) (2).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.

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:

The consortium plans to engage students by enhancing WBL opportunities through leveraging consortium partnerships. Secondary Perkins Consortium leader, Century College Dean, and ABE representative attend monthly Washington County Board meetings and participate in their Youth Action team meetings.

Washington County Workforce has hired a new youth transition coordinator. This person will work with our consortium partners and local chambers of commerce to launch the Future Forward project. This digital platform provides employers a common space to post opportunities in their company for students and teachers. These opportunities include, guest speaking, site tours, project-based learning, field trips, job shadow, work-based learning, and teacher externships. Due to demanding schedules and job duties, schools have limited time to connect with local employers. Employers have shared that they do not normally have a point person in the schools to contact. The Future Forward project site will help employers reach all schools as we work to fulfill our workforce shortages and build company awareness in our schools. The county supports work-based learning in the summer and working to expand during the school year. **Cory, the new youth coordinator, is working with the other cooperatives in MN as the Future Forward website being updated this summer. Cory is meeting with the county point of contact, Rick Roy, myself and career and college readiness coordinators and sending emails to keep everyone in the loop. Our consortium will be piloting this platform this year with schools that have a CCR coordinator. We will work with Cory and the county to launch this site to our business partners and model how to use this platform for other schools. Monthly virtual and in-person meetings are scheduled to monitor the rollout.**

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

During the FY21-22, the consortium experienced some staffing changes. This change impacted work with ABE partners. The consortium seeks to re-engage ABE centers, ABE Transition Region V providers, and regional community-based agencies. The focus is to support targeted strategies including career readiness for ABE learners to access postsecondary CTE programs/resources and career information on employment opportunities on high-skill, high-wage, or in-demand industry sectors (CLNA P.29, 68).

Partnerships that prepare all special populations for successful transition to postsecondary and/or employment.

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 response here:

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?

The consortium will utilize our current joint professional development model, to bring both secondary and postsecondary CTE teachers and faculty together to discuss improving academic and technical skills of students. Additionally, we will leverage strong connections with CTE program advisory committees which will enable the consortium to directly engage both faculty and employers to identify current technical skills needed and how to improve student's skills for successful transition to industry.

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

Our consortium will follow these steps to ensure academic and technical integration:

1. Inform consortium partners through our Governance Team meetings.
2. Inform postsecondary consortium partners through weekly Dean Council meetings.
3. Secondary Perkins Coordinator will provide guidance on academic opportunities through the bi-monthly CTE Perkins leader meetings including new math standards
4. The Perkins Transition Specialist (secondary and post-secondary) will continue this work by engaging both teachers and faculty regarding recognized industry certifications.
5. Our Perkins transition specialist will use RealTime Talent and **MCIS data** to explore expanding certifications for CTE programs (CLNA P 55).

The consortium has gained momentum in supporting students attainment of certifications and technical skills. Our CLNA (Element 2, begins on P18, RealTime Talent Report, 2021, P.178,193, 209, 224, 240, 256) provided award and certification gaps in all six programs of studies. Due to the existing talent pool shortage the importance of students earning industry certifications is essential. Backwards mapping employee recognized certifications and awards is led by our Perkins transition specialist for the secondary and post-secondary teachers and faculty. Secondary students at 916 CTC passed the Auto Tech ASE (51%), Construction OSHA 10 (82%) and EMT Fisdap (44%). State skill tests are given to secondary and post-secondary students to become certified nursing assistants and nail technicians. Being purposeful in what is tested and the skills, certifications students can earn along with support from our CTE teachers and transition specialist ensures all students have this opportunity.

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 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:

Consortia leadership will continue to support school districts efforts to increase enrollment and access in CTE classes for students who are defined as special populations. The consortium will focus on leveraging partnerships and strategies from NAPE and ACTE to offer professional learning supporting special populations. Development of these learning opportunities, support student exploration, exposure, and academic planning.

The Northeast Metro consortium will take the following actions to address access and success for special populations, within CTE programs identified in our CLNA:

1. Career Readiness Activities: Lead by the secondary Perkins Transition Specialist, the consortium will collaborate with secondary and post-secondary partners (Admissions, CTE program teachers and faculty), to expand outreach and career readiness activities **including MCIS, Career Force and Xello**. This includes communication with CTE students, teachers, and faculty to introduce and engage students from special populations to CTE career fields. This individual has partnered with the college's Access Center to promote CTE career awareness and consortium information and resources to workshop participants (CLNA, P.74).
2. Marketing: The NEM consortia has identified a need for a continued focus on exploring the use of more intentional communication strategies/activities to increase awareness and participation in CTE academic programs at the secondary/postsecondary level. Consortium leadership will engage with appropriate officials to discuss a pilot project involving a targeted marketing strategy including culturally responsive marketing materials specific to broad career exposure will be explored and supported with Perkins funds. This also includes use of Career Trees and related materials (CLNA P. 49).
3. Tutors Linked to Classes (TLC): This program Tutors Linked to Classes program is an important strategy designed to increase successful student outcomes by increasing persistence for CTE students. more information is noted in the CLNA P. 71.
4. Current and New Consortium Strategies: Also mentioned in Narrative 9, the consortium has engaged on several faculty and staff driven pilot projects to affect student success we believe have value and high potential for ROI (several strategies: Tutors Linked to Classes, Quality Matters, Peer Instructor/Data Coach Project, are listed in the CLNA (CLNA Element 1, P.13 and P.71-72).
5. Adult Learner Access (ABE): Given the Pekins focus on special populations and adult learners, the consortium understands that adult students are not aware of current high wage, high skill, in-demand careers. The consortium expects to re-engage ABE partners in identifying strategies to support building a pathway for adults to exposed them to opportunities in CTE programs.

As it pertains to factors that contribute to access and success barriers for students there is no formal data identifying specific barriers. More information is needed regarding potential access/success barriers. To be more intentional about factors contributing to student barriers, the consortium will utilize a process to identify barriers affecting access and success for special population students enrolled in CTE programs.

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

1. Review non-traditional data to identify gaps and opportunities including gender bias in registration guides and

marketing materials to ensure inclusive/non-gender language in our consortium CTE programs.

2. The consortium will explore expanded use of technology by the Career Services department to support enhancing career readiness and employability skills of students in CTE programs particularly students from special populations to prepare them for HS, HW, HD occupations. Additionally, CLNA data suggests talent shortages are projected in the consortium's six career pathways. Ensuring students from special populations have the necessary skills is important to their successful transition into the workforce (CLNA P. 35-36).

### Inform Special Populations

1. Review of current marketing materials and develop appropriate materials designed with targeted messaging to ensure special populations are included in these communications **(CLNA P.59)**.

### Increase Their Participation in CTE

1. Transition and career readiness activities supporting student transition after graduation.
2. Expand development of secondary to postsecondary CTE program course credit (posters).
3. Utilize MCIS, Xellor or YouScience to help all students (including special populations) to identify their interests and passion through enrollment in a CTE course.
3. The consortium will engage secondary, postsecondary partners, program advisory committees, and industry partners to identify targeted strategies to support special population students' access and preparation for high skill, high wage, high demand occupations.

As it pertains to addressing a Perkins focus of recruitment, retention, and training of CTE professionals, the Education program has proposed exploration and implementation of a strategy to build a pipeline of future teacher candidates to diversify the education field and fill projected talent shortages (CLNA P.63-64). Although the Education program is recognized as CTE program, this particular focus (diversification of Education field) seemed better suited to be listed in this budget narrative as a potential Perkins funded strategy and correlates with Element 4 and 5 of the CLNA.

The Medical Assisting program has often discussed the need to assist students for whom English is a second language, to achieve success outcomes in the program. The program seeks to help this community of learners through Perkins support, use technology to help ELL students persist in the Medical Assisting program.

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 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.

Secondary schools have had work-based learning for our special education students for years but is very minimal in regular education. Adding this to our high schools will take time to develop. At the postsecondary level, students have opportunities to engage in a wide range of experiential learning opportunities through their programs of study which are managed at the program level. The infrastructure for work-based learning opportunities was a decentralized model. The college moved to develop a new infrastructure for work-based learning opportunities, which enables programs and departments to enter all work-based learning opportunities students into a Webapp platform. This platform allows programs to include information regarding the program area, the location of the WBL experience, the type of WBL (e.g., internship, clinical, externship, teaching observation), in addition to other relevant information.

Due to issues affecting all campuses in 2020, much of the energy and resources were focused on helping programs move to virtual formats (online classes). As a result, no comprehensive data is available for all postsecondary WBL opportunities. However, as we move into FY22-23 we expect more detailed and comprehensive data will be available regarding these opportunities for students.

Another approach to connect students with employers occurs by way of the Career Services department at Century College. Career Services provides students with Professional Development and Networking events. These events facilitate connections between students and area employers for over 500 students annually. These events include job fairs, guest speakers and via the campus wide Students Success Day, and Student Career Pathways Day. In addition to work-based learning opportunities facilitated by CTE programs, career services provide another mechanism to connect students with experiential learning opportunities.

CLNA findings noted the need for students to have employability when entering the workforce (CLNA P.49). Career Services has continued to build an internship infrastructure that addresses student and employer needs. The office has expanded use of technology to improve workforce readiness and employability skills of students seeking an internship.

Also available for student use is the Career College software tool that provides a platform where students, particularly underrepresented students, can access an array of job postings. Secondary schools do not have the career service infrastructure in place and rely on school counselors and a career and college readiness coordinators to assist students.

- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure. **Our consortium will take inventory of our current work-based learning programs, identify best practices in hopes to replicate it in other schools. Utilization of the quality and quantity evaluation tool from MDE will be used.**
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.

The consortium will leverage existing partnerships to support work-based learning opportunities. CTE teachers and faculty have strong connections to area employers and industry to address access to high-skill, high-wage, or high-demand occupations. These connections lead to direct engagement with industry professionals, tours, internships, clinicals and a host of career services.

During FY22-23 the consortium will review data regarding work-based learning opportunities for students in CTE programs. Based on findings from the data, the consortium via the Governance Team, will determine participation levels of special populations in WBL, where an expansion of WBL opportunities is warranted, and where the consortium might target resources to expand work-based learning opportunities.

- 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 consortia will begin using Future Forward or a similar product to help employers work with our schools which include work-based learning. Perkins Leaders are provided with professional development around work-based learning and Perkins funds are offered to support the expansion of WBL into regular education. Finances are driving decisions so building awareness and incentives will continue to be offered. Secondary partners in the consortium are looking to 916 CTC as a hub for future work-based learning opportunities. Marketing is another opportunity. Students at the secondary level are not aware of the potential impact of participating in work-based learning. Work-based learning opportunities are a hidden gem waiting to be shared.

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 corresponding CLNA narrative related to early credit can be found on pp. (52, 67)**

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).

The consortium has a wide range of early college credit options for students. This includes a robust PSEO program, and concurrent enrollment course offerings. A key component of the NEM partnership is the connection between secondary and postsecondary programs of study by way of early college credit opportunities (CLNA P67). Consortium partners (NE Metro Consortia high schools and Century College) will continue work on building early college credit relationships. Consortia districts and high schools are at different points in their efforts to build and offer early college credit opportunities. Depending on what early credit partnership the high school or district wants to enter into, the partnership might vary. For example, in some cases a high school may decide to enter an early college credit partnership via concurrent enrollment but do not yet have a credentialed instructor in place to support the concurrent enrollment process. This makes the articulated credit option a viable alternative for the school or district. This example notes a strength of the consortium in making a blend of credit opportunities (Advanced Placement, Articulation and Concurrent Enrollment) available to students and this is an important approach to building early credit partnerships.

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

There continues to be a high level of interest in articulated courses as an early credit option among consortium partners. According to the data analysis by RealTime Talent CTE Credit MN indicates the NEM Consortium offers 834 articulated college credit opportunities with twenty-two MN State College and Universities (RealTime Talent Report, P. 122). Century College has articulation agreements spanning sixty courses in NE Metro consortia career and technical education programs.

The Northeast Metro consortium will work to support and expand access to postsecondary credit opportunities utilizing the following strategies:

- Engage consortium secondary partners and CTE leaders by attending CTE leaderships meetings to discuss/promote concurrent enrollment and other early college credit options.
- Meeting with the NEM Consortium Concurrent Enrollment Committee to discuss the current roster of concurrent enrollment courses to determine if concurrent enrollment courses are suitable or if expansion is needed.
-

Perkins Leader workgroup will be created in September including a couple of interested curriculum coordinators to review NEW MN math secondary standards and crosswalk them to CTE courses and look for opportunities.

- 
- Continued support for 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).
- 
- Increasing the 'College' branding in classrooms with agreements.
- 
- Continued CTE teacher professional development and resources
- 
- Increasing tracking website student demographic information available to determine representation in both award and use of credits
- 
- Revisit language used in high school course guides regarding how information regarding early college credit is articulated in communication pieces (high school registration guides).
- 
- Continued participation in the regional articulation agreements.

Consortium articulated College Credit partnerships exist with schools within and external to the consortia. These early college credit partnerships are affected by several factors (credentials, MN CTE teacher licensure rules, CE costs) and other elements. In summary, the consortium will continue efforts to expand access, promote early credit opportunities, and support strategies to connect secondary students to postsecondary CTE programs by use of early credit courses.

Additionally, the CLNA supports the need to develop strategies to expand pathways to college CTE programs and careers between community-based agencies, adult basic education settings and workforce centers (CLNA P.52).

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 response here:

A core strength of the Northeast Metro Consortium is the collaborative approach in providing joint professional development opportunities and events for teachers, faculty, and CTE professionals. As noted in the CLNA, (stakeholder feedback P.49) recruitment and retention of faculty and staff continues to be an ongoing challenge for many institutions at both the secondary and postsecondary level. CTE programs already have limited teachers/faculty coupled with retirements, and higher wages available in industry to potential teaching candidates. These factors make for a challenging set of dynamics for CTE education (CLNA P 61). The recruitment of teachers and faculty from underrepresented populations at both the secondary and postsecondary level continue to be a priority area for each district and the college.

As it pertains to the recruitment and preparation of education professionals, the consortium will:

1.

**Institute Stakeholder Table Discussion:** This approach enables the consortium to engage constituencies in exploring development of targeted strategies to determine how best to market, recruit, and engage education professionals including individuals from underrepresented and nontraditional careers in CTE (CLNA Element 4, P.63). Learning best practices for CTE teacher/faculty transition plans may be critical in the ability of CTE to project vacancies and proactively fill positions.

2.

**Leverage Partnerships:** To support strategies to recruit and prepare education professionals, the consortium will need to rely on partnerships with both secondary high school district and college human resources offices. Additionally, working with the Equity and Inclusion administrators and Human Resource offices will be key in developing strategies to recruit education professionals, including individuals from underrepresented groups and nontraditional careers (CLNA P.69).

3.

**Program Advisory Committees:** The consortium will engage CTE programs and program advisory committees to explore strategies to recruit individuals from underrepresented groups and nontraditional careers (CLNA Element 4, P.62-63).

•

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?

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

1.

**Credentialing:** The consortium will offer portfolio work sessions to help education professionals develop CTE competencies, gather evidence to build content specific portfolios. This includes supporting teachers and districts in submitting materials to PELSB (CLNA Element 4, P.63).

2.

**Leverage information:** Examine information from the College’s strategic planning process regarding the employee experience. The purpose would be to identify useful information that might be important in developing onboarding and retention strategies for CTE teachers and faculty (CLNA P. 64).

3.

**Participation in Professional Development:** Provide funding support and encourage participation in national, state, and local career and technical education professional development and dual credit training opportunities (e.g., ACTE, NACEP, National Policy Seminar, MN State CTE Works) (CLNA Element 3, P.63, 64).

4.

**Program Specific Training:** Where possible support program specific professional development training for CTE teachers/faculty in all CTE programs (e.g., Cosmetology, Criminal Justice/Law Enforcement, Health Sciences (CLNA P.57).

5.

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

6.

**Early College Credit Training:** Identified needs include continued emphasis on joint professional development training for CTE teachers and college faculty regarding early college credit options for students (programs of study, concurrent enrollment, CTE course articulations) (CLNA Element 2, P.54).

7.

**Cultural Competency Training:** The consortium identified the lack of ethnic and gender diversity among secondary teachers across consortium partner schools. These educators have a vast amount of teaching experience (17 + years) in CTE content areas. A key component in building a diverse pool of educators is building a culturally competent workforce. The consortium is currently supporting a pilot project using the IDI tool for our Criminal Justice program. This tool is widely known and provides a strategy to increase cultural competency of both students and postsecondary CTE educators. The project may provide an opportunity to replicate the use of IDI in other CTE programs (CLNA Element 4, P.64 and Element 5, P.71). Additionally, consortium leaders will explore and leverage partnerships to support equity training as it pertains to career and technical education, and make these opportunities available to consortium teachers, faculty, and staff.

•

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

These actions support needs mentioned in the CLNA based on the analysis of data particularly, feedback from stakeholder sessions which indicated limited teachers, faculty retirements, and other factors affecting teacher recruitment, retention, and training. These actions attempt to address an ongoing need to develop intentional strategies to support the recruitment, retention, and training of CTE educators, including underrepresented groups as defined by Perkin V legislation. The consortium's strong collaborative model built over years based on direct engagement with member schools and CTE leaders at both the secondary and postsecondary level, can be an important catalyst in supporting enhanced outcomes as it pertains to the recruitment, retention, and training of all CTE educators.

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 response here:

The consortium met all FY 23 performance indicators. However, Consortium data included in the CLNA (Performance Gap Analysis Report, Institutional Effectiveness, MN State Power BI, and data analysis by RealTime Talent), suggests gaps exist by career pathways for special populations groups.

Additionally, the CLNA suggests disparities in the following student groups (Also mentioned in Budget Narrative 5):

1. Secondary graduation rate (CLNA Element 1, P. 11 ,14, 48).
2. Postsecondary completion (CLNA Element 1, P.12-13).
3. Student enrollment in nontraditional CTE fields (CLNA P. 11).

•

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?

During FY22-23, the consortium will first year of the grant to do a deeper dive into this category to determine strategies to reduce gender gaps and improve participation among students based on gender in nontraditional CTE career fields. Secondary and postsecondary consortium partners will institute the following strategies:

•

Explore issues with CTE leaders in consortium schools which did not meet identified performance indicator(s) (1S1) and identify issues impacting CTE graduation rates. This work will begin during the 1st year of the FY22-23 grant July 1, 2022, to June 30, 2023. Identified strategies will be evaluated in FY23-24 to determine effects on graduation rates (CLNA Element 1, P. 11, 14).

•

In concert with CTE leaders in consortium schools, we will develop new initiatives to prepare CTE male non-traditional students in Nursing, Dental Science, Culinary/Hospitality/Food Science, Education, Childcare occupations, and Cosmetology for non-traditional fields (CLNA Element 1, P. 14).

•

Postsecondary: To address talent shortages and student persistence, the consortium will explore support new initiatives in Health Science programs areas, Nursing, to introduce and support student access and retention in Nursing and other HS programs areas (CLNA P22, 36, 57, RealTime Talent Report 2021, P. 167).

•

Perkins V cohort data indicates CTE program completion for students from underrepresented communities lag behind their peers across all CTE career pathways. Although the numbers show improvement fluctuations from year to year in concentrators to program completion exist. We expect to engage consortium partners (Institutional Effectiveness, CTE program faculty and deans), to explore strategies to improve completion for students enrolled in CTE programs. this work will begin during the 1st grant year FY22-23 (July 1, 2022 - June 30, 2023). Identified strategies will be evaluated in FY23-24 to determine effects on completion rates (CLNA Element 1, P. 14).

- Like our secondary partners, postsecondary expects to engage CTE programs and deans to review CLNA data to explore strategies to increase participation and completion of nontraditional students in select CTE programs. This work will begin during the 1st year of the FY22-23 grant. Identified strategies will be evaluated in FY23-24 to determine effects on graduation rates (CLNA Element 1, P. 14).
- Many CTE programs are aware of Perkins and how the program supports CTE education. For FY22-33 we will engage CTE programs (deans/faculty) to do a deeper dive into disaggregated data to evaluate student completion at the program level. The purpose would be to identify potential projects leveraging Perkins to develop targeted strategies designed to increase student completion of students from underrepresented communities as defined by Perkins V legislation. this work will begin during the 1 year of the grant (July 1, 2022 - June 30, 2023).
- To address gaps in underrepresented student CTE program completion, the consortium has engaged on several pilot project faculty and staff driven strategies that we believe have value and high potential for ROI (several strategies: Quality Matters, Peer Instructor/Data Coach Project, are listed in the CLNA, (CLNA Element 1, P.13 and P.71-72). These activities will continue in the 1st year of the FY22-23 grant. Identified strategies will be evaluated in FY23-24 to determine effects on success student outcomes.
- What financial resources will be leveraged to support these actions?

To address student performance gaps at both the secondary and postsecondary level the consortium will leverage Perkins funds to support action steps and several strategies noted in the CLNA to improve student outcomes as they pertain to student performance indicators.

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 response here:

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

- Collaborative model for professional development events.
- Engagement: Communicating the needs assessment process and results.
- Collaborative identification of consortium programs of study and prioritization of Perkins funding for identified programs of study.
- Two jointly funded Perkins positions between secondary and postsecondary partners.
- Cross population of teachers/faculty on Program Advisory Committees (POC) at secondary and postsecondary level.
- CTE leaders administrators program deans engage with secondary partners by attending the Secondary School Relations Council meeting(s).
- Co-location on the Century College campus

Consortium leadership includes the following individuals:

**Secondary:**

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

Sarah Shanley - Secondary Perkins Coordinator

Jill Slayton - Perkins Transitions Specialist

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

Molly Bonnett - Career and College Coordinator, Forest Lake High School

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

**Postsecondary:**

Pakou Yang - Provost - Vice President, Academic and Student Affairs

Beth Hein - Academic Dean, oversees several CTE program areas

Herbert King - Postsecondary Perkins, Coordinator/Transition Specialist

Lisa Gruzka - Director Academic Partnerships

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

The secondary Perkins Coordinator facilitates Perkins leaders meeting (virtual, hybrid and in-person) every 4-6 weeks. These meetings provide a direct line of communication between Perkins leaders and the Secondary Perkins Coordinator. This meeting provides a process to provide professional development, share information regarding Perkins funding requests, CTE activities at Century and our high schools, along with challenges and opportunities through the work of Perkins.

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

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

The postsecondary Perkins Coordinator/Transition Specialist communicates directly with CTE program at the college to discuss program needs and support for special projects that meet Perkins criteria.

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

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

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

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

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:

The reserve funds will support innovation in the Law Enforcement programs at 916 Career and Tech Center and Century College for the next two years. Funds will be used to purchase the Virtac V-180 that students will use in their LE classes to experience real-life simulations designed to prepare them for serving their community safely. Students will be able to practice responding to evolving situations that require human performance. The instructor will be able to manage the scenario and stop for feedback, corrections, and modeling. Students will learn from each other, ask questions and practice skills needed in law enforcement. The LE scenarios include autism awareness, threat cues, corrections, de-escalation, dog encounters, and high-risk stops. Hennepin Tech Center purchased this system and began using it Spring of 2022. This system will be used for recruitment purposes as well. The long-term vision for this project to institutionalize support for the technology with oversight by Law Enforcement programs.

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)
<b>(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	0
<b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers</b>	5000
<b>Postsecondary Subtotal</b>	
<b>(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	5000
<b>(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers</b>	5000
<b>Secondary Subtotal</b>	10000
<b>TOTAL</b>	

## 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
Herbert King	Perkins Postsecondary Transition Specialist	Postsecondary		100%	103,192.08
Lisa Gruszka	Director, Academic Partnerships	Postsecondary		40%	39,733.00
Cindy Schreder	Administrative Support	Postsecondary		37%	24,234.00
Sarah Shanley	Perkins Coordinator	Postsecondary		30%	30697.04
Jill Slayton	Transition Specialist	Postsecondary		50%	40613.87
Sarah Shanley	Perkins Partnership & Grant Coordinator	Secondary		70%	71626.43
Jill Slayton	Transition Specialist	secondary		50%	40613.87
Jennifer Weinzirl	Perkins Administrative Assistant	secondary		25%	21,826.68
	TLC Tutors	Postsecondary		100%	20,000
	Data Coaches	Postsecondary		5%	16,000

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

#### Position Description

HK Updated PD 4-14-2022 Amplifund Academic Professional 2 Perkins and Transition Coordinator 01102878 Herbert King (005) (002).docx

#### Position Description

Cynthia Schreder FINAL PD OAS-I-DivisionAssistant\_Updated March22-Perkins.docx

#### Position Description

Lisa G Academic Professional 3 Director of Academic Partnerships - Gruszka Lisa 01114439.docx

#### Position Description

Shanley Perkins Grant and Partnerships Coordinator REVISED May 2018 - Google Docs.pdf

#### Position Description

TLC Tutor Position Details Adj 6-15-2022.docx



Position Description

Data Coaches Responsibilities.docx

Position Description

Slayton Post Secondary Career and Technical Education Transitions Specialist REVISED April 2020.pdf

Position Description

Intermediate District 916 PD updates Jennifer Weinzirl.pdf

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):

NEM SOA May 2022.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

#1 THIS One FINAL Adjusted Combined-Secondary-Postsecondary-Budget-7-6-2022 (1) (2).xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Postsecondary 4-14-2022 Copy of Perkins funded assets greater than \$5000 4-13-22 - Copy.xlsx, Perkins Inventory List 2016-Present.xlsx

Improvement Plan

Additional Material

Ampilfund Consortium Membership List FY23-24.docx

Additional Material:

Goverance Board Org Chart 5-2-2022.pdf

Additional Material:

NEM Consortium POS Prioritization Process 5-3-2022.pdf

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

