



FY23-24 Second Year Update - Lake Superior Consortium

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

Submitted by Jill Murray

Submitted on 07/14/2023 11:06 AM 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 Ohm, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohm@minnstate.edu

Fund Activity Categories

Education

Opportunity Manager

Karl Ohm

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

FY23-24 Second Year Update - Lake Superior Consortium

Award Requested

\$609,575.26

Total Award Budget

\$609,575.26

Primary Contact Information

Name

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Phone Number

218-256-2237

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.

ISD 91 – Barnum Public Schools
ISD 93 - Carlton Public Schools
ISD 94 – Cloquet Public Schools
ISD 166 - Cook County Public Schools
ISD 95 – Cromwell-Wright Public Schools
ISD 709 – Duluth Public Schools
ISD 99 – Esko Public Schools
Fond du Lac Ojibwe School
ISD 700 – Hermantown Public Schools
ISD 381 – Lake Superior Public Schools
ISD 4 – McGregor Public Schools
ISD 97 - Moose Lake Public Schools
ISD 704 – Proctor Public Schools
ISD 100 – Wrenshall Public Schools
Lake Superior 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.

The process used to gather and review data began with Lake Superior Consortium working with the NW regional consortia to develop and administer surveys to obtain feedback from larger population groups in November of 2021. Lake Superior Consortium Leaders also met and had discussions with a wide range of partners listed in the CLNA. The full Consortium board established a CLNA and Priority Setting Committee that reviewed and analyzed data that led to the following conclusions.

A strength within the Consortium is the strong working relationship between secondary and postsecondary institutions and business/industry, but there is a need to sustain and develop our existing POS, maintain industry-standard equipment, expand the authentic work-based learning opportunities for our students, and continue to provide high-quality professional development for our instructors. According to our CLNA, below you will find our POS by Priority:

- Priority 1
 - Engineering, Manufacturing, & Technology - Manufacturing - Manufacturing Production Process Development
 - Engineering, Manufacturing, & Technology - Architecture and Construction - Construction
 - Engineering, Manufacturing, & Technology - Manufacturing - Production
- Priority 2
 - Business, Management, & Administration - Marketing - Marketing Communications
 - Engineering, Manufacturing, & Technology - Transportation, Distribution, & Logistics - Facility and Mobile Equipment Maintenance
 - Health Science Technology - Health Science - Therapeutic Services
- Priority 3
 - Agriculture, Food, & Natural Resources - Natural Resources Systems
 - Business, Management, & Administration - Hospitality and Tourism - Restaurants and Food/Beverage Services
 - Health Science Technology - Health Science - Diagnostic Services
 - Engineering, Manufacturing, & Technology - Transportation, Distribution and Logistics - Transportation Operations

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:

2022-2024 Perkins-V-CLNA-Reporting-Framework-Accessible-Version-December-2021-1.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.

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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.

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Priority 1

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Engineering, Manufacturing, & Technology - Manufacturing - Manufacturing Production Process Development - The CLNA showed that there is a high quality postsecondary program and many high quality secondary programs in this POS that work very closely together. There is high workforce demand in this area as well. The consortium will support this POS through equipment purchases (Year 1: laser engraver, dual drum sander, vertical band saw) field trips (ex. Tour of Manufacturing), club support (Robotics and Supermileage), professional development (Externships, Shop PD, Training with LSC instructors, MTEEA).

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Engineering, Manufacturing, & Technology - Architecture and Construction - Construction - The alignment of secondary and postsecondary programs is stronger with some high school programs than others in this in demand POS. The Consortium will support this area by providing additional training with LSC instructors and other professional development, equipment purchases (Year 1: router table and reciprocating saws), and field trips (Construct Tomorrow, local field trips)

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Engineering, Manufacturing, & Technology - Manufacturing - Production

This POS closely aligns with the first POS listed with employees in this area in high demand with a large number of programs in school districts throughout the consortium that work closely with post-secondary and industry. Equipment purchases, professional development (Shop PD, Training with LSC instructors, MTEEA), and field trips will provide support to this pathway.

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Priority 2

- Business, Management, & Administration - Marketing - Marketing Communications This area is expected to have the highest annual job demand by volume of opportunities, due to retirements and job changes. There is a large population of students taking courses in this field, but there is a low number that attend post-secondary training in the region. The consortium will support this pathway by providing training and increased opportunities for coordination between the two levels of education, professional development, equipment and curriculum to increase alignment, and field trips.
- Engineering, Manufacturing, & Technology - Transportation, Distribution, & Logistics - Facility and Mobile Equipment Maintenance

The two high quality secondary programs in the consortium have strong connections with both the postsecondary program and industry making this a robust POS, yet the needs for employees is high in the region therefore elevating this to a Priority 2. Support will come through equipment purchases, professional development, and field trips.
- Health Science Technology - Health Science - Therapeutic Services

This POS demands the highest skill, demands the highest wages, and is the most in demand in our region. Challenges with securing licensed staff and establishing a new program are high, so the consortium plans to support this POS through PSEO by contract courses (purchasing needed equipment for the course or transportation costs for secondary schools) in the smaller schools to gain interest and provide college credit to high school students. Equipment purchases, professional development, club support, and field trips (Regional Healthcare Event and others), will also support this important field.
- Priority 3 The POS listed below currently have the lowest enrollment in our region, so although we will provide some funding through professional development, club support, and field trips, there is not the demand for increased support at the secondary or postsecondary level at this time.
 - Agriculture, Food, & Natural Resources - Natural Resources Systems
 - Business, Management, & Administration - Hospitality and Tourism - Restaurants and Food/Beverage Services
 - Health Science Technology - Health Science - Diagnostic Services
 - Engineering, Manufacturing, & Technology - Transportation, Distribution and Logistics - Transportation Operations
- 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?
 - Following updated work on the CLNA, the Consortium is working on the development of Early Childhood courses/programs of study. Data from DEED and the Northspan Group, Inc. shows that the demand for childcare workers is high and substantially impacts the entire workforce. Although not currently listed in the priorities above, the demand in the region is evident, and initial support will help to build capacity in the school districts the Consortium serves.
- 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?
 - Initiatives currently being worked on to better inform special populations about POS opportunities include the Career Wheel Project, the work of the Technical Pathway Initiative, an updated website, and Summer Camps and after-school Career Exploration activities in a variety of CTE areas. Increased participation will come with a new work-based learning initiative to better connect special populations

with the workforce.

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

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- 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.

Lake Superior Consortium--State-Recognized and Funding Priorities--Spring 2023.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.

Several initiatives will be supported in collaboration with local workforce development boards and agencies. These include Evening Career Exploration Events (see Narrative 11), Tour of Manufacturing, Construct Tomorrow, Regional Healthcare Event, as well as the development of an Amazing Race through LSC's CTE Programs. These activities provide students with the opportunity to learn about and experience a wide range of careers and connect with industry professionals in the region. MCIS and the assessments and career information contained in this system will help to support the career exploration process. SuperStrong is a career discovery tool that will help students assess their current interests and how that might translate to a corresponding career path or an academic program at LSC (see Narrative 11).

The development of seamless, authentic work-based learning experiences for students is a key partnership activity. Workforce Development plays an important role of supporting and recruiting business/industry professionals to serve as mentors for students and connecting with secondary and postsecondary institutions in carrying out a quality WBL program.

The Career Wheel Project is a marketing tool that will be developed for the Consortium in collaboration with area workforce partners to promote the region's CTE career field pathways. Schools, the workforce, and the entire system talk about pathways, but very little is done to show our students, teachers, counselors, industry, and parents what a pathway is. This project is a way to standardize the six career fields within the region, market them to a broad audience, and connect them to jobs in the region. Each participant (secondary, postsecondary, industry) will be provided a "Style Guide," which will include all the color codes, marketing icons, styles, and designs for each career field that can be used on all marketing platforms, such as web pages, flyers, banners, videos, etc.

LSC offers space on the college's campus for our local CareerForce office. The staff that uses this space offers one-on-one guidance, training, networking, labor market information, and more. This is a great way for the college and workforce to connect and partner on multiple workforce initiatives in order to meet the needs of all students, especially special populations who may not have access to this information and guidance.

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.

The Consortium will bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students through the use of advisory boards, professional development (see Narrative 8). Although no funding is provided, the Consortium continues to encourage the use of Technical Skill assessments for programs, but no funds will be utilized for this purpose moving forward.

CTE/Math training: The consortium will bring CTE, core academic, and postsecondary instructors together for a math training in order to improve the academic and technical skills of students to address performance gaps. Funds will be used to cover expenses for a trainer and to reimburse school districts for substitute expenses.

The Consortium will inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards through regular communication with instructors and administrators and by maintaining an updated website.

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

Narrative 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.

At the secondary level, a number of barriers were identified in the CLNA as it relates to Special Populations. Scheduling in small schools is a challenge because there are often a small number of sections of a course, sometimes only one. This leads to scheduling conflicts that often limit the ability of some students to enroll in CTE courses. One of the ways this application addresses this barrier is by offering CTE PSEO by Contract courses at LSC to Consortium schools. Another barrier recognized in the CLNA is that more students from Special Populations need to either retake classes or take remedial courses compared to the general population. This number has increased in many districts after two years of distance and hybrid learning. The Consortium is working with school districts, including Alternative Learning Centers, to determine ways to provide CTE courses for students of special populations, especially those that may have scheduling conflicts or need to retake courses.

Lake Superior Consortium continues to work with its area WIOA partners, secondary special education teachers and counselors, disabilities services, and others to provide access and success for special populations within CTE Programs. Together we offer multiple career exploration opportunities for our students and customize events or activities to meet the needs of special populations. Activities include but are not limited to College for a Day, Fired up about Welding, Fall Disabilities Events, Evening Career Exploration Events, and Summer Camps. We recognize the need to continue outreach efforts within special populations. This will be done through strategic marketing and communications.

CLA services will be provided for LSC Physical Therapy Assistant (PTA) Military Bridge Programs and Integrated Manufacturing programs. The PTA Military Bridge Program has been cited by the Commission on Accreditation in Physical Therapy Education (CAPTE) several times due to passing rates on the National Physical Therapy Examination (NPTE) being below the required threshold. Program students attend fully online and do not have access to the same on-campus tutoring/mentoring services that students in the on-campus PTA program have. The Integrated Manufacturing Programs due to low enrollment will use the services for outreach with K12 partners to help support post-program placement, career exploration opportunities for special pops, as well as support to our k12 instructors. Providing CLA services for both the Military Bridge Program and Integrated Manufacturing areas should prove to be beneficial to maintaining student enrollment and success within both programs.

LSC is committed to closing the educational gaps and inequities so that we can ensure success for our students. To accomplish this, the college has carefully aligned with the goals of the Minnesota State Equity 2030 strategic vision that "...aims to close the educational equity gaps across race and ethnicity, socioeconomic status, and geographic location by the end of the decade at every Minnesota State college and university."

The following actions will outline the systematic approach the college is taking to eliminate education equity gaps at the postsecondary level:

Strategic Direction #1

Create and live a culture of equity and inclusion.

Intention – Weave equity and inclusion into learning and working environments 1. Improve student success and retention by supporting students through both academic and student services.

2. Attract, hire, and retain more diverse campus leaders, including students and employees. 3. Improve accessibility by adopting equitable policies, procedures, and processes. **Strategic Direction #2**

Implement **responsive strategies** to facilitate **student success**.

Intention – Maintain our commitment to effective and accessible teaching and learning 1. Provide intentional start-to-completion guidance for all students, including underprepared students, in an environment supportive of goal completion.

2. Intentionally nurture mutually beneficial partnerships and collaborations.

3. Foster a college-wide culture of service to student learning, academic excellence, and success. **Strategic**

Direction #3

Foster and encourage **continuous innovation**.

Intention – Embed campus-wide acceptance of innovation and transformational growth 1. Intentionally assess our programs and departments to identify and implement improvements. 2. Continually improve all functions of the college so that we are resilient and responsive to external and internal needs.

Strategic Direction #4

Provide robust regional **workforce support**.

Intention – Foster and catalyze educational paths to meet individual, community, and regional needs. 1. Develop and implement programs to meet business and industry's education, training, and skill development requirements while meeting student career and financial needs. 2. Increase engagement and alignment with regional business community partners to ensure we are responsive to their needs.

3. Ensure equitable access to high-quality, forward-thinking career opportunities.

Strategic Direction #5

Enhance and celebrate an **enthusiastic campus climate**.

Intention – Support and ensure unbiased, inclusive, data-informed communication 1. Create and sustain a supportive environment where all employees are consistently engaged in focused professional learning, growth, and development.

2. Foster a sense of college community through engagement, dialogue, transparency, and leadership development.

LSC is also committed to student success which begins with a welcoming and supportive campus. LSC's Center for Equity and Inclusion is a service-driven space open to the entire LSC community. It is a center that provides a safe and welcoming environment for all students to learn about themselves and other cultures. It is the goal of the Center for Equity and Inclusion to increase awareness about the importance of celebrating culture in order to promote a more globally-minded student and community.

Center for Equity and Inclusion Vision: The vision of Lake Superior College's Center for Equity and Inclusion is to serve as the catalyst to unite individuals from diverse backgrounds, embracing the belief that they hold the power to create and support diversity in their communities.

Center for Equity and Inclusion Mission: The mission of Lake Superior College's Center for Equity and Inclusion is to provide a safe and welcoming environment for students, staff, and community members to enhance their intercultural competency. The Center will broaden student experiences through activities and events that promote global awareness.

Services

- Diversity Education
- Academic Support
- Equity Advocacy
- Cultural Awareness & Immersion
- Student Advocacy
- United Students Group student organization
- Information about cultural events on campus and in the community
- ELL support
- LGBTQ+ Club
- Quiet room for personal use if you need to nurse, reflect, pray or unwind

- No-questions-asked food shelf open to all LSC students
- Kitchenette with fridge and freezer

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

Narrative 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.

Experiential learning opportunities occur regularly in the Consortium's CTE programs, though not all fit the 40-hour requirement for work-based learning, and not all are able to be captured in the P-file data. Now that the program approval process has been completed, the coding and documentation should better address the work experience that does meet the 40-hour work experience along with the school-based enterprise experiences being conducted in our schools. The hands-on experiences that do not meet the 40-hour requirement in CTE still play a valuable role in laying the groundwork and preparing students to advance into a formal work-based learning experience. See Narrative 11 for how the consortium will invest financial resources to increase work-based learning opportunities for students at the secondary level.

LSC's programs either require or encourage students to obtain internships or clinicals in their field of study. Each program has specific requirements where the program coordinators, instructors, or LSC's Career Services staff assist students in connecting with the appropriate organization. The college is also piloting a software program (EXXAT) to support WBL within our Physical Therapy Assistant program that manages all aspects of clinical and educational improvements (see Narrative 11).

LSC is also now partnering with Handshake, a career management platform, to help students discover new career paths, find amazing jobs and internships, participate in career fairs and networking opportunities, find student-worker positions, and more. This is another platform for students and employers to connect.

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

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- 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.

The Consortium will continue to contract with CTEcreditMN.com to house all the consortium's articulation agreements. Staff will continue to support and train teachers associated with articulation agreements to ensure they understand the articulation process, what is required, and how to access and process their articulated credits. Articulated credits are not transcribed on a high school transcript, so students need to remember to provide proof to the college that they have completed an articulated course. This is an area where we see the need for improvements due to the lack of students who utilize their articulated credits. The Career Wheel Project can offer another avenue to show students dual enrollment opportunities.

Data shows that 90% of the concurrent enrollment courses by State Subject Code were math, English, life and physical sciences, social studies and history, and world languages. Per the date and lack of CTE course offerings in some of our districts, the college is expanding its CTE PSEO by credit opportunities, especially within Engineering, Manufacturing, & Technology and Health Science Career fields. With the increased teacher shortages within CTE areas and districts not having the capacity to offer a variety of courses within multiple career fields, the Consortium will continue to work on expanding ways to close the gaps within these areas. In order to support this initiative - the consortium will provide transportation/sub costs for area high schools with include CTE Events and Courses.

We will be developing a strategic plan on how to best communicate dual enrollment, college in the schools, and articulated credit opportunities to students.

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

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

Narrative 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.

The CLNA identified that most instructors at the secondary and postsecondary levels have access to funding for professional development yet still feel there is a gap in the training available for their specific content area. The Consortium will provide funding for Externships, Pathway Specific Training, CTE Works, MTEEA, MACTA Policy Fellowship, and other professional conferences to educational professionals at all levels, including middle school CTE instructors. In addition, there will once again be summer training available for secondary instructors that is taught by postsecondary instructors at the postsecondary facilities. This training is well established in the area of manufacturing, with additional Programs of Study being developed and marketed over the next two years.

We will continue to use Advisory Board recommendations for professional development to guide the training to ensure instructors are current with industry standards and applicable state certifications. Consortia leaders, along with state staff, will continue to communicate professional development opportunities to instructors. Instructors will be made well aware of the application process to request funds for this purpose.

The CLNA showed a strong need for licensed education professionals within CTE. The Consortium will utilize the partnerships within business/industry to help recruit teachers, especially individuals from underrepresented groups and nontraditional careers, into the Tier 1 teacher track. Once a marketing piece is created, a wide range of organizations is represented on the Emerging Workforce Committee that can help spread this information to a wider audience.

Finally, the CLNA identified needs to assist with licensure requirements. Funds will be provided for mentors to assist teachers currently on an Out of Field Permission (OFP) to complete the portfolio process through PELSB.

Professional Development is a way for instructors to connect with and learn from each other, therefore strengthening their resilience and commitment to the profession. This funding has been and will continue to be a priority for the Consortium, as there is no better way to maintain quality programs and retain teachers.

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.
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- 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.

Student groups at the secondary level that were below the targets in most indicators include American Indian, Asian, Black, and Multi-Ethnic. Special Populations that were below the targets include Special Education, Economic Disadvantaged, and Non-Traditional. The groups with the largest population of students enrolled would most benefit from additional services/supports, including American Indian, Multi-Ethnic, and Economic Disadvantaged.

The Consortium's Performance Indicator for Post-Program Placement was below the State Determined Level of Performance in the area of Post-Program Placement. The target was 45.72%, with the actual performance at 35.71%. Data analysis has been completed, and an Improvement Plan has been developed. Funds have been added to the budget to support the following:

- Additional data analysis with school districts that fell below the target
- Create visuals that diagram the connection between and progression from secondary, post-secondary, and business and industry in the career fields represented in the Consortium
- Continue to research and identify best practices, and begin work with school districts on implementation
- Provide P-File training and assistance to school districts

In addition, the Consortium will expand secondary WBL opportunities by piloting a collaborative CTE WBL program which will span across multiple districts. The plan is for students (multiple districts) to take the Career Seminar Course online with the ability to take the Work Experience Placement course through their own district. Due to the size limitations of some school districts and the CTE Teacher shortages, the Consortium will work collaboratively in order to give students these opportunities. (See Narrative 11)

The postsecondary data indicates that Non-Traditional, American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Single Parents, and Out of Workforce Individuals all fall below our targeted numbers. The groups with the largest populations of students enrolled, which would most benefit from additional services/supports, include Non-Traditional, Single Parents, Out of Workforce Individuals, and Black or African American.

The Consortium will collaborate with the newly formed NE MN National Association of Women in Construction (NAWIC) Committee to assist in closing the performance gap. This committee is made up of industry and educational partners and offers its members education, support, and networking to help advance their careers in construction, build their technical skills, and become leaders. This group is also working on ways to encourage women to get into the construction field. The college will also be hosting a Fired up about Welding event that is sponsored by one of our local industries as well as Evening Career Exploration Events (see Narrative 11). These opportunities will help support efforts in closing some of the performance gaps. Note: No funds will be utilized within this narrative.

The Consortium will work with area Workforce Board's Emerging Workforce Committee to address student needs and Fond du Lac Ojibwe Tribe to determine how support might be given to students within the trades.

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

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

Narrative 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.

BYLAWS OF LAKE SUPERIOR PERKINS CONSORTIUM

Article I: Purpose

The mission of the Lake Superior Perkins Consortium is to support Career and Technical Education (CTE) by utilizing consortium funds within the eleven narratives (Section 134) found in the Perkins V Grant.

Article 2: Governance Board

Member Schools:

Barnum High School
Carlton High School
Cloquet High School
Cook County High School
Cromwell-Wright High School
Denfeld High School
East High School
Esko High School
Fond du Lac High School
Hermantown High School
McGregor High School
Moose Lake High School
Proctor High School
Silver Bay High School
Two Harbors High School
Wrenshall High School
Lake Superior College (LSC)

The sixteen high schools will select one voting member for representation at consortium meetings. Additionally, the Duluth Schools will select one administrative/at-large voting member. LSC will select three voting members—administrative/at-large. Voting members can be an administrator or CTE instructor from that school or institution. Only these representatives will be allowed to vote at consortium meetings; additional individuals can attend in a non-voting capacity. These twenty members will form the Lake Superior Perkins Consortium Governance Board. At the October meeting of the consortium each of the schools will provide the consortium the name(s) of their voting member(s). In addition, all schools will provide the names of proxy representatives who could represent their school in situations preventing their voting members from attending. By consensus the consortium will accept all twenty school representatives. No individual will have more than one vote.

At the October board meeting, the following positions will be appointed for the year.

- Board Chair
- Vice Board Chair
- Secretary

Article 3: Leadership Team

It is the responsibility of LSC to hire and supervise the Postsecondary Perkins Coordinator whose role is to serve as the college representative on the leadership team. The Postsecondary Perkins Coordinator will serve on all consortium committees and will be the primary contact person for all communications with the State of Minnesota at the postsecondary level and will be a non-voting member of the consortium. The sixteen consortium high schools shall supervise one secondary liaison who serves on the leadership team. Member high schools shall appoint one liaison to act as the Secondary Perkins Coordinator. This person will be the primary contact person for all communications with the State of Minnesota at the secondary level and will represent the northern consortium schools of Duluth East, Duluth Denfeld, Esko, Cook County, Hermantown, Proctor, Silver Bay and Two Harbors High School. One additional liaison will represent the southern consortium schools of Barnum, Carlton, Cloquet, Cronwell-Wright, Fond du Lac, McGregor, Moose Lake, and Wrenshall. The Secondary Perkins Coordinator and southern school liaison will be non-voting members of the consortium.

Article 4: Voting Procedure and Agenda

The individuals identified in *Article 2: Governance Board* will constitute the entire allowed voting bloc for the consortium with a simple majority of members in attendance required for passage of most agenda items. A quorum of consortium members—eleven—must be present to act on any agenda items. Any items tabled must be resolved at the next consortium meeting; providing a quorum is present.

All items to be considered for the agenda must be sent to the Postsecondary Perkins Coordinator five days in advance of the meeting. The Postsecondary Coordinator will send an agenda, with appropriate attachments including minutes from the previous meeting, to consortium members two days in advance of the meeting. Additions to the agenda brought by individual consortium members will be considered and will require a supermajority of 2/3 of the members present to be placed on agenda. Approval of the meeting agenda with a simple majority, if a quorum is present can then occur. Members can participate via telepresence if a situation arises preventing them from physically attending the consortium meeting or their proxy representative can attend in their place.

Article 5: Guidelines

Guidelines:

- Will follow the Perkins mandates, rules, directions and guidelines as established in Perkins V
- Will follow the Perkins V Required Uses of Funds:
-

Support integration of academic skills into career and technical education programs and programs of study.

- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades.
- Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
- Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established.
- Develop and implement evaluations of the activities carried out with funds, including evaluations necessary to complete the comprehensive needs assessment required.
- Perkins Grant Dollars must be fully encumbered by June 30th of each fiscal year. The consortia may not carry over any funds from fiscal year to fiscal year.
- The consortium will utilize input from high school and college faculty, counselors, administrators, and the program approval process to select programs to receive support
- The budget and all priorities will be decided by discussion and vote at consortium meeting
- The consortia must only provide funds in programs that have been approved by the Minnesota Department of Education, meeting all program approval requirements set forth in Minnesota Administrative Rule 3505.
- The six elements of state recognized program of study will serve as the guiding pathway for the consortiums' efforts in the evaluation of the POS process

Article 6: Standing Committees

In December individuals will be identified by the consortium for grant planning. These individuals may, but are not required, to be voting members of the consortium.

This grant writing committee will have representation from:

- Superintendent's selection
- One northern and one southern CTE instructor
- Duluth CTE instructor
- Three LSC representatives

- Secondary Perkins Coordinator
- Postsecondary Perkins Coordinator

Proposed budget will be presented to the consortium at the March meeting for discussion. Voting to approve the budget will occur at the April Meeting. Once approved by the Consortium School Superintendents and the Lake Superior College President the Postsecondary and Secondary Perkins Coordinators will submit a budget to the State of Minnesota.

In April individuals will be identified by the consortium to review bylaws. These individuals are required to be voting members of the consortium.

Bylaws committee for consortium:

- Administrator
- CTE instructor
- Secondary Perkins Coordinator
- Postsecondary Perkins Coordinator

Any proposed changes to bylaws will be presented at the October meeting of the consortium, discussed and voted on at the next scheduled consortium meeting. Any amendment to these bylaws must be approved by a super majority of two thirds of the entire nine-member consortium board.

Article 7: Budget

- Presentation to Consortium
 - At the October meeting of the consortium the leadership team will present all expenditures from the previous fiscal year's budget.
- Fiscal Host
 - Secondary - Proctor Public Schools
 - Post-Secondary – LSC
- Item Approval
 - Under \$1,000 – Leadership Team does not need board approval
 - \$1,000+ - Leadership Team needs board approval (in person or via email)

Article 8: Presentation to Consortium School Boards

Over the course of the school year the Postsecondary Perkins Coordinator and/or Secondary Perkins Coordinator will be collecting information to report or present to each consortium school board (except Duluth) in August or September.

Included in that report will be:

- How money was spent in their specific school that fiscal year
- Copy of grant for the next fiscal year for secondary schools

In addition, the Postsecondary Perkins Coordinator will encourage any CTE instructors from that specific school to attend that board meeting if a presentation is given.

The Lake Superior Carl Perkins Consortium adopted bylaws on December 17, 2014

Revised Lake Superior Carl Perkins Consortium bylaws on May 21, 2020

Revisions approved by the Lake Superior Carl Perkins Consortium Board on March 22, 2021

Revisions approved by the Lake Superior Perkins Consortium Board on October 11, 2022

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

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- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
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- 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 consortium plans to address performance gaps by piloting a work-based learning initiative, providing CTE/Math training, hosting evening career exploration events, and providing software (SuperStrong, EXXAT). We will also be addressing CTE teacher/faculty recruitment and retention with the purchase of industry-standard equipment.

WBL: There are currently formal work-based learning programs available in most secondary schools, but due to the lack of staff time and licensure limitations, many of these programs are available only to students in special education. The consortium plans to invest financial resources by contracting for two years with a part-time licensed work-based learning staff member to provide the work-based learning seminar class to districts throughout the consortium in an asynchronous platform. Students will be able to complete the modules, which are a prerequisite for the work-based learning experience, at their own school district upon successful completion of two semesters of CTE instruction. Each district will then provide its own coordination and supervision of students working with business/industry in their community. This model will benefit students from special populations as scheduling challenges will be alleviated since it will be provided asynchronously. The expected results are that an asynchronous curriculum will be available for students, along with a licensed WBL instructor to help prepare them for their WBL experience. The final result will be two-fold. First, secondary schools will need to dedicate less staff time to the program, yet still maintain an approved work-based learning program. Second, business and industry will have additional employees available that possess the desired knowledge and training, therefore building their future workforce. After three years, school districts that have been involved will support this position either individually or through the collaboration of resources.

CTE teacher/faculty recruitment and retention: Purchasing new and innovative equipment for our POS will not only support the development of knowledge and skill for students but will also help recruit and retain teachers/faculty. With a shortage of CTE teachers, recruitment and retention have been and will continue to be challenging. One of the ways to recruit and retain teachers/faculty is by showcasing ways the POS are supported with the necessary equipment. Who wouldn't want to work in a district or college with industry-standard equipment?

Performance Gap: To increase CTE career exploration within special populations, the Consortium will host evening Career Exploration Events for students. along with the area workforce and after-school programs/centers. See Narrative 9

Performance Gap: EXXAT is an all-in-one cloud-based solution specifically designed for Physical Therapy Assistant (PTA) programs to manage all aspects of clinical and educational improvements. PTA programs have a lot of information to manage and this software will improve the ability of LSC's program to assign students to clinical sites, map their curriculum, and monitor compliance with accreditation standards. Consortium funding is currently in year two of a three-year trial and once we have completed year three, this innovative strategy will be supported by the college.

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

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

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	7200
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	5820
Postsecondary Subtotal	13020
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	10000
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	5250
Secondary Subtotal	15250
TOTAL	28270

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
Leah Bott	Coordinator	Secondary	332058	25%	24000
Jill Murray	Coordinator	Secondary		20%	18000
Jill Murray	Coordinator	Postsecondary		100%	85000
To Be Determined	PTA Military Bridge CLA	Postsecondary		10%	10000
To Be Determined	Integrated Manufacturing CLA	Postsecondary		10%	10000
To Be Determined	Work Based Learning	Secondary		10%	9500

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

Position Description

Work Based Learning Position Description Draft.pdf

Position Description

CLA 2 - PTA Military bridge .pdf

Position Description

Perkins Lead Coord. Secondary Job Description.pdf

Position Description

Lake Superior Secondary Perkins Job Description_ Southern Schools Coordinator.pdf

Position Description

MNSCU AP 3 - Murray - Perkins Coordinator - Dec 5 2022.pdf

Position Description

CLA 1 - Integrated Manufacturing.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):

Lake Superior Consortium Statement of Assurance FY24.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

FY24 Lake Superior Combined-Secondary-Postsecondary-Budget(3).xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Lake Superior Consortium Equipment Inventory_4_10_23.xlsx

Improvement Plan

Secondary Improvement-Plan- Lake Superior Consortium.pdf

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

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Additional Material:

