



## **Riverland Consortium FY23**

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

**Submitted by Ryan Stanley**

**Submitted on 08/01/2022 3:48 PM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2022.

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

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

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohrn, Interim State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohrn@minnstate.edu

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

Riverland Consortium FY23

Award Requested

\$396,605.23

Total Award Budget

\$396,605.23

### Primary Contact Information

Name

Ryan Stanley

Email Address

ryan.stanley@austin.k12.mn.us

Address

301 3rd Sreet NW  
Austin, MN 55912

Phone Number

507461800

## 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:

- **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;**

The Riverland Consortium conducted the required Comprehensive Local Needs Assessment through the following process: The Riverland CLNA was developed by the Riverland team from input gained from the Riverland Dean's Council, faculty and teachers, area Educators, Business & Industry Representatives, Parents, Students, Perkins Executive Board, Perkins Operations Team, Adult Basic Education, Minnesota CareerForce, Minnesota Workforce Development ; Austin, Albert Lea, and Owatonna Chambers of Commerce, and Secondary and Postsecondary CTE Advisory Committees, 5 Early Middle College Partners, Riverland's 26 Concurrent Enrollment partner high school administrators and other college and school administrators as needed. We used focus groups, surveys and publicly available data and LMI. As part of the CLNA process the consortium coordinators met with the four neighboring consortia to examine regional labor market information.

The results of the updated Riverland CLNA are that the regional economy is extremely strong and the needed areas for programs that meet the criteria of high wage, high skill, and in-demand occupations are in manufacturing, health care, Construction, Business, IT, Transportation and Agriculture. Of these areas the most critical needs are in manufacturing and health care.

**Please see comments in Narrative 5 that further explain how the consortium is supporting initiatives that address the special population identified in the CLNA. Post Sec has budgeted \$57,000 basic and \$3,000 reserve funds for Narrative 5 and the strategies are outlined in Narrative 5. Please note that the college has a separate budget for Concurrent Enrollment and Early Middle College and much of the activities and initiatives are supported under other funds. We consider these in-kind funds as these initiatives directly support our CTE programs.**

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

The consortium has identified priorities based on the CLNA that will be supported by Perkins funding and these are:

Revising POS to align programming meet changing LMI for the region. This will require curriculum writing, equipment

and professional development to meet faculty and teacher needs to address needs for additional training to meet the upskilling required in revised POS.

Services to support special populations including individuals with disabilities; low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who is an active duty member of the armed forces.

A priority for the consortium is addressing performance and achievement gaps in our efforts we will focus on the identified gaps for all students, and especially for special populations defined in the law. **A career navigator position is being funded through our small SMEC (Southern Minnesota Educational Consortium) Schools to help give access to our special populations with resources for their future careers. Activities include career exploration activities, college fairs, career fairs and is the conduit for job shadowing/internship/WBL experiences. These activities will help with our Post Program Placement and WBL indicators. The career navigator position will be funded under Reserve funds but is a priority of the CLNA. This consortium serves many students identified as special populations from four of our smaller schools.**

The consortium carefully analyzed all secondary and postsecondary programs and our CLNA findings supported that we need broader program availability at secondary to transition students into postsecondary programs for high wage, high skill and in-demand occupations.

The CLNA process identified a critical need for professional development for teachers, faculty and staff to support the POS, especially noted was the need to “upskill” in areas where the industry standards have changed or are rapidly changing.

The CLNA results show that the consortium has a need to revise some of the POS pathways for the consortium and this will be a strong identified need in the application.

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  
Perkins FY23 CLNA 4-20-22 (003).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:

- **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.**

The consortium currently has these S-R POS and POS. This summary will show why they are supported and actions planned to support these:

#1: FIELD: Engineering, Manufacturing, & Technology, CLUSTER: Manufacturing PATHWAY: Maintenance, Installation, & Repair this Pathway will be revised following the Perkins supported DACUM process (FY21) and the curriculum will be revised in FY23 and the addition of a Mechatronics pathway will be done. We will support this POS Cluster with curriculum writing and needed equipment for the pathway. PATHWAY: Transportation, Distribution and Logistics will be included as LMI showed the high need for Facility and Mobile Equipment Maintenance and Transportation Operations. This area is under revision and further development. **Transportation pathway is under development.**

#2: FIELD: Business, Management, & Administration, CLUSTER: Finance, PATHWAY: Accounting, this pathway will continue and exploration will be done to look at the Business, Management, & Administration Cluster for pathways in areas that the CLNA identified as a need.

#3: FIELD: Health Science Technology, CLUSTER: Health Science, PATHWAY: Therapeutic Services, the CLNA identified this as a critical shortage area and we will support this pathway with grant funds for expanding this at the secondary level, and also for academic support for special population students at postsecondary level. We recognize the need to support special populations (especially English learners) for lab and clinical experiences. We will support the development of the postsecondary HOSA student organization for the consortium with grant funds.



#4: FIELD: Engineering, Manufacturing, & Technology, CLUSTER: Architecture and Construction, PATHWAY: Construction/Construction Electrician, we will support these pathways with professional development, equipment and curriculum needs.

#5: FIELD: Human Services, CLUSTER: Education & Training, PATHWAY: Teaching/Training, we will look at the data for this pathway and will work on revisions in the coming grant year. **This pathway alligns with Riveland's agreements with Winonoa State and Mankato State and other colleges for education transfer options.**

#6: FIELD: Arts, Communications, & Information Systems, CLUSTER: Information Technology, PATHWAY: Web & Digital Communications, we will support this area and will work to increase the special populations (gender balance) for the postsecondary enrollment.

#7: FIELD: Agriculture, Food, & Natural Resources, CLUSTER: Agriculture, Food, & Natural Resources, PATHWAY: Plant Systems PATHWAY: Power, Structural and Technical systems we will revise the POS to reflect the updated needs in this field. **This will be Power Systems and Plant Systems will be revised in the future.**

- **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?**

Our revisions are listed in the answer above and are in direct response to LMI from the CLNA process.

- **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?**

The College will continue to partner with secondary systems to facilitate the POS opportunities for all students, including the expansion of the "Bridges to Careers" program that is addressing special population's needs. The college admissions has a bilingual (Spanish-English) representative who works closely with community leaders and organizations such as CLUES - Comunidades Latinas Unidas En Servicio to support students. The college will continue to partner with the community to hold specialized events for students. The consortium will support the CTE career exploration events that are being developed to support special populations, including students with disabilities, English learners, low-income adults and youth and individuals preparing for non-traditional careers.

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.

State-Recognized and Funding Priorities--Spring 2022.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.

- Career exploration and career development activities **No direct funding from secondary, please see reserve funding (Career Navigator Position)**

We partner with a number of regional and local development boards, agencies, and organizations to support career exploration, career coursework, career activities, career services, career information sharing, and career guidance and academic counseling.

Our partners include:

- Albert Lea, Austin and Owatonna Chambers of Commerce
- Austin Aspires
- Community Economic Development Associates (CEDA)
- Economic Development Agencies (EDA)
- Minnesota Department of Employment and Economic Development (DEED)
- Southeast Service Cooperative (SSC) / STEMForward and Career Navigators
- Workforce Development Inc. (WDI)
- Multiple business and industry partners

Riverland Community College and regional businesses and community organizations are aligning their workforce development goals to create a business education **Career Connections Program and a career services unit** at the college. This unit and the Career and Community Connections Director will interface with business and industry partners, chambers of commerce, secondary partners, career navigators and will work to provide robust career exploration and development activities in the region.

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

The career connections concept will serve postsecondary, secondary and the community and is highly connected to Minnesota's CareerForce and other employment and career services partners. This is a large collaborative step for the consortium and the region. This program is building specific business partners in each of the consortium **high demand, high wage, high skill** fields of study, including Healthcare, Information Technology, Advanced Manufacturing, Business, Transportation and Construction Trades and Agriculture. Business partners will provide for work-based learning opportunities and also specific support for program in return for priority hiring

opportunities for interns and full-time employees upon the student's completion of their diploma, degree or certificate.

- **Career guidance and academic counseling**

The Career Connections concept is a win-win partnership for the region. The Riverland Consortium has representation on its Executive Board from CareerForce, School Counselors, College Counselors, career navigators, and Human Resources from regional business and this plan was developed with input from those sources as a priority need for the consortium. The Career Connections Director will work closely with the regional secondary career navigators.

- **Work-based learning or apprenticeship opportunities**

The consortium will actively use the STEMFORWARD memberships and the Future Forward and Career Central web portals where employers can showcase their company and position openings for free and students can connect. These online tools are underutilized today, so work needs to be done to make enhancements and promote their use. In addition, the consortium will continue to work on placement and preparatory activities such as student interviews, resume writing workshops, and facilitate connections for students, college faculty and business representatives.

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

The consortium will continue to partner with Pre-ETS in the area. CareerForce is located on the Riverland Campus, and the college has several dislocated worker projects that are in progress, and the college also actively engages with DEEDVRS to meet student needs.

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

The college and consortium continue to engage in strategic partnerships that address the needs of special populations to successfully transition to postsecondary education and training and employment. The consortium is in the third year of an initiative to become a poverty informed community and through that intentional work we plan to serve the special populations that are defined by economic status.

The college is currently a partner to several grants for special populations, including one with the Austin Public Schools that is addressing the educational needs and transition needs of students with autism.

The college is expanding the "Bridges to Careers" for special populations, and this is a community partnership with ABE, Career Force and employers that is successfully supporting the transition of special population students to higher education and employment.

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

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- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

Not Applicable

## Narrative 4: Integrated Academic and Technical Skills

### Integrated Academic and Technical Skills Narrative

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

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

Enter your response here:

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

The consortium does this in a variety of ways, including the cross membership on advisory committees between secondary and postsecondary, and joint advisory committees. We also support professional development that is for both secondary, postsecondary CTE and core academic instructors. We also support consortium and college membership in the regional STEM FORWARD organization that brings all of these teachers, faculty and staff together for a variety of professional development events and regional networking on ways to improve academic and technical skills of students.

As a consortium we recognize that curriculum writing is a valuable tool for the alignment and integration of academic content into CTE courses. We see the inclusion of strategies and resources for integrating math, reading, and writing strategies into CTE courses and programs as crucial to improving student success. As a consortium we will continue to provide CTE instructors the opportunity to have curriculum writing time to support alignment of academic content into CTE courses. **We also support the inclusion of industry certifications into appropriate secondary such as OSHA-10, ServSafe certifications. These certifications support the demonstration of how academic and technical skills have been integrated into classroom instruction and provide data that demonstrate success rates.** Core academic English and Math faculty work closely with technical faculty to incorporate applied math and writing skills in courses. The college "Bridges to Careers" program provides for support for students as they transition to postsecondary courses. **The college plans additional PD using reserve funds to continue to support faculty skill development in integrating academic content into CTE courses.**

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

The College offers a regional annual meeting for high school counselors where academic integration is a topic and throughout the year the consortium does fund professional development for teachers and faculty to work on incorporating academic standards into CTE areas. At postsecondary we have a math faculty member who works directly with CTE faculty to enrich CTE courses with math concepts in the context of the career area. At the secondary level we are analyzing Riverland's training model and intend to work over the next two years designing a training for teachers to help incorporate academic standards in math into CTE courses. While no funding is allocated for this training yet, we will look to include this in the next Perkins plan. Our goal is to inform counselors of current standards integration and then design a training for teachers. The counselors are instrumental in enrolling students CTE courses where they learn core academics in the context of careers.

- **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)?**

The Riverland Consortium offers many Programs of Study that are developed to be seamless from secondary to postsecondary and as a consortium is diverse in its offerings. There is a discrepancy between the three larger districts compared to the six smaller districts and we recognize that this is an area that we need to work on through partnerships to enhance the offerings in smaller, more rural schools. The smaller districts have much smaller populations and do not have more than one or two programs in the CTE area and are in the agriculture and manufacturing courses. The consortium is piloting an LPN pathway in the Owatonna high school and will make the pathway and results available for others to replicate. The College continues to offer a wide range of concurrent enrollment courses for the secondary schools that offer dual credit and expanded opportunities to meet the enriched curriculum and educational experience.

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

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

## Narrative 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:

- **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.**

The barriers to access and success for special populations within CTE were identified through focus groups, survey data, and state demographic and economic data. We know that our region has high poverty indices and that we have increasing numbers of English language learners in both secondary and postsecondary systems, including CTE programs and courses. With this in mind the consortium plans very intentional work by the secondary schools and the college to expand offerings of CTE programming to all students through a variety of strategies including Early Middle College (EMC), Concurrent Enrollment, combination programs that are shared between the college and high school such as in the pilot Carpentry Academy at Lyle High School. **The career navigators and high school counselors will work with the secondary schools on these initiatives to ensure that the targeted populations are supported. The consortium will continue to work with the system to precipitate changes in CTE credentialing for high school instructors. Funding has been allocated to provide additional training to CTE secondary instructors in the area of manufacturing to continue the work done previously started under the Future Ready CTE legislative grant.** The college will use funding to provide CTE career exploration and planning and will target the special populations that were identified. We will also work with the community stakeholders to assist in these efforts by making sure that we are planning for equity and inclusion in our work. The consortium has 3 large high schools and 6 small, rural high schools, and this is a challenge that the application will address and that we will continue to work to find ways to increase opportunities for all students.

- **Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.**

Postsecondary will expand the "Bridges to Careers" model program that provides opportunities for ABE students to succeed in postsecondary transitions. This partnership between ABE, the college and employers offers increased opportunities to ABE/ELL students to transition into postsecondary programs while retaining support structures to assist students in successful transition and program completion. The college is also involved with programs to "retrain" dislocated workers through several programs and will work to assist those students to transition to training for high wage, high skill and in-demand careers.

Secondary plans to increase the number of special populations continuing their education to postsecondary, and to support those who want to attend CTE programs. We want more of our CTE certified instructors to become certified to teach concurrent courses through Riverland Community College.



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

We currently offer special events/authentic experiences regarding special populations. The consortium and its individual schools offer college visit/field trips geared toward some of our special populations, i.e. University of Minnesota Multicultural day, MSU Women in STEM, and Latino Engineering MSU college visit. The plan is to build upon what we are currently doing and expand these opportunities to more of our special populations. We continue to partner with STEMFORWARD to increase the awareness and opportunities for special populations to pursue STEM careers where they are historically underrepresented.

- **Ensure members of special pops will not be discriminated against.**

The college continues to integrate the Equity by Design and Equity 2030 premises into the Perkins work and the postsecondary coordinator is part of the college team that is working with those initiatives. The college continues to do professional and staff development trainings regarding equity and inclusion to continue to ensure that special populations are not discriminated against and that the campus and community become more aware of bias including implicit bias.

We would like the demographics of our consortium to match the demographics of students enrolled within CTE programs. We will try to increase the numbers of special population students furthering their education within 2-year post-secondary programs by increasing the partnerships we currently have with Riverland Community College through concurrent programming.

**The consortium will implement a variety of strategies to reach special populations including; using data from both secondary and post-secondary systems to identify special population students; we will work with community stakeholders to assist students that are from generational poverty and are at academic risk. The consortium will work with secondary counselors and post-secondary student services personnel to individualized support for special population students.**

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

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

## Narrative 6: Work-based Learning

### Work-based Learning Narrative

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

Provide the following information in the space below:

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

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

Enter your response here:

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

The consortium is focused on improving the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels. Currently we have several secondary WBL approved programs, but have plans to add more through intentional efforts to assist districts in doing the approval process. **Districts will need to support this effort as their district budgets allow and if their strategic goals align with this initiative.** Both secondary and postsecondary have strong experiential learning that is happening at the CTE program and course level through a variety of connections to business and industry such as mentorships, field trips, site visits, guest speakers, career exploration events, job shadowing, internships and paid work experience.

The college plans to invest heavily in this area with the funding of the Career Connections Director position through this area, as that position will work with enhancing experiential learning for the postsecondary CTE programs. The college will review and map where experiential learning is now happening and will work to incorporate more authentic experiences for CTE students through intentional work with business and industry partners and college faculty. We anticipate the use of our CTE program advisory committees to move this forward and to build this into our programs.

- **Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.**

Secondary addresses this as part of the program approval process and we recognize that this is an area that we will work on as a consortium to increase the number of students who will have access to quality WBL experiences.

- **Describe how your consortium will partner will employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.**

The Riverland consortium will partner will employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels through the following ways: at postsecondary the Career Connections Director in collaboration with many partners (employers, Chambers of Commerce, CareerForce, and other community organizations will offer robust opportunities for experiential learning including more formalized WBL for CTE students. The Career Connections Director will work with program faculty, and regional business partners to create additional WBL and career development services that will support students through expanded opportunities in this area. We also anticipate that this will support an increase in our 2P1 indicator data as more students will complete their postsecondary award before leaving the college. In addition to the Perkins funding of part of this position the college will contribute significant in-kind in this area to support this area. Postsecondary will work with the IR to make sure that we are mindful of the data that reflects that all students, including special populations, have experiential learning as part of their program completion. At secondary the Riverland consortium will partner will employers to develop and expand work-based learning programs for all CTE students, and the career navigator/s will interface with the postsecondary Career Connections Director to integrate the experiential learning across both systems for a seamless experience for CTE students.

- **Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.**

The secondary districts and the coordinator are aware of this and plan to work with the 9 member districts to actively increase the opportunities for WBL for all consortium students. The strategy is to work with postsecondary and regional partners to increase these opportunities and to support teachers that need professional development to obtain the WBL endorsement.

**The college plans to invest heavily (\$60,000 in Narrative 5) in this area with the funding of the Career Connections Director position through this area, as that position will work with enhancing experiential learning for the postsecondary CTE programs. The college will review and map where experiential learning is now happening and will work to incorporate more authentic experiences for CTE students through intentional work with business and industry partners and college faculty. We anticipate the use of our CTE program advisory committees to move this forward and to build this into our 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

## 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:

- 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).

Riverland Community College has Minnesota Department of Education (MDE) approved Early Middle College (EMC) Programs with 5 School districts: Albert Lea, Austin, Owatonna, SMEC and Northfield These programs offer multiple CTE pathways to these ALC students and are aligned with Riverland Consortium POS. This is an equity issue as many ALC students do not have adequate access to CTE courses and this provides that avenue.

Riverland Community College has a strong concurrent enrollment (CE) program which has national accreditation with NACEP. We partners with 27 regional high schools, including consortium schools to offer CE course to allow students to achieve postsecondary credit concurrently with high school course credit. The college offered course work in 23 disciplines and had 154 courses (**35 of which are CTE courses**) for spring 2022. and many of these courses are in the CTE area, including welding, carpentry, business, agriculture, health sciences. The college has a model with the smaller schools to offer a Carpentry Academy that is a blend of CE instruction and high school courses that will allow students to complete at least one semester of a CTE program before high school graduation. The college also partners with consortium high schools to continue to offer introductory CTE courses through PSEO which has been successful for many students. The college also offers multiple PSEO courses to consortium high school students, and also has several PSEO by contract where the course is offered at the high school, such as Certified Nursing Assistant (CNA) with Albert Lea, Owatonna and Austin. These districts allow other districts to send students to the CNA courses on space available basis. The college will use funds in this space for faculty support for schools that are implementing CE courses in the CTE areas. **The consortium will continue to support this impressive number of EMC and Concurrent enrollment courses. We continue to work with stakeholders to make students and their families aware of options for obtaining college credit through dual enrolment. We are aware of our districts' fiscal constraints and are looking to maintain and not expand these initiatives at this time. Our focus is to help high school instructors become credentialed and this, in time will expand offerings in this area.**

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

The partner high schools continue to work with the college for Credit for Prior learning (CPL) and articulated credit options, although many schools prefer transcribed credit through dual enrollment, and we have multiple pathways for these.

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

Consortium students have the opportunity to take PSEO courses and these are offered on campus in all 3 college locations and also online. We have students completing one or more courses a semester with some taking courses full-time with the possibility of completing a certificate, diploma or degree prior to high school graduation. We also have a strong Concurrent enrollment program with secondary schools and are continuing to expand enrollments.

The partner high schools continue to review CTE and Liberal Arts courses completed by students to meet high school graduation to find pathways to support student success. **Many schools have concurrent CTE courses including the Carpentry Academy in Lyle that offers credit to all SMEC schools. The equipment purchased is industry standard and alligns with our primary POS in manufacturing and our POS in construction and is available to all students in our SMEC schools; Lyle, Leroy-Ostrander, Glenville-Emmons, Southland, Grand Meadow and the SMEC ALC.** Austin also has two welding courses that offer concurrent credit and filters students into the Industrial Maintenance program.

- Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

The consortium districts offer CASE, ServeSafe and many have multiple AP offerings and the conversations are ongoing on how to expand these opportunities. Many of our schools use the CASE curriculum in their Agriculture Programs and this is funded through Perkins. We have many concurrent courses being taught and are aligned to Riverland Community College programs including the Carpenter Academy in Lyle that supports our SMEC schools and Welding Courses taught at Austin High School. Many of our FACS programs use ServSafe curriculum and testing. Other training and testing programs include; Testout, Baby First Aid, and OSHA 10.

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:

- **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?**

In this region there is short supply of credentialed teachers and faculty and staff for all CTE areas and the education workforce is not as representative of student populations as we plan to achieve. **We have completed a Minnesota Legislative rural CTE grant through the Future Ready CTE grants for teacher preparation. This provided for planning and beginning steps to offer CTE teacher education and CTE licensure in the shortage area of Trade & Industrial Education. This will bring these needed pathways for CTE and Technology Education to southern Minnesota. This planning grant addressed the teacher shortage for CTE teachers. It enables the Riverland Perkins Consortium, led by Austin High School to collaborate with St. Cloud State University (SCSU), Riverland Community College (RCC), Southeast Consortium, South Central Consortium, Minnesota West Consortium, Rochester/Zumbro Education District Consortium, and business and industry to develop pathways that would prepare candidates for the Trade and Industrial (T & I) CTE teacher licenses.**

At postsecondary we continue to work toward recruiting and retaining faculty that are non-traditional by career and/or from underrepresented . This year we have a male Registered Nursing faculty Member and we have been interviewing female instructors for the Truck Driving program. We will support the new faculty with a robust onboarding process, and we plan to involve CTE faculty in processes where they get to know other CTE faculty and also their secondary counterparts.

We will also use these professional development opportunities to further enhance our concurrent certified staff, increasing the number of concurrent programs. This will give more students, especially students within our special populations, a chance to earn college credit within the high school setting

- **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 College does an extensive “on boarding” and support for new faculty that gives technical and social support to the new faculty members. The college makes sure that the new faculty know about all the professional development that is available through the Minnesota State System and support their participation in these offerings. Also, the majority of our faculty and teachers are personally members of their local, state and national associations such as ACTE, MNACTE MTEA, MBITE, NBEA etc. We support with Perkins their attendance in professional conferences where the PD is related to a skill that they are working to improve. We also encourage these memberships to and conferences to build a faculty/teacher network, collaborate with like professionals, and learn best practices in teaching in their perspective fields. As a consortium and with our neighboring consortia we recognize from the CLNA results that we need to bring more targeted PD to the region for faculty and teachers.

Each district will receive funding for two district, not individual, memberships to the following associations:

MTEEA/ITEEA and MAAE. The consortium feels these memberships are essential to the development of these CTE licensure program areas. The CLNA has shown a high need for Manufacturing programs in our area. Both of these programs teach courses within this curricular area. The districts will choose the individuals to represent these PD opportunities.

**The Riverland Consortium will be focusing on Industry specific PD. We will encourage all our CTE teachers and faculty to seek out and attend their regional and state specific associations for membership and conferences. We believe these opportunities are the best form of professional development for the classroom. They provide training on industry standard practices, provide best practice instructional ideas, and provide the teachers and faculty with a network of like-minded individuals. Our goal is to improve teacher retention by making sure they feel supported within their technical areas. The college will continue with the system office initiatives on culturally relevant pedagogy Professional Development.**

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

**This was a high priority in our CLNA and the request for support was for virtual PD, and for local, regional, state and national events in that order. We plan to meet this through supporting requested PD for teachers and faculty to improve their skills through this avenue. This PD supports our entire application and plan goals. The survey results and our focus group conversations from the CLNA process validated that there is a need in our consortium to provide more PD and to do more locally and regionally. Secondary supports all CTE teachers within our nine districts and PD will include all travel, registrations, lodging, and substitute pay for many conferences requested.**

The consortium priorities for PD are based on data from the CLNA that showed the need for upskilling. These PD experiences will help Teachers/faculty/staff to meet current industry standards.

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

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

## Narrative 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:

- **What specific student group(s) were identified as having significant disparities or performance gaps?**

<b>PPI: Riverland Community college</b>	FY2021 Actual	FY2021 Target	Difference (Gap)
1P1: Postsecondary Retention and Placement	89.57%	82.12%	-7.45%
2P1: Earned Recognized Postsecondary Credential	48.16%	60.97%	12.81%
3P1: Nontraditional Program Enrollment	11.94%	13.16%	1.22%

For postsecondary: our strongest performance is in 1P1, as we examined this indicator in depth we saw some encouraging results, but also noted some disparities as is shown in the following Performance (%) by Gender: Male above average: 92.62%. Female below average: 86.11%.

Performance (%) by Race/Ethnicity: Small populations except

- White (90.16%) and
- Hispanic or Latino (88.46%) (Which are larger numbers and similar results, and are above the target.)

Performance (%) by Special pops: Small Ns, except the following which were mostly above the average.

- Individuals with Economically Disadvantaged Families (91.30%)
- Individuals Preparing for Nontraditional Fields (88.89%)
- Single Parents (90.32%)



- Out of Workforce Individuals (92.86%)

#### Performance (%) by Career Clusters:

- Health Science (89.86%), comprising 30% of the entire population.
- Architecture & Construction (90.91%) as well as Transportation, Distribution & Logistics (96.97%) being two second largest clusters.
- Business Management & Administration (80.00%), Human Services (88.89%), and Manufacturing (95%) as a third group of clusters mostly above average.

Our weakest performance is in 2P1 and it is on this performance indicator where we will focus efforts to understand what areas have the largest gaps and where we might target interventions to improve performance. 2P1. (Source: Core Indicators Report): our weakest performance is in this category. Note that one of the college's KPIs (Program) is to increase completion to 62% by FY2025 which is higher than the 2P1 core indicator target and will be a place of institutional focus in the coming years. To reach this performance indicator the college will align the Perkins efforts to improve on measure.

Performance (%) by Gender: Males a bit below average (46%). Females stronger, above average, with 50.56%. This raised questions about why students leave before earning a credential, and as males are further below the target and the occupations with the highest enrollment of males and also corresponds with regional workforce shortages.

#### Performance (%) by Race/Ethnicity:

- Black or African American and Hispanic or Latino which together constitute nearly 20% of the total population were each in lower 40%, a below average value.
- White, the majority, are at 49.48% - above average but still more than 10% below the target.

Performance (%) by Special Populations: all special pops with significant number of concentrators were below average:

- Individuals with Economically Disadvantaged Families had performance at 44.50% and they are the most populous group, 50% of the total population.

- Out of Workforce Individuals (44.74%)
- English Learners, Single Parents, and Individuals Preparing for Nontraditional Fields were also below average.

Performance (%) by Career Clusters:

- In the clusters with high population, Health Science (performance at 63.16%), Architecture & Construction (performance at 71.15%), Transportation, Distribution & Logistics (performance at 60.00%), were way above average, almost all meeting the 2021 target. These groups combined constitute nearly 42% of the total population.
- Low performance in groups with high population was in Law, Public Safety, Corrections & Security (35.00%), Human Services (45.45%), Business Management & Administration (43.75%), Agriculture, Food & Natural Resources. These groups combined constitute nearly half of the total population. This data leads us to examine these areas more closely to see if we can better understand the reasons for these lower performance rates.
- Smaller clusters, such as Information Technology and Manufacturing were low as well.

3P1. Nontraditional Program Enrollment (Source: Core Indicators Report) and while the performance lags here it is a much smaller gap than we have had previously and we have made significant efforts over time to improve this performance and will continue to use data to identify where the largest gaps are and to match strategies and interventions to reducing the gap for various populations. We will especially want to examine the data on males in non-traditional program to see why this is so far below the target. We will also want to examine data for Race/Ethnicity to establish root causes for the overall percentage being so low for students of color. From that analysis we can proceed to target interventions to improve this performance indicator.

Due to the pandemic our reading and math performance indicators had no baseline to compare our growth. Based on this data we will take a closer look at our Work Based Learning programs and allocate some funding to support our current WBL and continue to support growth of WBL programs within the consortium. Looking more closely at the breakdown of performance indicators shows a need to increase all indicators in the special populations, especially SPED and EL students.

**1S1: 4 year Graduation**

**English Learners Actual 61.54%      Gap -31.11%**

**2S1: Reading      Actual N/A      Gap -49.34%**

**2S2: Math      Actual N/A      Gap -33.23%**

For secondary English Learners have the greatest delta data when compared to the average for all in our reports. The pandemic and lack of in-person instruction has most likely been the reason for these numbers. From data available, postsecondary ABE students and ELL students, first generation college students, and students who are non-trad by gender all would benefit from support services that we plan to include in the application.

**3S1: Post-Program Placement**

**English Learners      Actual 72.5%      Gap 9.76%**

Our data for 3S1 at the secondary is impressive. This is most likely because of our level of concurrent enrollment

options.

- **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?**

The college will continue to work with the institutional Researcher (IR) to monitor the data for course/program based pass dates and look at the achievement disaggregated by special populations and will use Perkins funds to address these gaps and disparities by funding a variety of interventions intended to improve outcomes. These will be a mix of student support interventions, to teaching and learning strategies. We are implementing a faculty teaching and learning circle (TLC) on the topic grading for equity” to provide support for faculty who want to focus on this. The college will also work with a variety of other interventions that will support ways to improve the pass rates, and these will be determined through a root cause analysis of the pass rates by program/course. The secondary will encourage the CTE teachers of member districts with higher numbers of EL students to work with their success coaches to provide translated curriculum, especially with safety, in order to make our courses accessible to all. Secondary will also look to support teachers within the area of manufacturing with trainings in order to bring more concurrent programs to the secondary districts.

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

The college will use Perkins, Equity and Inclusion funding, general fund and other grant funds to address these performance and achievement gaps. Secondary will use funds to support teacher trainings in the areas of manufacturing.

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 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 Riverland Consortium engages in structured and collaborative governance structure that benefits the consortium as a whole and our processes ensure that decisions are made with input from all stakeholders and these steps are formalized in our operating policies which are updated as needed.

The Riverland Consortium has structures in place and processes that provide for collaborative planning and for efforts that are mindful of how actions benefit the whole consortium. We work cooperatively to meet local needs and develop regional resources.

The consortium leadership is organized as follows: governance is by an Executive Committee which has a structure of representation for members that reflects the consortium membership. The consortium consists of one college, Riverland, which has 3 campuses in the communities of Austin, Albert Lea and Owatonna and 9 high schools, 3 large (Austin, Albert Lea and Owatonna and 6 small, more rural schools which are Glenville-Emmons, Grand Meadow, Kingsland, LeRoy-Ostrander, Lyle, and Southland.) The Consortium Operating Policies delineate the policies, practices and processes used to ensure that the consortium is conducting all activities in alignment with these guidelines and these are consistent with the Perkins V legislation. To ensure that we have all stakeholders represented on the Executive Board we also have business and industry representation from our major employer segments which are Mayo Clinic, Hormel Foods and the Agriculture sector. We also have board seats for our 3 regional Chambers of Commerce, and our CareerForce representative and the board often invites guests to join the meeting for information on topics of interest to the board. The Executive Board sets the policy and procedures for the consortium and the Operations Team which is managed by the coordinators carries out the implementation of the Perkins plan with the direction and oversight of the board. The Operations Team has representation from the college and each of the 9 high schools at the CTE teacher level to ensure that the consortium is communicating and supporting CTE at the classroom level as well as at the administrative level.

The process to build the consortium budget and to write the plan is managed by the coordinators and is done as a consortium team. Both coordinators work within their systems to identify potential funding needs based on data, LMI, the information from the CLNA and the priorities agreed to by the Executive Board. All members of the Executive board, all member districts and the college have multiple points to have input into the plan and to comment and make recommendations before agreeing to the budget. Because the secondary and postsecondary systems are separate fiscal entities the coordinators work respectively within each system to manage the fiscal side of the grant for the consortium, but full details of the budget are addressed with the Executive Board at every board meeting and spending decisions are reviewed and approved by the board. Riverland has made progress in adjusting and process mapping the various efforts of the consortium. The consortium continues to work toward building a strong, collaborative framework in the region to provide opportunities for Career and Technical Education that reflect the direction of Perkins V.

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:

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:

- **Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.**

The Riverland Consortium will focus the reserve funds toward these two categories: **Performance gaps and Development of new POS**, which is consistent with the information gathered and analyzed for the CLNA. **We know that at both secondary and postsecondary we need to work toward refresh/redesign of our Programs of Study. During our work with the CLNA we recognize we need to better align our POS with labor market LMI and industry trends.**

**The equipment purchased is industry standard and aligns with our primary POS in manufacturing and our POS in construction and is available to all students in our SMEC schools; Lyle, Leroy-Ostrander, Glenville-Emmons, Southland, Grand Meadow and the SMEC ALC. This gives these students within in special populations including special education and students in poverty access to state of the art equipment utilizing the latest in computer design which will narrow the performance gaps in the area of math. Increased access to CTE courses has shown to increase 4 year graduation rates and by having state of the art equipment will help draw students to this regional program. As with the equipment, the career navigator position supports the students indicated in our special populations and helps with our 4 year graduation rates.**

**Narrative 9 identifies Post-secondary's target groups for the strategies outlined in the plan to reduce the performance gaps for populations where these exist. Post-Secondary will work with their institutional researcher, VP, and Deans to use program and course level data to lead implementation of selected strategies.**

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

The consortium will use both secondary and postsecondary reserve funds to support innovative practices of support for teachers and faculty as they transition into teaching. We will work jointly as a consortium to develop networks for new CTE teachers and faculty. We will use supports from regional entities such as STEMFORWARD and other groups to support new CTE teachers and work toward retention of those hired. We will support appropriate professional development for teachers and faculty to close “gaps” for new teachers and faculty. Both secondary and postsecondary have plans for using reserve funds in innovative ways for this category.

The consortium will also use secondary and postsecondary funds reserve funds to support innovative practices to reduce performance gaps. Postsecondary will work to reduce the 2P1 gap through targeted efforts to support programs that need to develop more entry and exit points to truly reflect the completion and awards given. We will also work to make sure that our registration cohort data correctly captures the information that is used for 2P1 cohorts. Secondary will continue to work toward improvement of the accountability measures that indicate performance gaps on the horizon. An innovation that the college plans is to provide student support for CTE ELL students who are at risk of failing out of CTE programs because of lab and clinicals where they need more language support to demonstrate skill.

- **What are the expected results of this innovation?**

The consortium expectation is that the results of our innovative approach to hiring and supporting new teachers and faculty will be a teaching force that is more representative of the students we serve. We also anticipate that an intentional support system for new teachers and faculty will provide for stronger retention in the future.

We anticipate that providing ELL students with more support for lab and clinical experiences will increase academic performance and completion rates.

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

The intent is for the successful hiring and retention to lead to a stable teaching force going forward and the revisions that are planned for POS to provide for more entrance and exit points will lead to increase academic performance and completion rates. If these strategies are successful we will look to other funds to repeat as needed.

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>	2,500.00
<b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers</b>	25,000.00
<b>Postsecondary Subtotal</b>	27,500.00
<b>(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	
<b>(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers</b>	
<b>Secondary Subtotal</b>	
<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
Jean M. Kyle	Coordinator	Postsecondary		50%	59,000.00
Kim Nelson	Career Connections Director	Postsecondary		50%	54,000.00
Ryan Stanley	Coordinator	Secondary	402325	Stipend	18,000

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

Position Description

Dir Career and Community Connections.pdf

Position Description

Position Description Jean Kyle.pdf

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

## Additional Documentation

**These required documents must be uploaded with your application:**

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

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

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

Perkins Statement of Assurances-merged.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

FY23 budget Perkins\_Riverland.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Copy of Riverland Perkins Combined Inventory List (004).xlsx

Improvement Plan

Improvement-Plan\_Riverland PS.pdf

Additional Material

Consortium-Membership-List (1).pdf

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

