



Rochester/ZED FY23/24 Perkins Application

Prepared by Rochester/Zumbro Education District
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Matt Bissonette

Submitted on 07/22/2022 3:56 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

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Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

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

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

Rochester/ZED FY23/24 Perkins Application

Award Requested

\$633,564.68

Total Award Budget

\$633,564.68

Primary Contact Information

Name

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Project Description

Consortium Membership List

Consortium Membership List

Consortium Membership

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

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

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

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

Enter response to CLNA here:

We convened a CLNA team for the first time in October 2021 and reviewed local data including workforce needs and performance indicators. We then presented the team with a set of core questions to identify priorities and areas of focus. This team reconvened in December 2021 and identified our strength and gap areas. The final CLNA meeting was held in February 2022 where we reviewed initiatives from the FY21/22 grant and discussed what was completed, was not completed, and what continued to align with our identified areas of focus for FY23/24:

- Program Development
- Professional Development
- Access and Equity

The team then prioritized a list of possible initiatives at the consortium, post-secondary, and secondary levels. This prioritized list was used by leadership to establish a working budget.

In the CLNA Framework document PS mentioned electric car on page 17 but later determined that IMAA and the work they could help with on diversity, access, and awareness would be a better fit for the reserve funds.

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 completed CLNA Framework

Perkins-V-CLNA-Reporting-Framework-Non-Accessible-Version-March-2022 (2).docx, CLNA Signature Page.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:

- Summary: The CLNA identified POS strengths as strong partnerships and programs that align with our local/regional industry needs. Industry provides valuable input on program needs but we struggle to be responsive at the secondary level due to resource limitations and the ability to offer a variety of programs in the smaller districts. At the post-secondary level we struggle to implement current technologies to match industry expectations. The CLNA confirmed that more needs to be done to further develop our POS in regard to size, scope, and quality. The opportunities presented in the CLNA include increasing resources, creating clear pathways between secondary and post-secondary, updating equipment and curriculum, creating an inclusive marketing plan, and to offer professional development training to better support diverse populations. We plan to develop ALC and ABE career pathways; implement industry credentials in the ZED schools; expand credit for prior learning in CTE; update equipment, curriculum, and technologies to industry expectations; and host a middle school summer career academy. Through this process we realized an opportunity to put this all together into an annual Programs of Study update session. We will create the framework to guide instructor and industry participation in the development of stronger POS.
1. Manufacturing - one of the top 3 regional workforce needs and one in which we have great local and regional partners. We will continue to expose our students to the high need, high skill, high wage careers included within manufacturing and will continue to foster our existing business/industry partnerships that ultimately lead to continued education and/or employment. We will complete the final phase of the post-secondary welding lab upgrade.
 2. Information Technology - post-secondary will explore and develop a cybersecurity program within our Computer Science department based on DEED data and industry request. At the secondary level we will be investing in the Adobe suite of software for Hayfield HS.
 3. Health Science - healthcare, like manufacturing, is one of the top 3 regional workforce needs and one in which we have great local and regional partners. We know the PS dental program is busting at the seams and is in great need of expansion to increase capacity in size (number of students who can enroll). Post-secondary will explore, develop, and implement lab expansion including updated technologies and equipment and increase capacity. In the past two years we have realized how volatile the healthcare industry is and they depend on education to be agile and responsive. One example with COVID is the clinical setting requirement change that has now placed a larger burden (or training opportunity) on nursing programs. One way we can provide necessary training to meet the changes is to implement simulation technologies.
 4. Early Childhood - Both secondary and postsecondary levels continue to be contacted by local and regional partners seeking a workforce pipeline into early childhood education. We are currently discussing an articulation between our secondary CDA program and postsecondary early childhood program.
 5. Accounting - this is one of our highest enrollment areas at the secondary level so we want to continue to support

- and fund expansion of this program with the goal of increasing the level of concentrators.
6. Automotive - based on industry/advisory committee input, there is an identified need to add electric vehicle repair and technology to the post-secondary automotive program. External factors are increasing the demand for electric vehicle use and industry is asking for students to be training on this technology. It will require a considerable initial investment for instructor training and equipment.
 7. Carpentry - this is an area at the secondary level that regularly engages in industry recognized credentials through OSHA10. This opportunity provides a competitive advantage to students in this high wage field.
 8. Vet Tech/Animal Science - this is an in-demand field. We have existing programs at both levels of the consortium as well as articulated credit agreements between the programs.
 9. Agriculture - will be seeking a brokered S-R POS to cover a broader range of agriculture including plant science and agribusiness.
 10. Culinary - we have a brokered POS with South Central College in Culinary Arts. This is one of our highest enrollment and concentrator areas at the secondary level.
- New POS - secondary leadership will be seeking a brokered S-R POS in Agriculture with, ideally, a regional post-secondary partner. Rochester will be working on developing a Hospitality Tourism Management program at its CTECH location. Post-Secondary will explore and develop a cybersecurity program (**PS Basic \$5,000**).
 - POS informational and CTE marketing materials will be translated into languages other than English. We will continue to work with secondary counselors and social workers to identify barriers for special population students in accessing CTE programs. Post-secondary will be working with an external partner to identify existing barriers for PS students in accessing POS.

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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

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

S-R-POS-Funding-POS-Template-Final-MARCH 18 (1).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 Central: an enhanced partnership between RCTC and Workforce Development, Inc. (WDI) to provide career services to our students and regional employers. Career counseling includes: personal career planning and counseling, career publications, career assessments, course selection, and transfer planning and resources. Students have access to nationwide job postings, job search skills development, resume and cover letter writing, interview preparation, life skills training, clothes closet, and young adult services (i.e. career exploration, mentoring, and time management).

TRIO Student Support Services (SSS) is located in The Academic Support Center in the Student Services building, room 159. TRIO is funded by a federal grant through the U.S. Department of Education. TRIO SSS serves 250 students per year. To apply for TRIO Student Support Services an applicant must be a United States citizen or permanent resident alien and:

- Are first-generation (neither parent has a four-year college degree) or
- Are low-income (have financial needs and meet federal low-income guidelines) or
- Have a documented disability on file with Disability Services
- Have a need for academic support

RCTC Student Success Day: a non-instructional day in which the college offers a variety of topics and workshops to inform students of the resources and supports available.

Bridges to College and Careers - Bridges to Healthcare: an established and nationally recognized partnership with Hawthorne Education Center (ABE), Workforce Development Inc., United Way of Olmsted County, and Mayo Clinic. Bridges currently has three direct pathways: 1) Healthcare Career, 2) Administrative Office Professional Career, and 3) Early Childhood and Elementary Education Career. This partnership has discussed the need to add more pathways. Current industry certifications offered at ABE are Adult CPR/AED and Certified Nursing Assistant.

Intercultural Mutual Assistance Association: IMAA builds bridges between cultures to provide diversity, equity, and inclusion training as well as translation services. Post-secondary will contract with IMAA to do both. Training to improve cultural responsiveness and competencies for instructors and staff and translation services for inclusive marketing and program informational materials.

Career Navigators: these positions are staffed out of the Southeast Service Cooperative to work directly with consortium and regional secondary schools to identify and secure professional development, equipment, and industry connections related to career pathways.

Career Trees: these career opportunity graphics are locally developed based on regional workforce needs and highlight entry, technical, and professional level careers within identified career pathways. They are accompanied by guided curriculum that helps students research, compare, and identify careers aligned with their passion and desired

lifestyle.

Middle School Summer Career Academy: This planned event will provide a week-long exploration into various career pathways for students entering 7th and 8th grade. ***We will likely work with workforce development agencies on in-kind contributions.***

STEAM Summit and Mayo Clinic Health Careers Expo - these events have not happened for two years, but we were regular participants in them and we expect them to return post-pandemic.

Our consortium leadership participates in a number of local workforce development agencies, including but not limited to, Cradle2Career, CTEam, DEED, CEDA, Vocational Rehab, Diversity Council, and Workforce Development Inc.

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- 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:

We are planning a two year professional development series for secondary CTE instructors **from all consortium secondary school districts** that will focus on embedding core literacy and mathematics instruction and support into their existing curriculum. This series will include direct instruction on best practices as well as collaboration time and coaching from math and literacy experts.

We continue to look for opportunities to embed industry-recognized credentials and certifications in our career programs.

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- 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:

Secondary and post-secondary will be partnering to identify, develop, and implement, or expand, programs at our alternative learning centers that align with our existing programs of study. This will include training for instructors, partnerships with local business/industry, and some identified equipment/supply needs to get the programs started. **We will be training two work-based learning coordinators to work with students in successful programs. We are looking at expanding our current personal care assistant pathway into a broader medical scope, including certified nursing assistant and child development associate certifications. We would benefit from state support to be successful.** Student forums and external agencies will provide guidance to support cultural awareness and training. External agencies will also contribute to a more inclusive CTE marketing plan which will include the translation of marketing and program informational materials and distribution of those materials to special populations.

It became clear in the CLNA that we need to do more work in this area and that there are other internal departments and external entities that have the same equity and access goals. The PS Coordinator will serve on the Equity by Design workgroup with training by the Office of Equity and Inclusion. Campuses will identify and address academic equity gaps. The process will 1) identify student populations that are impacted by the completion gap; 2) utilize an equity lens approach to impact completion gaps throughout Minnesota State; and 3) provide recommendations for equity-minded approaches for curriculum and pedagogy.

RCTC has an established relationship with Hawthorne Adult Basic Education, Mayo Clinic, and other community partners in the Bridges to Healthcare program. This innovative model has been recognized by Harvard. Hawthorne and RCTC have articulation agreements in medical terminology, administrative assistant, and developmental courses for college readiness. Other professional licenses, certifications, and apprenticeships will be added to the RCTC CPL procedures. RCTC has an arrangement with Rochester Public Transit that will allow RCTC to ride free with a valid RCTC Student ID any time on any route reducing the transportation barrier some students face. In addition, RCTC offers a variety of support services for our students to include tutoring, TRIO, a food pantry, and various CTE and Workforce scholarships through the RCTC Foundation.

At the secondary level, we will continue to partner with our Student Support Services staff, our Alternative Learning Centers, and our adult learning programs to provide equal access to our secondary career pathway programs. We plan to partner more closely with our equity specialists to ensure that we are cognizant of existing barriers to CTE participation for different student populations. Additionally, we will be intentional about career awareness and planning within our EL, ALC, and Special Education populations by partnering with key community leaders and case managers. We also want to be more intentional when it comes to communication and marketing to current and potential CTE parents. Specifically, we will be working with the RPS Diversity, Equity, and Inclusion department to identify the key community leaders with whom we can partner on outreach to our historically underrepresented student populations.

Our action plan for Element #5 of the CLNA Framework includes increasing our communications and marketing reach into underrepresented populations by providing information in languages other than English. We will partner with local translators to ensure our information is accessible. We also have identified a need for greater information and awareness at the middle school level. We plan to partner with middle-level administrators and counselors to provide information and access to career awareness and exploration activities, such as our Middle School Summer Career

Academy.

Post-secondary is planning to further develop our partnership with IMAA in an intentional effort to address the gaps in our accountability measures, particularly with regard to BIPOC students and students going into non-traditional roles (e.g. men in nursing, women in auto mechanics). Our outreach to IMAA is based on their standing in the community as a convenor and connector of diverse people groups in the greater Rochester area. Our plan is work with their team in a number of ways. First, to better understand the majority minority populations in community. Who they are, what challenges they face, and how we can align our Perkins efforts to promote CTE education. The second area is around the connection and promotion components. Diverse people groups engage and interact differently and to be culturally responsive, we need to understand those differences by people group. We believe IMAA will be instrumental in helping us define strategies and tactics that best reach the various groups. Lastly, we want to engage IMAA with the creation and translation of CTE recruitment materials in the native languages of the majority minority populations. Having experts from within the people groups doing the translation, will ensure that the messages are relevant, relatable, and accurate. IMAA will be included in future discussions, particularly in future CLNA meetings, to help the college understand context and need as it relates to diversity, equity and inclusion.

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- 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:

This is one of our identified growth areas, especially at the secondary level. We will be engaging our Work Based Learning advisory committees to identify our prioritized needs in developing and/or expanding work based learning opportunities for students across our programs of study, especially for our special population students. ***This may include having consortium leaders and secondary staff participate in a MDE work-based learning capacity building cohort.*** Specific dollars are budgeted to support transportation for work based learning students to/from industry-involved learning experiences (eg. field trips, tours). Additionally, secondary and postsecondary will partner to identify and develop career pathways that include work based learning for students at our alternative learning centers.

ZED - With CTE Work-based Learning teachers in all of our ZED districts including our ALC we are working with SSC Career Navigators to engage students in career experiences throughout their communities and region. We are also working to be more inclusive with our Special Education students, teachers and administrators. Our consortia wide WBL Advisory committee and the Regional WBL program meetings will assist teachers and business and industry partners in sharing new opportunities within their districts, businesses and communities.

Postsecondary - Postsecondary will continue clinicals in healthcare related programming; internships in welding, facility and services technology, business, vet tech, early childhood, administrative office professional, and Human Services; the annual carpentry house build; and private pilot in aviation.

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- 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:

We work very closely as a consortium on early college opportunities. We have developed many local articulations and continue to look for additional articulation opportunities. When possible, we provide concurrent enrollment courses within our CTE programs. Both Rochester and ZED Alternative Learning Center's partner with RCTC to provide students the Early/Middle College Program and earn college credit towards a high school diploma and an Associate's degree. We also partner with RCTC to offer FYEX (first year experience) in our comprehensive schools. The consortium will further develop CTE pathways at both the ALCs and with ABE. Promotion of early college opportunities will be done at all levels.

Concurrent Enrollment

- RPS - Fundamentals in Anatomy and Physiology and Java Script. A & P is not classified as CTE but it is a foundational course for many healthcare programs.
- Triton - Applied Technical Math which is required for the Automotive Technician, Welding Technology, and the Facility and Service Technology program.

Industry Recognized Credentials

RPS currently provides opportunities to earn ASE, CNA/HHA, CDE, ServSafe, and OSHA-10 Construction.

ZED schools currently provides opportunities to earn ServSafe and PCA.

Credit for Prior Learning

RCTC currently has over 100 internal credit for prior learning courses with the majority in CTE. The focus will be to formally establish and to market more external credit for prior learning options. External credit for prior learning includes industry recognized credentials, certifications, and licenses. At least two external credit for prior learning opportunities have recently been implemented - 1) Certificate to Credit agreement for the Medical Terminology course between the RCTC Healthcare Office Professional program and Mayo, and 2) CNA certification.

Articulation

Much work has been put into the development and organization of articulations with RPS including several local articulations in medical terminology, CNA, healthcare careers. There is work to do on articulated credit between ZED and RCTC. The consortium is a participant of the [CTE CreditMN](#) Articulation site. We house both regional and local articulations on the site.

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

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your response here:

As a consortium we will support a consortium-wide team to attend ACTE CareerTech VISION, state, and national conferences and/or training opportunities.

Secondary - We will support retention, training, and development of CTE teachers through the following efforts:

- CTE licensure professional development - partnering with Lakes Country Coop to provide support and guidance for CTE teachers on out of field permissions or tier I licensure to obtain proper CTE licensure for program approval, Perkins, and CTE levy
- Release time for teachers to expand existing or develop new programs of study
- 2 year professional development on embedding core academics (literacy and mathematics) into existing CTE curriculum
- MAAE conference for agriculture teachers
- 2mtec conference for manufacturing teacher
- MBA Conclave for business teacher

Post-secondary - We will support industry aligned training. Examples include, but are not limited to:

- Automotive Technician electric vehicle training
- Cybersecurity program development

At the post-secondary level we will invest heavily in instructor externships. COVID has widened the gap between industry and curriculum/training methods. Although the investment is large, it is an investment in our instructors to engage in meaningful on-site training to help bridge the instructor and industry connection. Instructors will be compensated (stipend) at a rate reflective of the hours to credit ratio. We place high value on this initiative and anticipate the following outcomes.

Instructors:

- Build relationships with industry
- Gain hands-on experience in the field
- Operate current industry equipment and technology
- Become familiar with industry practices (eg. employability skills)
- Walk in the employees shoes so to speak
- Gain a greater understanding of the workforce they train (eg. diversity, life issues, etc.)
- Become more aware of and responsive to workforce challenges (eg. staffing shortages)
- Seek opportunities for greater collaboration (eg. guest speaker, equipment donations, advisory committee membership, potential subs or teaching opportunities)
- Compare industry standards to curriculum
- Make program changes as identified (eg. curriculum, equipment)
- Enhance teaching and learning strategies

- Use the experience as a professional development tool box item for their instructor evaluation

Post-secondary will seek an external partnership(s) to reach and engage with many different cultures. We will offer cultural awareness, poverty, and other training as identified to teachers and staff. We plan to contract with agencies like IMAA to provide the cultural expertise and connection we are lacking. IMAA will evaluate our needs and provide the most appropriate training(s). Trainings will be open to consortium membership and possibly to external partners depending on the type of training, space, etc.

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

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

Narrative 9: Performance Gaps

Performance Gaps Narrative

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

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

Enter your response here:

Secondary - Our CLNA team identified Reading and Math proficiency as our primary areas of focus related to performance indicators. To address reading and math proficiency amongst CTE students, we are planning a two year professional development effort to train and support teachers in embedding these core academic skills into their existing curriculum. The first year will consist of learning together about ways that CTE teachers can support literacy and numeracy skills and will consist of 5 half-days. Year two will focus on implementation and coaching and will consist of 2 half-days. We are contracting with First Educational Resources and their Literacy and Mathematics Centers for Learning to provide the direct instruction and coaching. **In addition to these efforts, our consortium leadership team will be exploring how we can increase our concentrator rate, currently at 25%, so that it more closely aligns with our participant rate of 74%.**

Although there is not a PS budget assigned specifically to performance gaps, we are intentional about gathering in-depth data and extended outreach opportunities. The PS Coordinator will serve on the Equity by Design workgroup with training by the Office of Equity and Inclusion. Campuses will identify and address academic equity gaps. The process will 1) identify student populations that are impacted by the completion gap; 2) utilize an equity lens approach to impact completion gaps throughout Minnesota State; and 3) provide recommendations for equity-minded approaches for curriculum and pedagogy.

As a consortium we intend to work directly with our CLNA workgroup to dig deeper into our performance indicators to identify our priority gaps. This data dig would occur during the majority of the 2022-2023 school year with an eye on gap-specific instructor training.

Our consortium has addressed the performance gap found in the RCTC Welding and Facilities and Service Technology programs. The finding was that students who were not sufficiently prepared in math were required to add a math course to their program schedule. The additional 3 credits to their already hefty load affected student performance. For example, Welding courses alone are 16 credits per semester, adding another 3 credits is a challenge for some students. Triton HS has offered the Applied Technical Math course for two years now. We will research the students who took the course and who have or are attending either of the programs to see what kind of impact it has made if any.

Post-Secondary recognizes that emphasis is needed on females in general, but also on diverse populations to increase access, opportunity, and support. We plan to use funding to contract with cultural competency experts for training and support.

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

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

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

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

Enter your response here:

Consortium governance documents have been uploaded under "Additional Documentation"

We have a core leadership team that consists of 1 post-secondary and 2 secondary coordinators. This structure works very well because the larger school district and the seven smaller ones have vastly different needs. Both perspectives are necessary to the success of the core team. This team meets at least monthly to discuss initiatives and budget. This application, budget, and the work we do is based on the CLNA. The process and the needs assessment guides what our next two years will look like. Our needs assessment, completed over several months, was based upon regional workforce data, our current performance indicators, and stakeholder-identified areas of focus. The process resulted in the identification of three primary domains: Access & Equity, Program Development, and Professional Development. The collected ideas were then rated for importance and priority. The grant does not provide enough in the budget to support all identified needs. Therefore the leadership team must prioritize the budget. The budget is totally driven by the CLNA identified needs. The leadership team sorts budget items by consortium, post-secondary, and secondary levels. It must then decide what can and cannot be funded. Each coordinator has the responsibility to communicate with all consortium members about the plan. There are on-going communications at each level. Secondary meets regularly with superintendents, principals, and staff. Post-secondary communicates with the CTE dean, faculty, and staff through division meetings, one-on-one, emails, and sometimes hallway conversations.

We have a CLNA team that includes business/industry, instructors, and other vested stakeholders. That team meets at least twice annually. The CLNA team provides the information necessary to complete the needs assessment. As stated above, the process and the needs assessment guide the next two years (this application) and drives funding options.

Each level has program-specific advisory committees that engage business and industry in discussion and review of current programs in order to identify strengths and opportunities. Coordinators are members of the advisory committees and at the post-secondary level there is typically a Perkins update at each meeting. Advisory committees are an integral piece to informing the college what is needed for curriculum, software, equipment, instructor training, etc.

College faculty and advisory committee members tour the shops/lab spaces. The 5 year equipment plan is reviewed annually. The equipment plans are then used by college administration to determine priority based on the strength of advisory committee voice. Administration then seeks the best funding source - Leveraged Equipment, Donation Requests, Perkins, and/or other grants. Decisions on all accounts are driven by industry.

Secondary advisory committees each have a stipend funded facilitator who works directly with a secondary coordinator on developing meeting agendas and recording minutes. Feedback from advisory committee meetings guides discussion and decision-making at the leadership and CLNA levels. Each ZED district also identifies a CTE Facilitator. The facilitators meet regularly with the Perkins coordinator and then communicates with CTE district staff, counselors, and administrators. They assist current and new CTE teachers in their district to understand the Program Approval process and curriculum development. They are a CTE communication link to all CTE partners both at the district level and in business and industry.

We currently have 8 secondary school districts and 1 postsecondary Minnesota State College. We meet the minimum of 6 programs of study across at least 4 career fields and we have greater than 1000 CTE participants at the secondary level. Our action plan for element #2 of the CLNA Framework includes activities that our CLNA workgroup

believes will increase the size, scope, and quality of our programs of study.

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

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

Secondary - The entirety of our reserve allocation will be dedicated to our 2 year Embedding Core Academics into CTE instruction initiative, which addresses achievement gaps in math and language arts. Reserve funds will be used to support substitute teacher salaries to cover the half-days of release time dedicated to learning, implementation, and coaching. Reserve funds will also be used, in concert with basic allocation dollars, to secure a contract with First Educational Resources to provide the professional development and coaching for CTE teachers. Our expected outcome is that, at the end of the 2nd year, all CTE teachers will have literacy and numeracy skills and support built into their program curriculum.

Post-secondary - Then entirety of our reserve allocation will be dedicated to the equal access to CTE for all students. We will do this by increasing cultural competencies within our instructors/staff and through the translation of promotional and program information into the top three commonly spoken languages other than English. The expected outcome is that performance gaps in underserved populations; especially to females, minorities, and those classified as lower economic status will improve. Reserve funds will be used in conjunction with basic funds to contract with professional organizations that specialize in cultural responsiveness and/or poverty to provide training and also to provide the translation services.

Post-secondary is planning to further develop our partnership with IMAA in an intentional effort to address the gaps in our accountability measures, particularly with regard to BIPOC students and students going into non-traditional roles (e.g. men in nursing, women in auto mechanics). Our outreach to IMAA is based on their standing in the community as a convenor and connector of diverse people groups in the greater Rochester area. Our plan is work with their team in a number of ways. First, to better understand the majority minority populations in community. Who they are, what challenges they face, and how we can align our Perkins efforts to promote CTE education. The second area is around the connection and promotion components. Diverse people groups engage and interact differently and to be culturally responsive, we need to understand those differences by people group. We believe IMAA will be instrumental in helping us define strategies and tactics that best reach the various groups. Lastly, we want to engage IMAA with the creation and translation of CTE recruitment materials in the native languages of the majority minority populations. Having experts from within the people groups doing the translation, will ensure that the messages are relevant, relatable, and accurate. IMAA will be included in future discussions, particularly in future CLNA meetings, to help the college understand context and need as it relates to diversity, equity and inclusion.

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 Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	3000
Postsecondary Subtotal	3000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	9000
Secondary Subtotal	9000
TOTAL	12000

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
TBD	RPS Secondary Coordinator	Secondary	380808	25	47417.07
TBD	RCTC Postsecondary Coordinator	Postsecondary		100	80000.00
Jami Schwickerath	ZED Secondary Coordinator	Secondary		50	40000.00

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

Position Description

Principal on Special Assignment.pdf

Position Description

Perkins Coordinator PD 012522mb.docx

Position Description

JD Perkins Coordinator (002).docx

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):

Combined Statements of Assurance - FY 23-24.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Combined-Secondary-Postsecondary-Budget-Updated 7.22.22.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Consortium Equipment List.xlsx

Improvement Plan

Additional Material

Consortium-Membership-List.docx

Additional Material:

Rochester-ZED Consortium Leadership Structure.docx

Additional Material:

Rochester-ZED Consortium Guiding Practice.docx

Additional Material:

Rochester-ZED Consortium Job Tasks.docx

Additional Material:

S-R-POS-Funding-POS-Updated 7.22.22.xlsx

Additional Material

Additional Material:

Additional Material:

