MINNESOTA STATE
Career and Technical Education

FY23-24 Southeast Perkins Consortium

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

Submitted by Brian Cashman

Submitted on 07/06/2022 3:45 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

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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
FY23-24 Southeast Perkins Consortium

Award Requested
$394,025.34

Total Award Budget
$394,025.34

Primary Contact Information

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Project Description

Consortium Membership List

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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:

For the FY23-FY24 Comprehensive Local Needs Assessment (CLNA), our consortium engaged with various stakeholders over a period of about 12 months. The process started with a facilitated conversation with WIOA and Economic Development partners, weaved feedback opportunities from CTE instructors, school administrators, school counselors and advising personnel, and other people key to the success of this plan, and concluded with an analysis of both quantitative and qualitative data.

The following items were highlighted by our stakeholders:

1. Partnerships are critical.

2. Equity of access by gender is critical.

3. Professional development is most valued at the local and regional level.

4. Experiential learning is an important part of Career Pathway work.

5. Classrooms and labs that use industry-grade equipment contribute to the success of students.

6. The hard work of working with students as they transition from secondary to post-secondary to industry is important.

7. Health Sciences, Trades and Industry, and Agriculture are all options for high-skill, high-wage, high-demand careers in Southeast Minnesota.

8. Professional Skills Development, or Soft Skills, is an important part of a student's education.

9. There is really strong work being done by organizations and personnel in Southeast Minnesota.

Each of the above-listed priorities are supported by funding in our proposed FY23 budget.

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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

FY23-24 CLNA.pdf

Narrative 2: Programs of Study

Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

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

- **Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?**

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

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. Go to Perkins Operational Handbook, page 18.

Enter your responses to Narrative #2 in the space provided below:

The following list summarizes our Programs of Study and their rationale:

Agriculture / Power, Structural, & Technical
Real Time Talent Report - SE MN - Annual Average Occupation Gaps

Transportation, Distribution, & Logistics
Real Time Talent Report - SE MN - Annual Average Occupation Gaps

Finance / Accounting
Minnesota State College Southeast Industry Feedback Sessions

Arch. & Construction / Construction
Real Time Talent Report - SE MN - 10 Year Forecast

Manufacturing / Maint, Install, Repair
Real Time Talent Report - SE MN - Annual Average Occupation Gaps

Manufacturing / Production
Real Time Talent Report - SE MN - Annual Average Occupation Gaps

Manufacturing / Engineering and Tech
Real Time Talent Report - SE MN - Annual Average Occupation Gaps

Health Science / Therapeutic Services
Real Time Talent Report - SE MN - Average Annual Occupation Gaps + Multiple Other Data

Education and Training / Education
Real Time Talent Report - SE MN - 10 Year Forecast

Hospitality and Tourism / Culinary Arts
Real Time Talent Report - SE MN - Top Emerging Occupations +10 Year Forecast

There are two primary mechanisms for communicating the opportunities in CTE courses and Programs of Study in

an inclusive manner to all students - especially special populations:

1.
    Informing students directly

2.
    Informing faculty and staff directly

Post-Secondary offers a number of outreach efforts in order to inform secondary students of options to create a pathway from secondary to post-secondary:

- The Admissions department, in collaboration with college faculty, hosts multiple career exploration events each year. Attendance varies based on school interest. Some schools choose to bus an entire grade to campus for hands-on demonstrations with departments followed by a tour of the campus and a general presentation from Admissions.

- The College hosts a number of open campus events throughout the year focused on CTE opportunities - including Transportation Night and Health Care Open House.

- The Admissions department, in collaboration with college faculty, hosts a speciality career exploration event for nontraditional students - specifically, women in Trade & Industry.

- The Admissions department visits high schools in the area to present to classrooms, over the lunch hour, or to meet with individual students. CTE faculty often join Admissions Representatives during these visits. During this time, they share the supports that the college offers - including career exploration, program options, and enrollment options.

- Once students are enrolled at the post-secondary level, there are many opportunities through their programs to learn more about CTE career fields and opportunities. CTE courses often include industry site visits, work-based learning experiences or field opportunities, internships, clinical experiences, and industry professionals visiting the college classroom. All of these opportunities illustrate the opportunities to link their CTE education to a post-graduate career, and help inform students of the professional opportunities available to them.

In addition to the aforementioned outreach strategies to secondary students, each high school in the consortium lists the available CTE programs and courses in their registration books. Secondary students are provided information as to the availability of CTE programs and courses in their registration book. They are also provided information through their interaction with secondary CTE instructors, general education teachers, special education teachers, Work-Based Learning teachers, and/or school counselors. There will be a concerted effort to connect students with this information via a mentorship program for non-traditional in Trade & Industry as well as the continued work of Career Navigators in the region. Other supports in place will include instructor and student access to the African-American Registry.

Please note the proposed Secondary/Post-Secondary equipment purchases in the Narrative portion of the Combined Budget spreadsheet. These purchases will give students an opportunity to use industry-grade equipment in critical Programs of Study across the consortium.

Update: The context of making decisions on our Programs of Study was primarily based on Labor Market Data, Employer/Industry Feedback, and alignment between Secondary and Post-Secondary. In particular, there was a focus on high-wage, high-demand, high-skill occupations (Agriculture, Construction, Finance, Manufacturing, Transportation) and occupations that provide a strong pipeline of career ladders and are in high-demand (Health Science, Human Services, Hospitality and Tourism).

The purchase of Post-Secondary equipment will be prioritized based on the Program of Study spreadsheet.

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

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

SRPOS and Funding POS.pdf

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.

There are a number of regional and local development boards, agencies, and related organizations and personnel that we partner with to support career exploration, career coursework, career activities, career services, career information sharing, and career guidance and academic counseling in addition to the internal systems in place at secondary and post-secondary.

Partners include:

- Community Economic Development Associates (CEDA)

- Economic Development Agencies (EDA)

- Goodhue County Earn & Learn Youth Skills Training (YST) Program - Advanced Manufacturing and Agriculture

- Bluff Country Collaborative Youth Skills Training (YST) Program - Advanced Manufacturing

- MaxAbility

- Minnesota Department of Employment and Economic Development (DEED)

- Red Wing Ignite

- Region 10 Low Incidence Projects (Region 10)

- Southeast Minnesota Building and Construction Trades Council (SEMNBCT)

- Southeast Minnesota Youth Skills Training (YST) Program - Certified Nursing Assistant (CNA)

-

Southeast Service Cooperative (SSC) / STEMForward and Career Navigators

- Winona Area Chamber of Commerce Business Education Network (BEN)/Reach Program

- Workforce Development Inc. (WDI)

One highlight that needs featuring is the inclusion of the Southeast Consortium with two Southeast Service Cooperative (SSC) programs, namely the STEMForward Committee and the Career Navigators. The Secondary Coordinator sits on the SSC STEMForward and is engaged in conversation and work related to both STEM and CTE. In addition, SSC employs two Career Navigators. These Navigators cover nearly all of the Southeast Consortium school districts. Their work is centered on providing career-connecting learning opportunities to students. This involved them working with both schools and industry. The main outcome of this work is a high-number of high-quality experiential learning options for schools and students.

The Secondary Coordinator sits on the Workforce Development, Inc. Board and is actively engaged in the work of Workforce Development, Inc. (WDI) in Southeast Minnesota. There is the possibility that WDI and the Consortium will partner on a Career Navigator position.

The Southeast Perkins Consortium will work with Red Wing Ignite to expand their Learn & Earn Youth Skills Training program to include more students and businesses. This is a Work-Based Learning-focused initiative. In addition, examinign the role of preparing students/upskilling within Information Technology/Electronics/Digital will be reviewed and acted upon.

Included in this narrative is the support for Spring Grove's transcript initiative. This innovation initiative aims to create a transcript that more fully accounts for student experiences and learning both within and outside the school day. The system will also include a portfolio and capstone housing element. Spring Grove is highly involved with their Career Navigator and Perkins in order to support innovative and best practices. This project is one example of what they are doing.

Another strong partnership in the region is Minnesota State College Southeast is also the location for partner services for the region. Workforce Development, Inc. and Hiawatha Valley Adult Education are located on the Red Wing campus. Career Force and Hiawatha Valley Education District are located on the Winona campus. This allows for increased collaboration on projects and supports for students.

Updates:

1. The Career Navigator positions were deployed in the 10 County Southeast Minnesota region by the Southeast Service Cooperative using Rural CTE Grant dollars over the last two years. These positions were focused on career-connected learning for students, especially in regarding to high-quality experiential learning opportunities and programs. Concurrent with this work has been the on-going work of a group of schools and workforce development agencies called the Bluff Country Collaborative. The Bluff Country Collaborative was formed prior to the Career Navigator positions and, like the Career Navigators, the Collaborative is focused on experiential learning and collaborative relationships among schools, workforce development agencies, and business/industry. When the Career Navigators were brought on-board, one Career Navigator was assigned to the Bluff Country Collaborative initiative. The results have been outstanding and have taken the original work of the Bluff Country Collaborative to a whole new level. Because the Rural CTE Grant dollars are not long-term, the Bluff Country Collaborative has been looking at moving the position under the Workforce Development, Inc. umbrella with the goal of using braided funding to support the Career Navigator position. For the FY23 budget, we are proposing using $7,000.00 as start-up funds for this position. The plan is for the Perkins funds to be braided with school district funding and business/industry funding at on-set and then to be attritioned down within 1 to 3 years.

2. The Mastery Transcript is both a program and a tool. Programatically, it will enable the Spring Grove School District to enhance their conversation and work in recognizing College and Career Readiness as part of a student's high school experience. In regard to Mastery Transcript being a tool, it will allow Spring Grove to provide a mechanism for housing portfolio work and a capstone experince in their 9-12 program as well as build a foundation of this thinking and framework at the 7-8 level. Spring Grove has been innovative in this work - especially with experiential learning/career-connected learning. This purchase would take Spring Grove to the next level as well as provide a model for other local and regional schools to learn from.

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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:

Curriculum writing is a very valuable tool for doing two things: (1) the alignment and integration of content frameworks into CTE courses and (2) the inclusion of strategies and resources for integrating math, reading, and writing strategies into CTE courses and programs. As a consortium, we will provide CTE instructors the opportunity to engage in intentional curriculum writing time in order to promote these two value add outcomes.

In addition to curriculum writing, we are proposing to support the inclusion of industry certifications into select secondary CTE courses - including OSHA-10, Child Development, and ServSafe certifications.

English and Math faculty work closely with technical faculty to incorporate applied math and writing skills in courses. The focus is on English and Math courses that are required for the diploma or associate CTE programs.

Update:

1. **The curriculum writing will be focused on two buckets: curriculum writing for new courses and curriculum writing for existing courses. For new courses, an emphasis will be on course alignment with content frameworks as well as connections to technical reading as well as mathematical cross-cover concepts. For existing courses, these same two goals will be the focus of the work. In terms of an outcome, CTE instructors will have a complete course syllabus, or syllabi, that are fully aligned to content frameworks and interconnected with reading and math.**

2. **One area that we need to continue to work at is Industry Certifications aligned to Programs of Study. The assumption here is that the desired certifications innately include both academic and technical skills and knowledge.**

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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:

The review of our Consortium data during the CLNA process indicated a strong need to address special populations. Specifically, the data shows that although the number of secondary males and females are categorized as "Participants" is about equal, the number of "Concentrators" leans heavily with males. This creates a gap between males and females engaged more deeply into CTE courses and programs. To address this, we are proposing to do two things: (1) provide a mentorship program for secondary females to connect with adult females in non-traditional fields and (2) provide up-to-date and relatable marketing and communication products to non-traditional students - i.e. females in the Trades. Finally, we are proposing to include training on non-traditional dynamics within our Job-Alike Meetings.

In addition, we recognize that our CTE faculty, staff, and students are primarily white/caucasion. We also recognize the fact that the state of Minnesota, our country, and our world offers an abundance of diversity. To help bridge this gap, we piloted the use of the African-American Registry (AAR) in FY22. The AAR allows staff and students to access profiles and information of a diverse population of professionals - both historic and current - in order to increase student's appreciation of cultures different than their own. In addition, the AAR pushes back against print materials that may provide a primarily euro-centric representation of CTE fields and professionals.

In FY21 we supported the start of Cohort I with the Southeast Service Cooperative's Redefining Readiness initiative. We believe that this work will provide a more equitable representation of student success at the high school level. This initiative includes a focus on career and life readiness - including metrics that align with CTE.

The Secondary Coordinator serves on a working committee for MaxAbility - an organization focused on providing support and opportunities to people with disabilities - including students. We are looking to partner with MaxAbility on their "Reverse Job Fair" event and simliar opportunities for students in FY23-24.

Through feedback received by regional partners supporting Latinx students, it was determined that additional transitional support was needed for students from the secondary to post-secondary process. Hispanic Outreach of Goodhue County has been contacted to improve services provided to Latinx students. One of the many services provided is translating materials into Spanish.

Minnesota State College Southeast will host "Women Exploring Trades, Technology, and Transportation" event open to young women in grades 9-12. The event is designed for young women to join MSC Southeast faculty for a day geared towards young women interested in learning more about hands-on, high-tech career paths and programs such as: Mechatronics, Electronics/Biomedical, CNC, Welding, Radiography, Construction Technology, Auto Technology, and Auto Body.

Through feedback provided by the Director of Disability Services, it was determined that support is needed for faculty working with students on the Autism spectrum. The college will provide Autism training to MSC Southeast faculty to improve classroom and lab teaching methods.

Finally, please note that the bulk of our proposed spending to support Special Populations is with our Reserve dollars (Narrative 11).

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Narrative 6: Work-based Learning

Work-based Learning Narrative

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

Provide the following information in the space below:

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

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

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

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

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

Enter your response here:

Work-Based Learning programming has become an increasingly important component of CTE programs in the Southeast Consortium. For Fiscal Year 2023, we are proposing the support of six main initiatives:

1.
   The use of MCIS as a career exploration tool and grounding mechanism.

2.
   The opportunity for schools and students to engage in career-connected experiential learning events and programs. This includes visits to post-secondary institutions and business and industry site tours.

3.
   The use of Virtual Reality and a Sim Trailer as a means of improving the student experience within Work-Based Learning and experiential learning opportunities.

4.
   The development and/or sustainment of three Youth Skills Training Programs:

     - Goodhue County Learn & Earn Program - Advanced Manufacturing and Agriculture

     - Bluff Country Collaborative Program - Advanced Manufacturing

     - Southeast Minnesota Program - Certified Nursing Assistant

5.
   The continued partnership with Career Navigators in the work they are doing with providing secondary schools and students with career-connected learning strategies and opportunities.

6.

The expansion of the Goodhue County Earn & Learn program (Advance Manufacturing and Agribusiness Youth Skills Training).

It is worth focusing in on the Career Navigator positions. In particular, here is the description of their role as laid out by the Southeast Service Cooperative:

Career Navigators are contracted FTE positions available to support a consortium of schools and communities develop and sustain career-connected and experiential learning opportunities. This includes supporting educators and students to identify career opportunities in industries that provide promise for future job demand, sustainable wages, and potential for industry-recognized credentials that align to their interests and passions of students including, but not limited to, career clusters like career and technical education and STEM. These experiential learning opportunities engage employers from multiple sectors and raise student awareness, engage the community in experiences, and provide career pathways for youth.

This position is an important contributor to providing leadership and support to students, teachers, parents, industry partners, and post-high school education partners (trades and colleges) in developing, iterating, innovativing, growing, and sustaining pipeline development. Southeast Service Cooperative hosts and supervise this position, and work is performed is under the guidance of community, industry, and education partners within the consortium.

Services provided:

- CTE & Workbased Learning Teacher Credential Navigating Support Service

- Communications & Marketing

- Distance and Virtual Learning Support

- Dual Credit Learning

- Grant Writing

- CTE Program Development (Curriculum, mapping and planning, partnership, multi-district collaboration, etc.)

- FutureForward(TM) Strategic Planning, Support, & Training

- Experiential Learning Coordination

- Event Management

- Partnership Development

- Regional Cooperative Career Courses & Pathways

- Regional Networking & Community Presentations

Source: https://www.ssc.coop/Page/612

Please note that collaboration on a Career Navigator position may be sought with Workforce Development, Inc.

In collaboration with the SLAM (Students Learning Advanced Manufacturing) programming, campus and industry tours are being introduced. Students spend a portion of the day in the CNC labs on campus with hands-on experiences supported by the faculty in the program. Next, they go on a tour of a local manufacturer. The day event provides a look into the future for current high school students. They are able to see where they could go for additional hands-on training and a quick look at where they could land a job after degree completion.

As programs at Minnesota State College Southeast grow and new programs are added, additional internship sites are sought out. Most recently, with the start of a Mechatronics program on the Red Wing and Winona campuses, local companies have been involved in developing the programs as well as serving as internship sites. The Associate of Science in Nursing Degree was revitalized in 2020 and the first cohort will be graduating after fall 2022. Through partnerships with local healthcare providers, new clinical experiences have been developed and expanded to meet the needs of all students.

Updates:

1. For a handful of schools in the consortium, MCIS is a key component of their experiential learning and post-high school programming and planning. MCIS is also a key component of augmenting existing Work-Based Learning programs by providing context and insight to students and instructors on the fit and alignment with Career Pathways. We recognize that we need to move towards innovation within this category and our hypothesis is that the formation of a MCIS Community of Practice in FY23 will move us in this direction as well as provide a template for other schools to adapt.

2. In regard to Career Navigators and braided funding, please see the update on Narrative 3. The budget calls for $7,000.00 as a part of start-up costs for the Career Navigator position with the Bluff Country Collaborative and Workforce Development, Inc. Within Narrative 6, there is a budget of $7,000.00 for start-up costs of sustained funding for the Youth Skills Training (YST) program in Goodhue County titled "Learn & Earn". This program provides immersion experiences in Advanced Manufacturing and Agriculture businesses in Goodhue County. It also gives students an opportunity to earn their OSHA-10 certification. The facilitator position will need to be funded with braided funds moving forward, as the YST grant dollars are complete. Much like the Career Navigator role, we are proposing to use the $7,000.00 as start-up funds and then scale back to $0 within 1 to 3 years.

3. The Simulation Trailier for Mabel-Canton is a post-secondary site visit to take part in the construction-related simulator.

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☒ 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
☐ 4. Support integration of academic skills into CTE programs and programs of study.
☒ 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
☐ 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
☐ Not Applicable

Narrative 7: Early College

Early College Narrative

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

- **Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).**

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

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

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

Enter your response here:

The Southeast Consortium will be a member of CTECreditMN. com and the subsequent regional articulation meetings. This will serve to increase the number of articulated career and technical education courses available to secondary students.

MSCS continues to conduct the C2C (Connect to College) Concurrent Enrollment Program at a high level according to the standards set forth by NACEP (National Alliance for Concurrent Enrollment Partnerships). In April 2020, we received notice that we have been reaccredited for seven additional years. We plan to seek opportunities to expand C2C in the CTE area.

Currently, concurrent enrollment courses are offered in Medical Terminology and many liberal arts classes. Through program collaborations like the Bluff Country Collaborative, Districts are working together to offer training regionally with the possibility for students to complete industry certificates in Nursing Assistant. MSC Southeast, in collaboration with Healthforce Minnesota, is working to offer LPN in the high school. Multiple schools in the southeastern region are offering pre-requisite courses like English Writing and Anatomy and Physiology allowing students to start the LPN program in the spring of their senior year or shortly after high school graduation.

Efforts are in motion to increase the opportunity to earn technical college credit. In collaboration with a National Science Foundation grant received by MSC Southeast, students have the opportunity to complete courses in the high school or on campus in Manufacturing and Automotive Services. Regional hubs were created as possible to allow for coursework to take place near the students' homes rather than needing to commute to the college campus. Another option for students that we have in place is to complete courses in the evening on campus. By participating in this program, high school students can graduate with both their high school diploma and a two-year certificate.

Students are taking advantage of the PSEO program by taking courses on campus or online. Many students are 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 have a robust PSEO program and are continuing to expand enrollments here, following a recent multi-year trend at Southeast. High schools continue to review CTE and Liberal Arts courses completed by students to meet high school graduation requirements.

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 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:

The flow and functionality of professional development has been disrupted over the last two years by COVID. It has been a challenge for educators to participate in professional development offered by the consortium. Among other factors, a sub shortage and a high level of prep work, have contributed to this dynamic. Reviewing our CLNA, we have identified the following items as considerations:

1.
Educators prefer local or regional professional development as opposed to state or national conferences.

2.
There is value in Job-Alike Regional Meetings.

3.
There continues to be the challenge of making the logistics work in order to attend professional development events.

We are proposing that we support local and regional professional development opportunities, as well as select state opportunities. We also propose to support teacher externships as a viable means of professional development. Finally, we will continue to offer Job-Alike Regional Meetings. It is important to note that the Job-Alike Regional Meetings will include a focus on engaging in the 5 Year Program Approval process - i.e., using the template that Dean Breuer (MDE - Business & Marketing Specialist) provided. This will allow our schools and educators to be in a continual loop of program improvement as opposed to waiting until the 5 Year Review deadline is in place.

We will also be designing and implementing specialized 1/2 day trainings and workshops for secondary educators. Included in this work will math integration (Accounting), a showcase (Health Sciences), Business and Family Consumer Science integration (Business, Family Consumer Science), and feedback from the Center of Excellence and Industry (Transportation).

Additionally, we will continue to offer teacher externships for interested CTE instructors.

Finally, please note that our Consortium has partnered with St. Cloud State University to be a part of their Technology Express program. This will give secondary instructors access to industry-grade equipment, up-to-date professional development, and support with business-to-school partnerships in local regional communities.

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

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☐ 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:

Examining the secondary data, we have met all of our Performance Indicators. This said, there are two indicators that seem to warrant our attention: 3S1 (Post-Program Placement), 4S1 (Nontraditional Program Concentration),On the secondary side, we are proposing that we utilize Career Student Technical Organizations (CTSOs) to continue to exceed expectations in 3S1 and 4S1. The rationale is that CTSOs provide a means for students - including nontraditional students - to engage with a Career Field in, typically, a way that can't be matched in the classroom. CTSOs gives students the opportunity to take on leadership roles and establish a professional network. This is especially important for nontraditional students.

On the secondary side, please also see pages 10 to 12 of our Comprehensive Local Needs Assessment for a more exhaustive review of the data. Additionally, please see our Reserve Narrative and budget for our strategies to improve our performance gaps.

Postsecondary data shows that two of the three indicators are below requirement levels. 2P1 Earned Recognized Postsecondary Credential was at 61.98 with a target of 61.52. 1P1 Postsecondary Retention and Placement was at 87.17 with a target of 92.09 and 3P1 Nontraditional Program Enrollment was at 13.23 with a target of 14.81. Latinx, students with disabilities, and women in trades are groups targeted for programming as outlined in Narrative 5 and in the Improvement Plan.

Updates

1. Our hypothesis is that as CTSOs continue to grow in frequency and depth, that this will only strengthen our 3S1 and 4S1 indicators. The reasoning is that CTSOs provide students an opportunity to be engaged in learning that is career-connected as well as enjoyable and engaging. Looking at our consortium data, we need to provide all of the support we can for non-traditional (by gender) programming and enrollment. We think CTSOs are key in this, as it appears that the non-traditional gender participation is higher in CTSOs than it is in core school day courses.

2. As shared in Narrative five and the improvement plan, to address the Post-Secondary indicators:

Through feedback received by regional partners supporting Latinx students, it was determined that additional transitional support was needed for students from the secondary to post-secondary process. Hispanic Outreach of Goodhue County has been contacted to improve services provided to Latinx students. One of the many services provided is translating materials into Spanish.

Minnesota State College Southeast will host "Women Exploring Trades, Technology, and Transportation" event open to young women in grades 9-12. The event is designed for young women to join MSC Southeast faculty for a day geared towards young women interested in learning more about hands-on, high-tech career paths and programs such as: Mechatronics, Electronics/Biomedical, CNC, Welding, Radiography, Construction Technology, Auto Technology, and Auto Body.

Through feedback provided by the Director of Disability Services, it was determined that support is needed for faculty working with students on the Autism spectrum. The college will provide Autism training to MSC Southeast faculty to improve classroom and lab teaching methods.

Marketing plan CTE focused utilizing photos showcasing female instructor in Auto Services and male instructor in Radiography. Publish stories in local newspapers highlighting success stories of students in non-traditional field.

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

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☐ 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:

As a consortium, we utilize the following structure:

- Perkins Leadership Team

- Perkins Core Planning Team

- Secondary and Post-Secondary Coordinators

The Perkins Leadership team is made up of a cross-section of secondary and post-secondary stakeholders. This team meets on a monthly basis for the purpose of the following:

- Monitoring of the consortium's vision, mission, goals, and strategies

- Monitoring of the consortium's budget

- Increased understanding of Perkins V and CTE in Minnesota

The Perkins Core Planning Team is a subset of the Perkins Leadership Team. This team will help monitor and support a continuous improvement cycle within the planning, implementation, and review of the Consortium Plan and Budget.

The Secondary and Post-Secondary Coordinators will facilitate the Perkins Leadership Team meetings as well as the Perkins Core Planning Team. Both Coordinators will also work to stay abreast of best practice and innovation through networking, collaborative partnerships, and professional development. Towards this end, budget dollars will be dedicated to professional mileage and professional development for the Coordinators.

Our consortium ensures funding is used to support CTE Programs with the necessary size, scope, and quality through the following means:

- A continuous improvement cycle that focuses on specific action steps within each year of the 5 Year Approval process.

-

The support of curriculum writing and professional development as a means of creating new Programs of Study based on local and regional data.

- The support of high-quality experiential learning opportunities for as many students as possible.

- The implementation of a Mentorship Program and intentional marketing and communication for nontraditional fields to increase the number of females achieving Concentrator status in the Southeast Consortium.

- Partnering with local and regional organizations to braid together programming and student experiences. Examples include The Winona Area Chamber of Commerce Reach Program, The Youth Skills Training Programs, the Spring Grove CEO Program, The Students Learning Advanced Manufacturing Program, Bluff Country Collaborative Programming, the Red Wing Flight Paths Initiative, and the La Crescent-Hokah "reboot" of career pathways in their Trade & Industry department.

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

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☐ 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:

Our Consortium is proposing a focus on CTE teacher/faculty recruitment, retention and Performance Gaps. More specifically, we are focused on professional development for CTE teacher/faculty recruitment, retention and non-traditional populations within the Performance Gaps category.

For the professional development component, our main focus will be with the Job-Alike Meetings. A staple of our consortium, these meetings allow CTE instructors to meet with job-alike peers in an atmosphere of collaboration. Although COVID has made meeting difficult the last two years, we are looking forward to the return of in-person Job-Alike Meetings in FY23 and FY24. We are proposing the integration of two specific agenda items for these meetings:

1.
   Engagement in the 5 Year Program Approval process as laid out by Dean Breuer (MDE Business & Marketing Specialist).

2.
   Learning and strategies with Nontraditional engagement and movement from Participant status to Concentrator status - including by gender and students with disabilities.

In addition to collaboration and professional learning, the Job-Alike Meetings aim to serve as a connection point for educators who might be a department of one and/or are new to the profession. The goal is to provide support to these teachers as a means of retaining them in their positions.

In addition to the Job-Alike Meetings, we will be sponsoring specialized 1/2 day trainings/workshops. Please see Narrative 8 for more information.

For Performance Gaps, our secondary lens is focused on 4S1. Specifically, our data shows that although the number of secondary males and females are categorized as "Participants" is about equal, the number of "Concentrators" leans heavily with males. This creates a gap between males and females engaged more deeply into CTE courses and programs. To address this, we are proposing to do two things: (1) provide a mentorship program for secondary females to connect with adult females in non-traditional fields and (2) provide up-to-date and relatable marketing and communication products to non-traditional students - i.e. females in the Trades. We are aso proposing to include training on non-traditional dynamics within our Job-Alike Meetings.

Please see Narrative 5 for more information on the integration of Reserve dollars to support Special Populations.

In addition, we recognize that our CTE faculty, staff, and students are primarily white/caucasion. We also recognize the fact that the state of Minnesota, our country, and our world offers an abundance of diversity. To help bridge this gap, we piloted the use of the African-American Registry (AAR) in FY22. The AAR allows staff and students to access profiles and information of a diverse population of professionals - both historic and current - in order to increase student's appreciation of cultures different than their own. In addition, the AAR pushes back against print materials that may provide a primarily euro-centric representation of CTE fields and professionals.

Reviewing postsecondary performance levels, the focus in narrative 11 is on performance gaps. Alongside secondary, a collaborative marketing plan has been developed. Faculty and staff training to learn best practices for our campuses, local, regional and national training will be provided to focus on improving services for special populations and retention efforts for all.

In addition to strategies outlined in narrative 5, postsecondary will work to improve the onboarding process for students through advising videos and providing interpreter support at on campus registration sessions.

Following a pilot FY22 for a summer Explore camp, a second year is being planned and Perkins funds will provide support for this event.

Finally, in FY21 we supported the start of Cohort I with the Southeast Service Cooperative's Redefining Readiness initiative. We believe that this work will provide a more equitable representation of student success at the high school level. This initiative includes a focus on career and life readiness - including metrics that align with CTE.

Updates:

1. Secondary budget detail:

- **African-American Registry: $8,000.00 to provide all CTE teachers with access to diversified content and representation that can be used as a supplment to their daily lesson plans.**

- **MaxAbility: $500.00 to provide funding to host the annual "Reverse Job Fair" for students in 18 to 21 year-old transition programs and local and regional employers. MaxAbility focuses on providing equity of opportunity to students and adults with disabilities.**

- **Mentorship Program: $6,000.00 to provide the infrastructure necessary to expand our FY22 Mentorship Program pilot, which was funded by an AdvanceCTE grant. The mentorship program will focus on females and non-traditional career fields.**

- **Marketing & Communication: $2,500.00 to braid with Post-Secondary funding to provide CTE-specific information to potential students at Minnesota State College Southeast. This includes specific strategies for non-traditional career fields.**

- **Redefining Readiness: $10,800.00 to support the inclusion of consortium high schools' in the Southeast Service Cooperative Redefining Readiness Cohort. This two-year cohort looks at revamping the way we look at the outcomes of a high school diploma - including the role of career-connected learning, professional skills, and experiential learning. In terms of performance gaps, it is anticipated to be more a more inclusive framework, thus supporting non-traditional by gender participation and concentration.**

- **Job-Alike Regional Meetings: $6,935.29 to support the continued meeting pattern with job-alike CTE disciplines as a means of fostering innovation and reducing isolation. Projected groups include: Agricuture with Trade & Industry, Business, Family Consumer Science, and School Counselors.**

- **Licensure Pathways: $7,000.00 to support seven Consortium CTE teachers in completing the CTE Licensure Boot Camp offered by the Lakes Country Service Cooperative. This work will be in conjunction with the Rochester/ZED Consortium.**

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	
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	$750.00
Postsecondary Subtotal	$750.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$7,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	$3,500.00
Secondary Subtotal	$10,500.00
TOTAL	$11,250.00

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
Brian Cashman	Secondary Coordinator	Secondary	404031	30%	$36,075.82
Cindy Kottke	Assistant to the Dean of Students	Post-Secondary		20%	$9,833.00
Jeannie Meidlinger	Director of Secondary Relations	Post-Secondary		30%	$42,953.00

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

Position Description
    FY23 Secondary Coordinator Job Description.docx

Position Description
    FY23-FY24 Post-Secondary Perkins Assistant Job Description.pdf

Position Description
    FY23-FY24 Post-Secondary Perkins Director of Secondary Relations Job Description.pdf

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

MINNESOTA STATE
Career and Technical Education

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):

FY23-24 Statements of Assurances.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Combined-Secondary-Postsecondary-Budget-Southeast FY23.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Combined Inventory (FY23-24 Plan).pdf

Improvement Plan

Improvement-Plan-Southeast 4.1.22.docx.pdf

Additional Material

FY23-24 Consortium Membership List.pdf

Additional Material:

Perkins Plan Summary FY23FY24 for PVLT.pdf

Additional Material:

Updated Budget.xlsx, Combined-Secondary-Postsecondary-Budget-Southeast FY23 Update 7.6.22.xlsx

Additional Material:

Updated SRPOS POS.xlsx

Additional Material:

Additional Material

Additional Material:

Additional Material: