



Lakes Country Perkins Consortium

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

Submitted by Troy Haugen

Submitted on 07/14/2023 2:49 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2023.

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

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

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohrn, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohrn@minnstate.edu

Fund Activity Categories

Education

Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/9a8b0cc4-2d7e-4997-9947-72b543ada6be>

Award Information

Award Period

07/01/2023 - 06/30/2024

Submission Information

Submission Window

Closes 07/28/2023 11:59 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

Lakes Country Perkins Consortium

Award Requested

\$848,741.53

Total Award Budget

\$848,741.53

Primary Contact Information

Name

Troy Haugen

Email Address

thaugen@lcsc.org

Address

Lakes Country Service Cooperative, 1001 E Mount Faith Ave
Fergus Falls, MN 56537

Phone Number

(218) 737-6511

Project Description

Consortium Membership List

Consortium Membership List

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

Minnesota State Community and Technical College

Ashby Public Schools - Independent School District 0261

Barnesville Public Schools - Independent School District 0146

Battle Lake Public Schools - Independent School District 0542

Breckenridge Public Schools - Independent School District 0846

Campbell-Tintah Public Schools - Independent School District 0852

Chokio-Alberta Public Schools - Independent School District 0771

Clinton-Graceville-Beardsley Public Schools - Independent School District 2888

Detroit Lakes Public Schools - Independent School District 0022

Dilworth-Glyndon-Felton Public Schools - Independent School District 2164

Fergus Falls Public Schools - Independent School District 0544

Fergus Falls Area Special Education Cooperative - Independent School District 0935

Frazee-Vergas Public Schools - Independent School District 0023

Hancock Public Schools - Independent School District 0768

Hawley Public Schools - Independent School District 0150

Herman-Norcross Community Schools - Independent School District 0264

Lake Park Audubon Public Schools - Independent School District 2889

Lakes Country Service Cooperative - Independent School District 0926

Morris Public Schools - Independent School District 2769

Moorhead Area Public Schools - Independent School District 0152

New York Mills Public Schools - Independent School District 0553

Pelican Rapids Public Schools - Independent School District 0548

Perham-Dent Public Schools - Independent School District 0549

Rothsay Public Schools - Independent School District 0850

Ulen-Hitterdal Public Schools - Independent School District 0914

Underwood Public Schools - Independent School District 0550

West Central Area Public Schools - Independent School District 2342

Wheaton Area Public Schools - Independent School District 0803

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results Summary

Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

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

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

Enter your CLNA response below.

Similar to the 2020 CLNA, the larger conglomerate of consortia across the entire northern part of the state worked together to create arguably a stronger and more reflective comprehensive local needs assessment. While we had all hoped for significant progress from the previous CLNA, we collectively found that ***career and technical education and Perkins suffers from a fundamental identity crisis***. While there is starting to be more evidence of a truer understanding of the ultimate goals of both CTE and the Perkins grant, we collectively still have a long way to go. As consortium staff engage with licensure work across the state, many of the most highly trained teachers with the appropriate licenses recommended by our own institutions of higher education have very little grasp of what career and technical education is, it’s purpose, and how it intersects with Perkins. A statewide approach is absolutely necessary in order to have a sustainable, impactful system of career and technical education in Minnesota. The work that the northern Minnesota “coalition” is undertaking is certainly starting to show impact, however it needs to become embedded in the language and focus of every CTE professional in Minnesota. In 2020, the Lakes Country Perkins Consortium CLNA identified five symptoms of this larger issue. Suffice it to say, while perhaps there is some progress being made, the symptoms persist.

- Confluence of career and technical education and Perkins – including many in the ranks of CTE professionals from top to bottom;
- “Solution-it is” – CTE professionals are not clearly identifying the problem before solutions are sought; they typically find a solution which then searches for its own problem (and functionally, the system persists);
- General and overabundant misuse of technical language at all levels of leadership (ie, “vocational” and “CTE certification”);
- Lack of basic understanding of the tenets of federal and state laws intersecting with career and technical education, and frankly, education writ large; and
- Institutional legacy fatigue – decisions around CTE are made under two basic premises; either “we do it this way because we always have,” or “all students should know how to _____.”

Bluntly put, ***we must first address the crisis if we hope to make any progress at any level, including within the five elements below***. While it might seem that the consortium is using this assertion to excuse other work, the absolute opposite is true. The strategies included in this plan specifically geared towards the mental models around cte finally get to the root cause of many of the other issues. Many of the other issues that consortium leadership have devised over the past several years have fallen short simply because the root cause had not been identified nor shifted. The work of the Lakes Country consortium, along with the rest of the northern consortia, have and will continue to work dilligently on this work, and there seems to be some movement related to those initiatives and mental models. Additionally, the consortia plans on using the messaging around size, scope, and quality to help further this work.

Element #1: Student Performance on Required Performance Indicators

En masse, secondary and postsecondary students generally perform well, however digging deeper into the data, economically disadvantaged students, students of color and secondary students with disabilities do not perform as

well as their counterparts. Furthermore, student performance would benefit greatly with additional support in the form of mentors, counselors, and advisors, ideally consisting of individuals from diverse backgrounds and populations.

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

Although the data suggests that Lakes Country Perkins Consortium's programs meet minimum standards for size, scope, and quality, traditional mental models, fundamental lack of understanding of career and technical education, and lack of high-quality equipment often become hinderances for secondary programs to go much beyond minimum standards. This finding seems to be the root cause of so much of the ire related to growth and expansion of quality programs in the consortium, it is absolutely imperative for the consortium, and state writ large to implement strong strategies related to that problem in order to ultimately shift other innovations and implement more specific strategies.

Postsecondary program faculty and academic leadership reported greater need for inter-institutional college collaborations and enhanced partnerships among their secondary counterparts in addition to industry partners and employers. There is also a consensus among program faculty and academic leadership that the need for additional staff in the form of mentors (a.k.a student success coaches), counselors, and academic advisors, particularly among BIPOC students and economically disadvantaged students is essential to student success. COVID-19 and ever-changing advancements in technology has created new requirements for innovative quality programs and delivery to meet the needs of all students.

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

Similar to Element 2, some of the same fundamental issues plague the consortium related to Programs of Study, although progress seemingly has been made. Persistent gaps still remain, however, with secondary students access to authentic WBL programs based primarily on districts that do not have licensed staff, and persistent programmatic gaps between secondary and postsecondary that do not meet laborforce needs in our region (specifically AFNR, medical, and IT). There continues to be an indelible concern over the disparity between secondary teacher shortages, secondary and postsecondary credentialing barriers, and overall capacity for seamless programmatic alignment (sometimes simply because of nebulous CIP code alignment). Ultimately, this oftentimes leads to areas of misalignment with regional employment and economic development needs.

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

While Lakes Country Perkins Consortium is well-positioned to tackle teacher training, support is still necessary. The ratio of teachers/faculty of color in EDR 4 to students of color or students from underrepresented and/or underserved groups is unsatisfactory and greatly needs improvement. Though some initial steps have been made, a systemic approach towards the recruitment, retention, and training of CTE professionals who are BIPOC and share backgrounds that are consistent with student demographics is necessary. This approach may develop from additional research and by making a concentrated effort in marketing opportunities specifically to BIPOC individuals who are or will be CTE professionals.

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

Generally, there is little data to indicate to report that neither secondary or postsecondary programs are enrolling students in a disproportionate way, however there are still consistent patterns that emerge related to persistence and completion at the postsecondary level for BIPOC and other traditionally marginalized students.

Funding priorities will be clearly identified in each subsequent narrative, aligned directly with the corresponding CLNA Element and Strategy.

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

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that

result in increasing student achievement on performance indicators.

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

Upload your CLNA Framework here:

Narrative 2: Programs of Study

Programs of Study Narrative

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

Additionally, provide the following information in the space below:

- For each State-recognized POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any, these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to inform special populations about POS opportunities and to increase their participation in Career and Technical Education programs?

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

[Download a blank S-R POS spreadsheet.](#)

Enter your Programs of Study response below.

As noted in the attached S-R POS document, the consortium has identified the following Programs of Study:

1. Accounting: while the consortium will support teachers and faculty with professional development as demanded/necessary, the CLNA did not identify a need for investment in this program.
2. Construction: HIGH priority in funding, particularly as the consortium works to solidify and strengthen existing programs, also as new teachers enter the space, providing updated, industry-recommended equipment to grow and expand programs across the consortia.
3. Transportation Operations - **HIGH** priority in funding. The consortia has supported significant upgrades to industry-demanded equipment on the secondary side the past two years, so the priority is shifting a bit from these programs. Continued professional development opportunities and potential equipment requests may still be necessary for successful implementation of high quality programming.
4. Teaching/Training - **MEDIUM** priority in funding. While the growth and expansion of these programs is a high need, the investment amount is not high. Professional development for teachers to expand skills and lead towards an industry recognized credential (likely CDA) is a priority, but again, not a high cost relative to more trade-type programs.
5. Web & Digital Communications - **LOW** priority in funding. Professional development for the advancement of skills is available to consortium teachers.
6. **Power, Structural, and Technical Systems - HIGH priority in funding. Professional development and ongoing equipment is necessary per ongoing recommendations from advisory committees.**
7. Therapeutic Services - **LOW** priority in funding. While it is absolutely imperative to increase programming in POS 7 and 10, they are traditionally low-cost to Perkins on the secondary side, but likely higher dollar on the postsecondary side. Continued professional development for existing teachers/faculty plus the potential of expansion to other teachers in the secondary is necessary.
8. Design/Pre-Construction - **MEDIUM** priority in funding. This POS was in existence prior to 2019, but fell off the radar in 2020. It is back on the radar for our region, and needs investment, particularly in professional development for secondary instructors in architectural drafting.
9. Maintenance, Installation & Repair - **LOW** priority in funding. While this pathway exists in several of our schools and there is certainly an employment demand, funding needs are not high for secondary. Postsecondary needs still exist, and will likely require equipment investment. Of course, continued professional development is always necessary for sustainable and expanding programs.
10. Diagnostic Services - **LOW** priority in funding. While the therapeutic services program has been in place for two years, there needs to be further investment on the diagnostic services side at both the secondary and

postsecondary. This includes industry-requested equipment and continuing professional development.

11. Plant Systems - RESERVE - in development. Our CLNA results showed that there is a significant industry demand for plant science in our region, but the DEED Labor Market Information does not adequately capture it. The consortium will be investing in program alignment, growth, and expansion - including the exploration of postsecondary programs in this career field, cluster, and pathway. This will require professional development and equipment purchases.

As identified in the CLNA, there is a fundamental inequity for CTE students regarding access to dual credit opportunities. The clear barrier is Minnesota's approach to minimum faculty qualifications at the postsecondary level. As noted in both the CNLA, and the report published by LCSC (Kaput, 2021), the excuse that the HLC guidelines restrict these opportunities is simply a "bait and switch" narrative to shift the focus away from the policy and contractual language that is purely protectionist in nature - and protectionist for the adults, and not for the students for which we are called to serve. Further work needs to be done in this realm to ultimately provide some relief and opportunities for secondary students.

- **Strategy 1 from Element 2:** Consortium fall regional networking meetings.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary consortium leadership responsible for development and delivery of the professional development. Business/industry invited as partners to connect with CTE professionals in supporting advisory.
- **Budgeted Use of Funds**
 - *Secondary: \$9,00 (OBJ 303), \$4,000 (OBJ 366)*
- **Strategy 2 from Element 2 & 3:** Support quality professional development opportunities for CTE professionals.

Professional development opportunities include cnc/varcarve, drone, small engines, briggs & stratton, policy & advocacy, professional teacher organizations professional development.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary consortium leadership responsible for distribution of funding for quality professional development as aligned to two-year consortium Perkins plan.
- **Budgeted Use of Funds**
 - *Secondary: \$5,000 (OBJ 366)*

Strategy 3 from Element 2 & 3: Career & Technical Program Equipment Purchases.

There is opportunity for growth in size, scope, and quality through the development of new career exploration activities, new program design in response to labor market demands, innovations in technology and instruction, and a concerted effort in tailoring support services to an increasingly diverse student population. Further collaboration with select stakeholder focus groups, strategic enrollment management teams, academic leadership, marketing and communications, and industry partners will be needed to plan for and execute target measures for improvement. Some examples of CTE equipment purchases that can bring transformational impact to programs in 2023-24 include simulation labs for healthcare, solar technology, or virtual reality platforms. With the recent lift of restrictions surrounding in person gatherings and events due to COVID-19, there are new opportunities to inform special populations about POS opportunities through a combination of strategic outreach through multiple communication channels and through hosting informative events on M State campuses or in coordination with secondary schools on site. Secondary equipment is specifically identified in budget, but includes upgrade equipment for construction, AFNR/PSTS, manufacturing, early childhood/teaching & training, etc.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary administrative and governance structures for approval of Perkins equipment based on the needs and alignment with the approved two-year consortium Perkins Plan. Business/industry through advisory recommendations.
- **Budgeted Use of Funds**
 - *Secondary: \$65,000 (OBJ 530)*
 - *Postsecondary: \$130,117.80*
- **Strategy 4 from Element 2:** Strengthening secondary program advisory boards to assure quality, industry-based expectations of programming
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary academic and administrative leadership, advisory board stakeholders, faculty and students.
 - **Budgeted Use of Funds**

- Secondary: \$1,000 (OBJ 366)
- **Strategy 5 from Element 3:** Support growth and expansion of industry-recognized credentials in programs of study.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Perkins leadership responsible for administering the funds, business/industry responsible for aligning the IRC to the programs, CTE professionals responsible for alignment, administering & feedback on results of assessments/IRC.
 - **Budgeted Use of Funds**
 - Secondary: \$2,000 (OBJ 461) / \$399.77 (OBJ 401)

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

Upload your S-R POS - Funding POS spreadsheet document here.
LC POS Funding Fy24.xlsx, LC POS Funding Fy24 - revised.xlsx

Narrative 3: Collaboration with workforce development boards and other workforce agencies

Workforce Agency Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter your Workforce Agency response below.

The CLNA revealed a significant deficiency in stakeholder understanding of career and technical education and its relationship to Perkins. The secondary regional consortium coordinators group has discussed creating professional development materials to help our counselors gain a broader understanding of CTE and Perkins V as well as around advocacy for CTE and Perkins. These professional development resources can be shared with all our stakeholders to include our regional workforce development boards and agencies. As a consortium of 26 school districts and 3 college campuses, this is where the consortium has the most amount of immediate leverage around career exploration & career development to start. Further work will commence once a baseline of information has been provided.

The 2021 Regional Profile for Northwest Minnesota, Economic Development Regions 1, 2, 4, 5 is a valuable document that will be shared with all the stakeholders in the Lakes Country Consortium during the fall regional networking meetings. COVID-19 and its impacts has likely changed the trajectory of the labor market, so careful analysis of those impacts will be necessary for consortium leadership as well as CTE professionals to stay on top of the data continues to become available.

Again, a significant gap in understanding CTE in the secondary was revealed. Although there seems to be an improved understanding since the previous CLNA, the gap of knowledge needs to continue to be addressed prior to any systematic approach to career guidance can be put in place at the district level. Unfortunately, there is also a basic misalignment of this same understanding even at the WIOA grantee level, so the same work needs to happen with those partners.

Otter Tail County, the largest geographic county in the consortium which includes a part of many of the consortium school districts was awarded a YST grant that will focus on several of the intersectional career areas. Consortium leadership is involved with the implementation of the grant.

In response to labor market demands articulated through advisory boards consisting of representatives from major regional employers such as Sanford Health and Essentia Health, as well as documented studies executed by the Minnesota Department of Health, M State is establishing the Healthcare Professions Program Pipeline steering committee and employer partnership. This committee will be essential in driving initiatives for enhancing career exploration activities for K12 schools to enrollment in postsecondary academic pathways to job placement. Health care employment is projected to add 3.1 million jobs over 2019-2029. The goal of the HPPP program will increase by 25% the number of students who experience educational success, from completion of pre-health courses to employment in a health care career with the commitment for permanent employment. The HPPP steering committee will consist of M State Academic leadership as well as representatives from dual enrollment, career placement, student affairs, equity and inclusion, and notable faculty. The HPPP will work with committed partners such as the Rural Minnesota CEP, local chambers of commerce, employer partners and K12 partners to enhance program offerings and add more healthcare workers to the workforce. Student population that will benefit include veterans, the disabled, individuals utilizing SNAP Food Assistance in addition to BIPOC students. According to the 2021 Minnesota Department of Health, Rural Health Care in Minnesota: Data Highlights, the state's rural communities are expected to

grow in population with nearly 900,000 residents between 2018 and 2053. Metro areas meanwhile are projected to increase by 924,000. Communities of color will drive the population growth, according to the data. It will take time, but strategic planning for engagement with special populations will make for successful transitions to postsecondary and/or employment.

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

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

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

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

Enter your Integrated Academic and Technical Skills response below.

A priority that came to the forefront from both secondary instructors but also both secondary administrators and secondary CTE instructors identified a need to further develop skills to embed curricular standards for reading, writing, and math into career and technical education courses. The consortia's survey results from parents, students, and industry representatives clearly showed favor in this area as well – particularly in relation to making course content and outside of the CTE fields – relevant to real-life applications. Furthermore, the survey data and feedback from among teachers and faculty suggests that there is an increasing desire congruent with business and industry desire, to offer externship opportunities for teachers to better align not only to industry expectation, but perhaps facilitate knowledge in applying content in real-world applications.

- **Strategy 1 from CNLA Element 3** : Programs of Study work sessions to re-design, solidify or tweak (dependent on needs) the consortium's state-recognized programs of study, including the introduction or inclusion of industry standards/frameworks.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development)**: Secondary and postsecondary leadership responsible for design and convening of the sessions. CTE consortium professionals are responsible for attending and completing the tasks to align with state frameworks.
 - **Budgeted Use of Funds**
 - *Secondary: \$4,000 (OBJ 303)*

Strategy 6 from Element 3: Provide professional development to CTE professionals on the integration of academic and technical content in career and technical education areas.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development)**: Perkins leadership will recruit a group of cte professionals from across the consortium to participate in the North Country Vocational & Cooperative Center's designed professional development that is aligned to this area.
- **Budgeted Use of Funds**
 - *Secondary: \$1,000 (OBJ 366)*

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

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Perkins V defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Enter your Special Populations response below.

Writ large, secondary students across all demographics are both enrolled at relative levels and perform at relative levels in comparison to the dominant demographic. Aside from special education students and students from low socioeconomic status underperforming slightly, generally speaking all of our cte student groups do well. The major disparity for secondary comes in overall enrollment in both ALCs and the West Central Regional Juvenile Center. The data presented in the CLNA shows significant overrepresentation across nearly all non-white ethnic groups and nearly all special population we have data for. This has been a persistent problem likely since the dawn of these programs, and is not endemic to CTE. With that being said, it is an opportunity for these traditionally marginalized students to participate in high-quality cte programs, frankly at a higher rate than their traditional secondary schools. The consortium started to see progress towards these two strategies outlined below prior to the COVID-19 pandemic beginning. More work to make a more sustained effort during the endemic phase of COVID-19 are expected to net significant results. **Currently, the Moorhead ALC is co-located with the Moorhead High School Career Academy, providing ALC students access to robust CTE programs - this was heavily influenced by the work of the Perkins Consortium. Additionally, the career development & exploration work at WCRJC is solely due to the work of the Perkins consortium. The strategies below are to expand to further opportunities for students who attend other ALCs across the consortium and expanding further opportunities and access at WCRJC.**

- **Strategy 1 from Element 5:** Engage with regional Alternative Learning Centers in exploring the expansion of access to career and technical education programs for ALC students - **specifically, expanding the cte offerings in ALCs.**
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary consortium leadership along with relevant secondary and postsecondary instructors will work with ALC leadership to explore programmatic options.
 - **Budgeted Use of Funds**
 - *Secondary: \$1,000 (OBJ 366)*
- **Strategy 2 from Element 5:** Expand career and technical offerings at the West Central Regional Juvenile Center in collaboration with Moorhead Area Public Schools for access to their career and technical education programs.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary,**

Workforce Development): Secondary and postsecondary consortium leadership will continue to foster the partnership with WCRJC and continue to help bridge connections between them and the school district that provides educational programming.

- **Budgeted Use of Funds**
 - **Secondary: \$4,000 (OBJ 303)**

As the general population grows more diverse in the region, particularly within the Fargo-Moorhead metro area, and as labor market demands increase within industries such as healthcare, there is an expectation that so too our student population and CTE faculty and staff shall become more diverse. According to a study by the Minnesota Department of Health, Rural Health Care in Minnesota: Data highlights, the state's rural communities are expected to grow in population with nearly 900,000 residents between 2019 and 2053. Metro areas will increase by 924,000 residents. Communities of color will drive the population growth according to the data. M State's institutional data as documented in the CLNA shows that there are disparities in student performance and completion rates among BIPOC students and student populations with financial need and first generation students to name a few when compared to students that identify as White. There are studies that correlate student success rates with services offered in the areas of mentorship, counseling, peer tutoring, and though M State does offer these services and they are accessible to all students, that does not mean that these services are being fully utilized. There needs to be a concentrated effort beginning with M State leadership to connect these services to the students. There also needs to be a concentrated effort on building strategies for the enrollment of students from special populations and of diverse ethnicities that is reflective of the growing diversity in the region's population. M State recently established the Healthcare Pipeline Professions Program steering committee for example, which consists of representatives of strategic enrollment, outreach, equity and inclusion, as well as notable faculty and staff from health services. Healthcare professions such as nursing has been identified as a high quality career choice where there is also high demand for special populations. To build a pipeline of participants will take coordination from among several areas including academic advising, counseling, career placement, dual enrollment to address and identify equity gaps. Some barriers identified by students for example, included not enough adequate academic preparation prior to postsecondary enrollment, stress from being financially disadvantaged, or just accessibility to complete programs. M State will continue to invest in people, actions, and policies that advance equity, which is essential to student performance.

Strategy 5 from Element 5: Provide support, outreach, and advising to aid students in making informed plans and decisions about CTE career opportunities and programs.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary consortium leadership will engage all appropriate stakeholders, to include advising, counseling, and career placement personnel to support efforts to increase CTE enrollment and completion rates for special populations.
- **Budgeted Use of Funds**
 - **Postsecondary: \$80,402.50**

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

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

Narrative 6: Work-based Learning

Work-based Learning Narrative

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

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure (5S3).
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

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

Enter your Work-based Learning response below.

Of the 26 secondary schools in the consortia, two schools still have ZERO access to formal WBL programs within their districts. In the previous CLNA, it was reported that nine schools had only limited access based only within their AFNR programs. The consortium has put a concerted effort into expanding access to programs and we have successfully expanded programs through licensure in five more schools. With retirements and district to district movement with some AFNR & WBL coordinators, the target will forever be moving, but the consortium is making significant progress in the expansion of programming. It will be telling when subsequent participation data emerges post-pandemic, as the prediction will be significant movement upward.

With that being said, further access is still necessary, and the consortium will continue to invest in WBL expansion through licensure pathways and assisting school districts in program development. **The progress related to WBL will certainly rely upon the strong existing programs in the consortium, including Fergus Falls and Detroit Lakes. Moorhead is also becoming an emerging program as well as Ashby. In addition, since the inception of the LCSC WBL licensure program, an additional 15 teachers across the LC Perkins consortium have been issued their WBL licensure endorsement, which has allowed some districts to start programming, and others to expand.**

Specific strategies to address WBL are found in Narrative 11 - Reserve funds.

Postsecondary: The career and technical education programs at M State offer and/or require hands-on, work based learning opportunities for our students. These work based learning opportunities take the form of clinical rotations and directed practice experiences for our health career programs and in other CTE programs these experiences take the form of internship opportunities or other experiential learning requirements. These work based learning experiences are developed in collaboration with key business and industry partners such as Essentia Health, Sanford Health, and Lake Region Healthcare; and are supported by program advisory committees to ensure students are gaining experience and competencies in industry current skills.

M State CTE programs work closely with our student support staff to ensure that special populations students have equitable access to learning opportunities and to ensure student support services (i.e. counseling, advising, and tutoring) are provided to assist students in their program and career success.

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

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

Narrative 7: Early Postsecondary Credit Opportunities

Early Postsecondary Credit Narrative

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

- Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., the University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE that provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your Early Postsecondary Credit response below.

- In FY22, the consortium engaged with an outside researcher to study dual credit opportunities within the Lakes Country Perkins Consortium, and then provide suggested remedies. The researcher, through an MDE data request, found 198 courses in the consortium secondary schools that would fall under the category of CTE dual enrollment, however it is unclear if those courses are actually being taught and if so, if they are actually under the CTE umbrella. The research also found that two districts alone offered the most amount of those opportunities (55% of the courses), and 11 of the 26 districts offer zero. Removing the two districts that had an overrepresentation of offerings, the remaining 24 districts offered an average of 3.66 classes per district. While that seems reasonable, these data also included traditionally enrolled PSEO students, who likely maintain some level of enrollment at the secondary schools, but receive these courses directly from their attending college or university. If the traditional PSEO courses are removed from the data, 49 opportunities for CTE dual credit exist amongst all 26 districts of the consortium. Using that metric, 16 of the 26 districts have ZERO dual credit opportunities within CTE and an average of under two CTE dual credit opportunities per district. Of note, the two highest opportunity schools are almost entirely traditional PSEO opportunities and are districts that have an M State campus within their district. There are clear structural barriers to providing any level of equal opportunities for dual enrollment for CTE students in the Lakes Country Perkins consortium, and likely more broadly, in Minnesota.
- **Strategy 3 from Element 5:** Continue to advocate and explore policy and structural remedies to allow for equal access to dual enrollment opportunities for career and technical education secondary students. **Specific actions include secondary teacher travel and meetings with postsecondary faculty for minimum quality determinations and negotiate potential tested experience waivers, Perkins consortium leadership engagement with national advocacy organizations such as College in the High School Alliance, and potential further study/research on obtaining transcribed credit in border states and how that credit would transfer into the Minnesota system.**
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Perkins leadership responsible for engaging with CTE professionals in the consortium as well as with state leadership about expanded opportunities around dual enrollment.
 - **Budget Use of Funds**
 - **Secondary:** \$3,000 (OBJ 366)

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

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

or occupations.

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

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your Support to Professionals response below.

The landscape around secondary teachers has changed significantly in the past 5-7 years and continues to evolve. With the establishment of the Professional Educator Licensing & Standards Board (PELSB) and advent of tiered licensure, opportunities to maintain and expand career and technical programs in the Lakes Country consortium have not been hindered by teacher licensure as it had been prior to these substantial changes. That simply does not change the fact that it is still very difficult to recruit and retain, and train CTE professionals (even more so, CTE teachers of color) at either the secondary or postsecondary level.

According to the *2021 Biennial Report: Supply & Demand of Teachers in Minnesota*, statewide in the FY2020 academic year, CTE teachers (narrowly defined as the “careers” licenses by PELSB and excluding the three broad-based licensure areas of AFNR, Business & FCS) were ranked third in the number of Tier 1, 2 and Out of Field Permissions (OFP) with 48.52% of teachers in one of those three categories. Agriculture & FCS rank 6th and 8th respectively, so adding them to the full picture of licenses eligible for CTE program approval, the picture is even more bleak. Diving deeper into the data, specifically for Economic Development Region 4 (EDR4), racial diversity in the teacher workforce is notably abysmal. While the percentage of students of color have increased over the past several years (from approximately 10% in SY2011 to over 22% in SY2021, the percentage of teachers of color has steadily maintained at barely 1% over the same period (SY2021 shows 45 TOCIT, 1.44% of teachers).

Lakes Country Service Cooperative has taken the problem of teacher pipeline in career and technical education very seriously over the past several years by advocating for, and influencing the change in state law around alternative teacher preparation and ultimately obtaining PELSB approval as a teacher preparation unit and gaining approval to providing programming for already-licensed teachers to obtain licenses in Construction Careers, Manufacturing Careers, Transportation Careers (while also meeting the standards for Core Skills for Career and Technical Education) and the endorsement for Teacher Coordinator of Work-Based Learning. The programs are fully functioning state-wide and current enrollment is at 91 candidates with 40 completers that have been recommended for licensure. The programs are designed to provide credit for prior learning and be available for candidates in an asynchronous mode not dependent on an academic year. The fundamental premise of the programs is to require candidates to show competence in the standards by asking the candidates to apply their knowledge in ways that are applicable to their classrooms.

The potential institutional partnerships between secondary and postsecondary for any level of shared expertise or staffing models quickly become a significant barrier when the two systems of teacher licensure and faculty minimum qualifications collide. While the transition to the tiered licensure system has created opportunities for postsecondary faculty to more easily transition to secondary teaching, the converse is still nearly impossible. While the merits of the rigor of current minimum qualifications may forever be debated, lost in the middle are career and technical students. While this needs assessment, nor the associated plan will be able to solve this great debate, it is still a gap and students are still impacted, therefore it is the responsibility for the consortium to provide due diligence to address.

The consortium has the unique opportunity to provide PD that leads towards licensure and also has the knowledge and expertise around the licensure system to more easily recruit from industry. Narrative 11 (reserve funds) address specific strategies related to the professional development towards licensure. The two strategies below are a direct

result related to the needs of consortium instructors, as identified in the CLNA.

The priorities for strategy 2 from element 4 include:

- professional development related to expanding and growing content expertise for tier 1 or 2 teachers in the consortium
- professional development related to effective teaching practices for tier 1 or tier 2 teachers in the consortium
- professional development related to expanding content expertise for out of field teachers in the consortium
- *specific examples of intended professional development include:*
 - *advanced cnc / vcarve, BPA national convention for advisors, small engines / briggs & stratton, drone, teacher professional association conferences, meat cutting training, ACTE conferences, FABTECH conference, etc*

Strategy 2 from Element 4: Support quality professional development opportunities for CTE professionals.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary consortium leadership responsible for distribution of funding for quality professional development as aligned to two-year consortium Perkins plan.
- **Budget use of Funds:**
 - **Secondary:** \$12,000 (OBJ 366)
 - **Postsecondary:** \$25,550.00
- **Strategy 3 from Element 4:** Professional development and policy advocacy around teacher licensure and faculty qualifications.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary consortium leadership will recruit and work with interested partners in increasing knowledge capacity around policy issues, specifically around teacher licensure & faculty credentialing, to assure continued access for career and technical professionals maintain multiple pathways to licensure.
 - **Budget use of Funds:**
 - **Secondary:** \$8,000 (OBJ 366)

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

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

Narrative 9: Performance Gaps

Performance Gaps Narrative

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

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

Enter your Performance Gaps response below.

En masse, secondary and postsecondary students generally perform well, however digging deeper into the data, economically disadvantaged students, students of color and secondary students with disabilities do not perform as well as their counterparts. M State's student population is increasingly diverse, with nearly 30 percent identifying as Black, Indigenous, and People of Color (BIPOC) in 2021, compared to 22 percent in 2016. College leadership has examined achievement and completion rates of BIPOC students and found increasingly significant disparities when compared with White students.

Addressing these performance gaps identified in the CLNA and working towards solutions through an equity lens will be an ongoing effort on the part of the consortium; conducting further research, analysis, and development with input from focus groups consisting of students, key stakeholders, advisory groups, and notable faculty and staff. Furthermore, student performance would benefit greatly with additional support in the form of mentors, counselors, and advisors, ideally consisting of individuals from diverse backgrounds and populations and engaging in a holistic approach to student success. Students will also benefit from structured strategic priorities, planning, and execution developed by the consortium.

M State continues to leverage financial resources to support necessary actions to close performance gaps among BIPOC students, students with disabilities, economically disadvantaged disadvantages and students from special populations. Leveraging these additional resources has established committees in 2022 with a focus on addressing performance gaps, to create and put strategic plans in to action, and to engage with student groups through direct and innovative means.

Through grant funding from the Lumina Foundation, M State has been provided resources and support including an AACRAO consultant for the purpose of developing a Strategic Enrollment Management plan. This will be a transparent process to establish open engagement with the college community per regular college townhalls, an accessible repository that houses data and analysis used to develop strategies, and measurable goals to track progress. Established in March of 2022, the Lumina-AACRAO SEM TEAM consists of the following subcommittees: Steering Team, Recruitment/Marketing Team, Retention/persistence/Success Team, and Data Team. Because the Lumina Foundation concentrates on ensuring that adults, especially People of Color, have access to programs that have meaningful credentials, that they have financial and non-financial support along the way to ensure their success, and that the credentials they earn lead to good jobs, higher pay, and benefits, this partnership and project will lead to outcomes that align with equity initiatives set by the Lumina Foundation, Minn State (Equity 2030) and within the M State President's Council on Equity and Inclusion.

M State will build on existing, while also cultivating new, employer partnerships in response to labor market demands such as health care professions. Because of the demand, this is an opportunity for underserved groups to attain credentials needed to be employed in the Healthcare Industry as nurses, surgical technologists, certified nursing assistants etc. It is also imperative that the student success rate improve. By leveraging a 2021 grant award from the Otto Bremer Trust for the purpose of establishing the Healthcare Professions Pipeline Program. The HPPP steering committee has been established in 2022 and some of the initial strategies in place include the purchase of laptops to be on loan to students, the investment in academic specialists to provide additional research and analytics with a focus on addressing performance gaps and providing additional services for students in need. These services could include additional study group or individual study sessions and tutoring for example. M State to work in collaboration with secondary schools within the consortium in the areas of career exploration, concurrent enrollment, and additional support students need to increase success and completion rates and thus, job placement.

The budget for postsecondary will cover portions of salaries of CTE Advisors and Career Placement professionals as they will also be represented on committees such as the two mentioned above, thereby ensuring that strategies will

also be aligned with Perkins V Grant priorities and the priorities of the consortium - advancing CTE through an equity lens.

The mission for every student is an affordable, accessible, and exceptional education, service, and workforce training. Our students requiring additional support are encouraged but need additional guidance to access our services and resources which aid in program and degree planning, financial preparedness, persistence and success, degree completion or credential attainment and ultimately job placement or transfer. Furthermore, developing programs and pathways that are in keeping with labor market demands while also leading to high-quality jobs is in the best interest of every student. This continues to be a top priority and driving force while implementing new program design, advancing equity initiatives, and continuing professional development for CTE instructors and administrators. Those priorities and focus will remain strong and evolve to meet the growing needs of our diverse student body.

While there is some data that suggests an over-representation of WBL students of some demographics, and under-representation of students in other demographics, the N size of those demographic groups negate any statistical significance related to the representation gap. This is particularly true since we do not know if this is a trend or if this is a one-time anomaly based on other external factors (ie, COVID). The consortium will carefully track this data and then take action based on any trend that might emerge.

Strategy 5 from Element 5: Provide support, outreach, and advising to aid students in making informed plans and decisions about CTE career opportunities and programs.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - Secondary and Postsecondary consortium leadership will engage all appropriate stakeholders, to include advising, counseling, and career placement personnel to support efforts to increase CTE enrollment and completions rates for special populations.
- **Budget**
 - *Postsecondary - \$112,363.50*

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 Consortium Governance response below.

The Lakes Country Perkins Consortium consists of 26 secondary schools and three of four campuses of Minnesota State Community & Technical College (M State). The Perkins Consortium Leadership team consists of:

- Megan Adamczyk, Director of Dual Enrollment & Academic Success, M State
- Cindy Bailey, Grants Coordinator at M State
- Tom Dubbels, Counselor, M State
- Troy Haugen, Director of Career & College Readiness, Lakes Country Service Cooperative
- Dustin Steenblock, CTE Coordinator/ Program Leader for CTE Licensure Programs, Lakes Country Service Cooperative
- Erin Warren, Dual Enrollment Coordinator, M State

The leadership team is responsible for the vast majority of functions of the Perkins grant; administrative, operations, and programmatic. The team meets regularly throughout the academic year to jointly plan and fulfill the grant requirements. The consortium leadership team is advised by respective advisory groups from secondary and postsecondary, which is comprised of CTE professionals as well as business & industry partners. The primary consortium leaders (Haugen at secondary & Bailey at postsecondary) are responsible for regular communication at their respective program levels. Consortium leadership communicates regularly through formal and informal communication - including emails, meetings, and text messages.

The secondary leadership team is expanding this fiscal year with the addition of Dustin Steenblock to the staff. Over the course of the trajectory of the grant, Troy has been pulled to other areas of work and his FTE related to Perkins has decreased from 1.0 to .71, and program support for the program has decreased from .40 FTE to .15 FTE. The addition of Mr. Steenblock, who will be assigned .25 of his FTE to Perkins work, is to not only maintain a high level of support to secondary schools with the reduction of Troy's time, but also to grow capacity across the consortium for long-term sustainability and continuity if staffing transitions were to occur. This is a direct result in from the previous monitoring visit where several times state staff suggested that responsibility needed to be spread out beyond "just Troy."

Putting students first is incredibly important to the sustainability of the work of the consortium and its forward trajectory. The consortium continues to push on the paradigm from being teacher-focused to student and labor-market focused, and that focus must be maintained as we continue to evaluate current and future programming and grant activities. Yearly data analysis around size, scope and quality on top of the bi-annual CLNA will maintain the consortium's focus on continuous improvement and not the modus operandi of status quo.

Consortium leadership included three primary operating documents (found on the additional uploads section) that serve as consortium guidelines for operation. These will continue to be refined and revised in FY23 and beyond as staffing has continued to shift a bit on both sides of the consortium.

- LC Secondary Stakeholder Intersections - a Venn diagram of the multiple partnership intersections that are leveraged with any grant decision making
- Is This Eligible for Perkins Funding? - an operating document for consortium teachers to help not only aligning fiscal requests, but also as a teaching tool to help differentiate cte from Perkins.
- Perkins Secondary Funds Distribution Process - a simplified flow-chart of decision making related to funds being awarded for specific strategies

Strategy 1: Consortium Coordination & Support

The secondary consortium is anticipating a .10 FTE additional hire (perhaps two .05 FTE) to work directly with consortium teachers on recruitment and retention of teachers and research. This position would be either one FTE or two FTEs with only a small portion of their work aligned directly to the Perkins consortium and the remainder of the salary/benefits coming from other funding sources. Over the past several years, the consortium has reduced the primary coordination contract from 1.0 FTE to .70 FTE to better align and accommodate the variety of staffing needs of the consortium. In short, the consortium will now have 1.2 FTE staff as opposed to just a few years ago having 1.0 - the structure has simply changed and grown commensurate with program and fiscal growth.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary & postsecondary fiscal agent will be responsible to maintain contract and evaluate (with input of consortium partners) the coordination and support.
- **Budgeted Use of Funds**
 - Secondary: \$123,325.59 (OBJ detail in budget)
 - Postsecondary: \$53,154.00

Strategy 2: Consortium general expenses (postage, printing, communication, etc)

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Consortium leadership responsible to manage and allocate as necessary.
- **Budgeted Use of Funds**
 - Secondary: \$1,200 (OBJ 320), \$25 (OBJ 329)
 - Postsecondary:

Strategy 3: Consortium Indirect

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Consortium leadership responsible to manage and allocate as necessary.
- **Budgeted Use of Funds**
 - Secondary: \$11, 896.40 (OBJ 895)
 - Postsecondary: \$21,187.87

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 11: Reserve Funds

Reserve Funds Narrative

Perkins V, Section 112(c) states that Reserve funding is awarded in order to:

- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or
- promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries

Budget your consortium's Reserve funding to support no more than two of the following categories:

- CTE Teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance Gaps
- Development of new programs of study

Please provide the following:

1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.
2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.
3. What are the expected results of this innovation?
4. How will this strategy continue to be supported after Perkins funds have been expended?

Enter your Reserve Fund response below.

Similar to the 2020 CLNA, the larger conglomerate of consortia across the entire northern part of the state worked together to create arguably a stronger and more reflective comprehensive local needs assessment. While we had all hoped for significant progress from the previous CLNA, we collectively found that **career and technical education and Perkins suffers from a fundamental identity crisis**. While there is starting to be more evidence of a truer understanding of the ultimate goals of both CTE and the Perkins grant, we collectively still have a long way to go. Additionally, Lakes Country's secondary coordinator has had the opportunity to engage with CTE professionals from across all corners of Minnesota subsequent to the 2020 CLNA, he has clearly observed that this is not just an issue in the "north," but is nearly as much of a pandemic as COVID-19 was. As consortium staff engage with licensure work across the state, many of the most highly trained teachers with the appropriate licenses recommended by our own institutions of higher education have very little grasp of what career and technical education is, its purpose, and how it intersects with Perkins. A statewide approach is absolutely necessary in order to have a sustainable, impactful system of career and technical education in Minnesota. The work that the northern Minnesota "coalition" is undertaking is certainly starting to show impact, however it needs to become embedded in the language and focus of every CTE professional in Minnesota. In 2020, the Lakes Country Perkins Consortium CLNA identified five symptoms of this larger issue. Suffice it to say, while perhaps there is some progress being made, the symptoms persist.

- Confluence of career and technical education and Perkins – including many in the ranks of CTE professionals from top to bottom;
- "Solution-it is" – CTE professionals are not clearly identifying the problem before solutions are sought; they typically find a solution which then searches for its own problem (and functionally, the system persists);
- General and overabundant misuse of technical language at all levels of leadership (ie, "vocational" and "CTE certification");
- Lack of basic understanding of the tenets of federal and state laws intersecting with career and technical education, and frankly, education writ large; and
- Institutional legacy fatigue – decisions around CTE are made under two basic premises; either "we do it this way because we always have," or "all students should know how to _____."

Below are a series of strategies that were identified as a part of the CLNA that will continue to address not only the

fundamental problem, but also the specific categories aligned to the requirements of reserve funds.

Strategy 5 from Element 2: Design, develop and pilot a cte externship model

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary leadership and staff will work to design/develop model, then work with secondary school district administrators and teachers to identify pilot participants. Business/industry partners will need to be leveraged to find appropriate externship placements.
- **Budgeted Use of Funds**
 - *Secondary: \$1,832.14 (OBJ 303), \$2,000 (OBJ 366)*

Strategy 1 from Element 4: *Provide professional development for portfolio submission and/or through alternative teacher preparation for licensure* with a primary priority to increase teacher coordinator of work-based learning teachers in the consortium and the secondary priority to transition all out of field permissions in CTE areas to permanent Tier 3 or Tier 4 licenses. **This is professional development to obtain the skills and competencies necessary for the individual candidates to apply for (and the candidates pay) appropriate licensure. This does not provide for a direct individual benefit to the teacher, but rather a district and consortium benefit for expansion and counting of programs.**

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary consortium leadership responsible for the recruitment and onboarding of candidates, secondary districts responsible for supporting candidates for licensure. Potential leveraged partnerships with business/industry and workforce development for supplemental funding and field experience sites
- **Budget Use of Funds:**
 - *Secondary: \$22,000 (OBJ 303)*

Strategy 6 from Element 2: Expansion of regional Perkins 101 / CTE 101 professional development for administrative leadership, counselors, and other stakeholders across the consortium & broader region. This includes the expansion of the multi-consortium website mnperkinsnw.com.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary leadership will be responsible for the development and delivery of the pd as well as recruitment of multi-consortium partner leaders to attend the pd.
- **Budget use of Funds:**
 - *Secondary: \$2,000 (OBJ 366)*

- **Strategy 7 from Element 3:** New or enhanced program expansion, design & support. Specifically **the expansion and alignment of AFNR programs.**

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary leadership will work in consultation with **AFNR** faculty and teachers to design and support the creation of new enhanced programs. These efforts will include, but are not limited to, marketing, communications, advisory, recruitment, advising, advertising & startup costs.
- **Budget use of Funds:**
 - *Secondary: \$3,000 (OBJ 366), \$3,000 (OBJ 303)*
 - *Postsecondary: \$14,000.00*

- **Strategy 4 from Element 5:** Regional Consortium Coordinator Meetings to collectively design and work on strategies to address performance and achievement gaps.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary & postsecondary consortium leadership responsible for continued engagement in the multi-consortium regional work.
- **Budget use of Funds:**
 - *Secondary: \$2,000 (OBJ 366)*
 - *Postsecondary: \$*

- **Strategy 8 from Element 5:** Equipment purchases for new, expanded, and innovative programs

Specific equipment is defined in the budget, however include equipment upgrades and expansion for AFNR plant science, meat cutting, and AFNR/transportation programs.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary leadership and governance structures for approval of Perkins equipment based on the needs and alignment with the Perkins plan and relevance of equipment to the industry standard through advisory recommendations.
- **Budget use of Funds:**
 - **Secondary:** \$28,000 (OBJ 530)
 - **Postsecondary:** \$59,832.14

Strategy 3 from Element 4: Professional development and policy advocacy around teacher licensure and faculty qualifications.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary consortium leadership will recruit and work with interested partners in increasing knowledge capacity around policy issues, specifically around teacher licensure & faculty credentialing, to assure continued access for career and technical professionals maintain multiple pathways to licensure.
- **Budget use of Funds:**
 - **Secondary:** \$8,000 (OBJ 366)

Strategy 3: Consortium Indirect

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Consortium leadership responsible to manage and allocate as necessary.
- **Budgeted Use of Funds**
 - **Secondary:** \$3,885.90 (OBJ 895)
 - **Postsecondary:** \$3,885.90

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

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

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Subtotal (line 3) and Secondary Subtotal (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Note: An in-kind contribution is a non-monetary contribution. An example might be a person's time serving on a board or attending meetings. The estimated cost of this person's time would be listed as "in-kind."

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	2500
Postsecondary Subtotal	2500
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	15000
Secondary Subtotal	10000
TOTAL	12500

Perkins-Funded Positions

In the table below, list all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins. Upload the position description for each individual/position you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Troy Haugen	Director of CCR	Secondary	362570	70	93333.00
Dustin Steenblock	Program Coordinator (teacher content specialist)	Secondary	423141	25	26576.97
TBD	Program Coordinator (recruitment/retention & research specialist)	Secondary	TBD	10	10664.64
Jolene King	Consortium Support	Secondary		15	9871.02
Cindy Bailey	Grant Coordinator	Postsecondary		65	54136.00
Sue Zurn	CTE Placement	Postsecondary		50	47254.00
Larissa Ness	Health Careers	Postsecondary		15	15293.00
Suzanne Lundsten	CTE Advising	Postsecondary		30	32334.00
Mark Nelson	CTE Advising	Postsecondary		30	33210.00
John Hest	CTE Advising	Postsecondary		30	27465.00
Thomas Dubbels	CTE Counselling & Outreach	Postsecondary		30	37210.00

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

Position Description

CTE Coordinator.pdf

Position Description

Perkins Assistant (PJ).pdf

Position Description

1-Grant Spec Inter-MHD Bailey 1-5-2022.pdf

Position Description

1-MAP1-FF Ness Selective Admissions 7-18.pdf

Position Description

1-MAP2-MHD Zum.pdf

Position Description

MAP2-DL M.Nelson 2-2021.pdf

Position Description

MAP2-MHD Hest 8-2021.pdf

Position Description

MAP2-WAD Lundsten 12-2020.pdf

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statement of Assurances Document (Statement of Assurance should be combined and uploaded as one single PDF). ([Download the Statement of Assurances Form](#))**
2. **Combined Secondary and Postsecondary Budget Excel File ([Download the Budget form with instructions](#))**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the Improvement Plan Template](#))**

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

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

FY24 LC SOAs.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

LC Consortium Combined Budget FY24.xlsx, LC Consortium Combined Budget FY24 - revision.xlsx, LC Consortium Combined Budget FY24 - revision II.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

LC PERKINS INVENTORY - SECONDARY PS consolidated.xlsx

Improvement Plan

Additional Material

LC Secondary Stakeholder Intersections.pdf

Additional Material:

Is this eligible for Perkins funding.pdf

Additional Material:

CTE Funding info.pdf

Additional Material:

CTE LICENSURE GUIDANCE Feb23 OBC (002).pdf

Additional Material:

Perkins Secondary Funds Distribution Process.pdf

Additional Material

Additional Material:

Additional Material:

