

# Perkins V Local Application

Strengthening Career and Technical Education  
for the 21st Century (Perkins V)

<b>Award Period:</b>	July 1, 2024 – June 30, 2025 (FY25)
<b>Consortium Name:</b>	Southeast
<b>Total Award Budget:</b>	\$437,124.31

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## Consortium Membership List

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

Minnesota State College Southeast	
Caledonia Independent School District #0299	Red Wing Independent School District #0256
Cannon Falls Independent School District #0252	Rushford-Peterson Independent School District #0239
Chatfield Independent School District #0227	Saint Charles Independent School District #0858
Dover-Eyota Independent School District #0533	Spring Grove Independent School District #0297
Fillmore Central Independent School District #2198	Wabasha-Kellogg Independent School District
Goodhue County Education District #6051	Winona Independent School District #0811
Goodhue Independent School District #0253	Zumbrota-Mazeppa Independent School District #2805
Hiawatha Valley Education District #6013	
Houston Independent School District #0294	
Kenyon-Wanamingo Independent School District #2172	
La Crescent-Hokah Independent School District #0300	
Lake City Independent School District #0813	
Lanesboro Independent School District #0229	
Lewiston-Altura Independent School District #0857	
Mabel-Canton Independent School District #0238	
Plainview-Elgin-Millville Independent School District #2899	

## Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Submit a completed *Comprehensive Local Needs Assessment (CLNA) Results and Priorities* document with your application materials.

Complete and submitted.

## Narrative 2: Programs of Study (POS)

Submit a completed *Programs of Study Spreadsheet (S-R POS – Funding POS)* with your application materials.

Complete and submitted.

Complete the table below for each State-recognized POS and any POS that are being funded. Funded POS must meet two of the three categories (high wage, high skill, in demand). Delete the example entries and insert additional rows as needed.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Construction	Both	Y	Y	Y	434	17
Culinary/Hospitality & Tourism	S	N	Y	Y	533	42 (St. Paul College)
Early Childhood	Both	N	Y	Y	84	3
Finance	Both	Y	Y	Y	399	12
Health Science	Both	Y	Y	Y	55	95
Information Technology	Both	Y	Y	Y	20	16
Power, Structural, and Technical Systems	S	Y	Y	Y	471	12 (South Central College)
Product Process Development	Both	Y	Y	Y	153	42
Production	Both	Y	Y	Y	140	12
Transportation	Both	Y	Y	Y	73	55

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

<p><b>NEED A:</b> The establishment of professional learning and continuous improvement cohorts to review all Career and Technical Education Programs of Study for the following:</p> <ol style="list-style-type: none"> <li>1. Program alignment with Instructional Frameworks.</li> <li>2. Program alignment with Industry Standards.</li> <li>3. Program alignment with Labor Market data.</li> <li>4. Program alignment with the emerging field of Applied Math/Data.</li> <li>5. Program alignment with integrated Academic and Technical Skills.</li> <li>6. Peer-to-Peer sharing on best practice in the CTE classroom and within CTE programs.</li> </ol>	<p><b>This Need is in Element(s):</b></p>				
<p><b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results &amp; Priorities into field below):</p>	<p>1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input checked="" type="checkbox"/></p>	<p>4 <input type="checkbox"/></p>	<p>5 <input type="checkbox"/></p>
<p>E3-Need A: The establishment of professional learning and continuous improvement cohorts to review all Career and Technical Education Programs of Study<sup>7</sup> for the following:</p> <ol style="list-style-type: none"> <li>1. Program alignment with Instructional Frameworks.</li> <li>2. Program alignment with Industry Standards.</li> <li>3. Program alignment with Labor Market data.</li> <li>4. Program alignment with the emerging field of Applied Math/Data.</li> <li>5. Program alignment with integrated Academic and Technical Skills.</li> <li>6. Peer-to-Peer sharing on best practice in the CTE classroom and within CTE programs.</li> </ol> <p>CLNA: Element 3, priority 1</p>					
<p><b>2. Strategies to address need:</b></p>					
<ol style="list-style-type: none"> <li>1. Establish cohort groups for each Career and Technical Education Program of Study (ANFR, Business, Health Science, Family Consumer Science, Work-Based Learning) by September 15, 2024. Model will be adapted from the Business Instructor Cohort in place in FY24.</li> <li>2. Establish meeting dates for the cohorts during the 2024-2025 school year, with funding provided for subs.</li> <li>3. Identify agenda items and training needs by September 30, 2024.</li> </ol>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p>					

1. The review of all Career and Technical Education Programs of Study for alignment with industry and workforce needs by April 30, 2025.
2. At least 90% of applicable Career and Technical Education instructors will attend their cohort meetings, respectively.

<b>NEED B: Program Approval (Secondary) &amp; Employability/Professional Skills</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Building student Employability/Professional Skills (center of the Minnesota Career Wheel) – including Applied Math/Data. CLNA: Element 2, priority 5					
<b>2. Strategies to address need:</b>					
1. As part of the Professional Learning and Continuous improvement cohort, the integration of Applied Math/Data across multiple career fields will be examined.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. As applicable, CTE programs will include the integration of Applied Math/Data as evidenced by course syllabi.					

<b>NEED C: Secondary CTE instructors holding correct licensure.</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Instructor access to CTE licensure programs and instructor participation in CTE licensure programs, including the Southeast Minnesota CTE Licensure Cohort and the 2 + 2 CTE Instructor Program between Minnesota State College Southeast and Winona State University.					

CLNA Element 4, priority 1
<b>2. Strategies to address need:</b>
<ol style="list-style-type: none"> <li>The Southeast Consortium will partner with the Rochester/ZED Consortium, the Southeast Service Cooperative, and the Lakes Country Service Cooperative to offer a CTE licensure cohort based in Southeast Minnesota. Exact dates and times to be determined but the anticipated start is June 2024, with activities continuing throughout the 2024-2025 school year.</li> </ol>
<b>3. Measurable Outcomes (report results in next APR):</b>
<ol style="list-style-type: none"> <li>Using the CTE Licensure Cohort, the number of secondary teachers holding full CTE licensure will increase from 69% (FY24) to 80% (FY25).</li> </ol>

<b>NEED D:</b> Student access to industry-aligned equipment.	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student access to industry-aligned equipment. CLNA Element 2, priority 1					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>CTE instructors will identify equipment needs for their respective Program of Study (based on business/industry targets) and confirm program equipment by September 15, 2024.</li> <li>The TEC program will feature CTE instructors working with the TEC staff to set-up concurrent professional development and student access schedules during the 2024-2025 school year.</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>Based on Strategy 1, program equipment will be purchased and in place by November 1, 2024.</li> <li>The frequency and duration of use by secondary schools of the TEC Network – both equipment use and professional development – will increase by 25% by June 1, 2025.</li> </ol>					

<b>NEED E:</b> Student access to industry-aligned instructional resources.	<b>This Need is in Element(s):</b>
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<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Availability of a blended, supplemental, and industry-aligned instructional resources for Business, Management, & Administration career pathways.  CLNA: Element 2, priority 3					
<b>2. Strategies to address need:</b>					
1. Purchase of multifaceted instructional resources set for Business, Management, & Administration career pathways.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. The number of students impacted by the instructional resources set for Business, Management, & Administration career pathways.					

<b>NEED F: Access to Career Technical Student Organizations (CTSOs)</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student access to Career Technical Student Organizations (CTSOs), especially in Health Science, Business, and Trade & Industry at both the secondary and post-secondary level.  CLNA: Element 2, priority 4					
<b>2. Strategies to address need:</b>					
1. Support the implementation and improvement of CTOS through eliminating the barrier of transportation costs to applicable events. 2. Recognize the startup time commitment for both secondary and post-secondary faculty advisors and offer summer stipends and facilitate collaboration across institutions.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. The number of schools participating in CTSO events. 2. The number of students participating in CTSO events.					

4. Provide additional narrative to address the following:
  - a. Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.

Secondary efforts will focus on increasing the quality and scope of our existing Programs of Study. This said, with the fact that our Consortium will be engaged in Program Approval in FY25, there is at least a possibility of new Programs of Study being proposed/started/tried.

Post-secondary efforts will focus on increasing the quality and scope of our existing Programs of Study.

- b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

The primary mechanisms for communicating the opportunities in CTE courses and Programs of Study at the Secondary level are the following:

1. Through the respective high school registration books and processes. There are schools in the Consortium (Houston, La Crescent-Hokah (limited to Trade & Industry, Plainview-Elgin-Millville, and Red Wing) who use a Career Pathway framework for class registration.
2. Through high school staff, including CTE instructors, related core discipline instructors (ex. Science), school counselors and school administrators.

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3. Through external partnerships - for example, youth and pathway-focused staff at Workforce Development, Inc. CareerForce, and the Southeast Service Cooperative.
  4. Through CTE instructors engaging in professional collaboration around improving program quality - including the State-Recognized Programs of Study criteria.

The primary mechanisms for communicating the opportunities in CTE courses and Programs of Study at the Post-Secondary level are the following:

1. Through annual Fall and Spring Trade, Tech, and Transportation night open house events; students and their families are invited to campus to tour labs, meet faculty, and receive application assistance.
2. Through targeted outreach by PSEO advisor and/or Opportunity and Promise program navigators. Dual enrolled students are individually contacted and invited to continue a program of study at Minnesota State College Southeast after high school graduation.
3. All students at Red Wing area schools and Winona Area schools have access to and are contacted by a Promise or Opportunity Program Navigator, as Free Tuition is available in these districts.
4. Through annual Women in Trades Day, Business & Healthcare Career Exploration Day, and Trade & Tech Day. Teachers, Work Based Learning Coordinators, and School Counselors are invited to bring groups of students to participate in hands on program/career exploration days with sessions taught by college faculty.
5. Post-secondary faculty visit high school CTE classes and invite students to visit campus.
6. Secondary CTE faculty have an opportunity to participate in a Post-secondary faculty led multiday, CTE Instructor Boot Camp held annually in August.
7. Through the implementation of Guided Learning Pathways which clearly show the CTE programs in relation to the local job market and clearly articulates the courses that will lead to credential attainment and employment.

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.  
[Review the Minnesota Perkins V Operational Guide for more information.](#)

### **Narrative 3: Collaboration with local workforce development boards and other local workforce agencies**

**Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.**

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to collaboration with **local workforce development boards or other local workforce agencies**?
2. What are the strategies to address these needs?

3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

<b>NEED A: Career Development</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Student access to career development opportunities aligned with in-demand career fields and aligned with the 3Es Roadmap of Exploration, Exposure, and Experience (source: <a href="https://www.lyftpathways.org/the3Es">https://www.lyftpathways.org/the3Es</a>).</p> <p>CLNA: Element 2, priority 2</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>Inclusion in braided funding to support the work of the Youth Workforce Navigator for the Bluff Country Collaboration*.</li> <li>Co-facilitation of the Bluff Country Collaborative Leadership Team and Partnership Team meetings.</li> <li>Secondary Coordinator participation as a Workforce Development, Inc. Board and Executive Committee member. This includes work on the integration of student-facing partners in career pathway work in Southeast Minnesota.</li> <li>Secondary Coordinator participation as a member of the Southeast Service Cooperative’s STEMForward network. This includes work specifically coordinating Career-Connected Learning opportunities for secondary students across Southeast Minnesota.</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>The number of students participating in, and across, each Bluff Country Collaborative Event and Program (CTE Career Exploration Day, CTE Career Fair, Dream Job Events, etc.) will increase by 25% by June 1, 2025.</li> <li>The number of students moving along the Exploration - Exposure - Experience continuum will increase by 10% by June 1, 2025.</li> <li>The number of students engaged in a career pathway, especially employment, as a direct or indirect result of Bluff Country Collaborative events and programs will increase by 15% by June 1, 2025.</li> <li>Student feedback measuring “4 or 5” on the impact of individual Bluff Country Collaborative events and programs will increase by 10% by June 1, 2025.</li> <li>The Secondary Coordinator will participate in at least 90% of WDI Board Meetings and Emerging Workforce Committee Meetings in FY25.</li> <li>The Secondary Coordinator will participate in at least 90% of STEMForward Meetings and Committee Meetings in FY25.</li> </ol>					

- Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
  - Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.



Action Step(s)	Partner(s)	Notes
School Counselor Job-Alike Regional Meeting(s)	School Counselors	1 or 2 meetings in FY25. Meeting focus is sharing best practice and challenges via professional collaboration. Outcome is school counselors are more knowledgeable about career (including career pathways) and college (including two-year and CTE programs) in order to effectively support students.
Individual youth support in education and career pathways - primarily via Career Planners.	Workforce Development, Inc. (WDI)  CareerForce	In addition to providing youth services, WDI & CareerForce partner in regional efforts that involve career pathway work. Steele Co. Works (outside the Southeast Consortium) and the Bluff Country Collaborative (within the Southeast Consortium) are two examples.
Facilitation of career development activities - including Manufacturing Month industry tours, a regional welding competition, Minnesota Service Cooperative Impact Funds, and FutureForward (portal directory/calendar/resources related to career development).	Southeast Service Cooperative (SSC)	This is just a small sampling of what SSC offers. For more information, please see here:  <a href="https://www.ssc.coop/ccls">https://www.ssc.coop/ccls</a>
Integration of schools, employers, local government, and community resources to provide meaningful, hands-on experiences to the next generation of workers. This includes two Youth Skills Training programs (Certified Nursing Assistant and Advanced Manufacturing).	Bluff Country Collaborative	For more information, please see here:  <a href="http://bluffcountrycollaborative.com/">http://bluffcountrycollaborative.com/</a>
Participation in a Work Skills Challenge Day designed for students with disabilities enrolled in 18 to 21 year-old transition programs.	Region 10 Low Incidence Projects and the Hiawatha Valley Education District.	One day event in the spring.

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

The primary mechanisms for ensuring secondary students have career information related to high-skill, high-wage, or in-demand occupations are the following:



1. Large scale events - including, but not limited to, the CTE Career Exploration Day (Caledonia, MN - Fall), Construct Tomorrow (Rochester, MN - Fall), Employer Panels (Location Varies - Winter) and the Career, College, and Job Fair (Cannon Falls, MN - Spring).
2. Personalized events - including, but not limited to, classroom presentations, small group sessions, and individual student check-ins.
3. Industry tours, specifically information shared by the employer to students and staff relating to career information in the career field(s) connected to that particular industry.
4. Professional Development/Information Sharing with Secondary Stakeholders. This includes sharing Labor Market information at the different Job-Alike Regional Meetings in order for instructors and school counselors able to share updated information on high-skill, high-wage, or in-demand occupations. It also includes the sharing of Regional Labor Market Reports created by the Minnesota Department of Employment and Economic Development.
5. Campus Visits and Tours at Minnesota State College Southeast include labor market information, employer expectations, and starting wages with all CTE programs.
  - c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
    1. The Southeast Perkins Coordinators work closely with both WDI and CareerForce which provide Pre-ETS and Vocational Rehabilitation Services. Service providers and their students are invited to attend all Perkins sponsored career exploration and professional development events.

## 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.**

<b>Workforce Center Collaboration</b>		<b>Total</b>
1 .	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
2 .	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	5000
3 .	<b>Postsecondary Subtotal</b>	5000
4 .	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	7000
5 .	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	3500
6 .	<b>Secondary Subtotal</b>	10500
7 .	<b>TOTAL</b>	15,500

## Narrative 4: Integrated Academic and Technical Skills

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Industry-Recognized Credentials	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Increased access for students to industry-recognized credentials that are connected to the Consortium’s State Recognized Programs of Study.  CLNA: Element 3, priority 2					
<b>2. Strategies to address need:</b>					
1. Support the purchase of assessments leading to the following industry certifications. Affiliated Consortium Program of Study are included as well. <ol style="list-style-type: none"> <li>a. Microsoft Office: Finance (Business, Management, &amp; Administration)</li> <li>b. OSHA-10: Power, Structural, and Technical Systems (AFNR)</li> <li>c. OSHA-10: Architecture and Construction (Trade &amp; Industry)</li> <li>d. OSHA-10: Manufacturing (Trade &amp; Industry)</li> <li>e. ServSafe &amp; Food Handlers Certificate: Restaurants and Food/Beverage Services (Family Consumer Science)</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. The number of students earning the industry certifications listed above.					

4. Provide additional narrative to address the following:
  - a. How will your consortium improve both the academic and technical skills of students in CTE programs?
    - By strengthening the academic and career and technical components of such programs
    - Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs

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The work of integrating coherent and rigorous content aligned with challenging academic standards and relevant CTE programs will primarily occur within the Professional Learning and Continuous Improvement cohorts.

At the post-secondary level all programs go through a program review process which often results in the need for curriculum updates. Additionally, all CTE programs have active advisory boards who provide real time feedback on the essential and technical skills students need to be successful, which then informs faculty of the needed curriculum updates.

- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

The work of establishing, refining, and improving career pathways contributes significantly to a well-rounded education as defined in Section 8101. At a basic level, every Secondary school in the Southeast Consortium offers Career and Technical Education programs and courses. Schools, employers, workforce agencies, and related groups partner together across the region to ensure students receive career development support.

All of the Secondary schools in the Consortium are considered rural (U.S. Census Bureau). They are all also, generally speaking, considered to be small schools. High School enrollment for the schools in the Consortium span from under 100 (Mabel-Canton) to around 750 (Winona). The majority of the schools have enrollment numbers in 100s, 200s, or 300s. For this reason, staffing and the ability to offer multiple career pathways within a career field can be challenging. This is where the strong community partnerships and the multifaceted career development options to schools and students becomes especially important through the lens of contributing to a student's well-rounded education.

## Narrative 5: Special Populations

**Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.**

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

<b>NEED A:</b> Increase percentage of Non-Traditional (by gender) Concentrators for Business (female), Construction (female), Manufacturing (Female), and Health Science (male) [synthesized Need Statement]	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Student access to career development opportunities aligned with in-demand career fields and aligned with the 3Es Roadmap of Exploration, Exposure, and Experience (source: <a href="https://www.lyftpathways.org/the3Es">https://www.lyftpathways.org/the3Es</a>).</p> <p>CLNA Element 1, priorities 1-4, Element 2, priority 4D</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. The invitation for both traditional and non-traditional students to attend the following events*:             <ol style="list-style-type: none"> <li>a. CTE Career Exploration Day (Fall 2024)</li> <li>b. ConstructTomorrow (Fall 2024)</li> <li>c. Manufacturing Month Tours (Fall 2024)</li> <li>d. Cannon Falls Career, College, and Job Fair (Spring 2025)</li> <li>e. Contractor Trades Panel (Spring 2025)</li> <li>f. Career Fair and Hiring Event (Spring 2025)</li> <li>g. Grade 8 Career Fair (Spring 2025)</li> <li>h. Dream Job Event (Spring 2025)</li> <li>i. Mock Interviews (TBD)</li> <li>j. Classroom Presentations (TBD)</li> </ol> </li> <li>2. The invitation for non-traditional students to attend the following event             <ol style="list-style-type: none"> <li>a. Women (or those identifying as female) in the Trades (Fall 2024 and/ or Spring 2025)</li> </ol> </li> </ol> <p>*Events designed with representing career fields for all students - tradition and non-traditional alike. Concurrently, student participation is open to all and non-traditional career interest and exploration is encouraged.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. The number of students participating in, and across, each Bluff Country Collaborative Event and Program (CTE Career Exploration Day, CTE Career Fair, Dream Job Events, etc.) will increase by 25% by June 1, 2025.</li> <li>2. The number of students moving along the Exploration - Exposure - Experience continuum will increase by 10% by June 1, 2025.</li> <li>3. The number of students engaged in a career pathway, especially employment, as a direct or indirect result of Bluff Country Collaborative events and programs will increase by 15% by June 1, 2025.</li> <li>4. Student feedback measuring "4 or 5" on the impact of individual Bluff Country Collaborative events and programs will increase by 10% by June 1, 2025.</li> <li>5. Collect baseline attendance rate data at the Women in Trades event in Fall 2024 and Spring 2025; then increase attendance of non-traditional students at the event by 15% in Fall 2025 and Spring 2026.</li> </ol>					

<b>NEED B:</b> Access to CTE programs for students receiving special education services.	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>

1. Remove barriers to increase the number of students with an Individualized Education Plan (IEP) participating in CTE programs.

CLNA Element 5, priority 4

**2. Strategies to address need:**

By May 1, 2025, provide at least one professional development to the Goodhue County Education District and Hiawatha Valley Education District Special Education Leadership teams defining CTE and outlining its role in meaningful post-high school options for all students - including those receiving special education services. In addition, these sessions will feature the outlining of gathering feedback to build baseline data on current barriers for special education students not participating in CTE programs.

**3. Measurable Outcomes (report results in next APR):**

1. By March 1, 2025, there will have been at least two professional development sessions with special education leadership.
2. By March 1, 2025, data will have been collected and summarized to inform baseline data on existing barriers.

NEED C: Increase CTE program and course enrollments.	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Increased number of students receiving English Learner programming enrolled in CTE programs and courses.  CLNA Element 5, priority 3					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Partner with the Goodhue County Cultural Liaisons to include information and marketing on CTE programs at family engagement events during the 2024-2025 school year. Please note that the audience of the family engagement events are multilingual families in Goodhue County.</li> <li>2. Partner with the Goodhue County Cultural Liaisons to collect stakeholder feedback (students, families, etc.) identifying barriers to access to CTE programs.</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. By June 1, 2025, CTE information and marketing will have been shared at two or more family engagement events.</li> <li>2. By June 1, 2025, baseline data will have been collected examining barriers for multilingual students access CTE programs.</li> </ol>					

4. Provide additional narrative to address the following:

- a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

Group	Barrier(s)	Strategy(ies)
Multilingual Families Families with a student receiving special education services	Access to information on CTE programs.	Include representative of these two groups on our CTE Advisory Committees.
Students enrolled in English Learner programming.	Low enrollment in CTE courses (make up slightly less than 2% of all CTE enrollments).	Provide professional development and the sharing of resources to staff that know the Language Learner students best - especially, English Learner teachers, school counselors, and Cultural Liaisons (or similar).
18 to 21 year-old transition program students with an IEP.	Limited access to meaningful employment.	Work to start and establish a Project SEARCH program with the Goodhue County Education District's 18 to 21 year-old transition program. Support Hiawatha Valley Education District 18 to 21 year-old transition program(s) to participate in the Work Skills Challenge Day.
Students with IEPs	Limited access to career pathway programming.	Provide professional development to the Goodhue County Education District and Hiawatha Valley Education District leadership teams.
Nontraditional participants / concentrators.	Seeing themselves represented in non-traditional career fields.	Student access to career development opportunities aligned with in-demand career fields and aligned with the 3Es Roadmap of Exploration, Exposure, and Experience.  Ensure post-secondary faculty are aware of conscious and unconscious bias to ensure non-traditional students feel safe, welcome, and comfortable in all program spaces.

- b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

At the secondary level, we will be focused on the strategies listed above (professional development, implementing Project SEARCH, and career development opportunities). We feel as though if we can do a good job here - especially with the professional development and career development opportunities - that there will be an increased interest in pursuing high-skill, high-wage, or in-demand occupations.

At the post-secondary level, the college will continue partnering and further utilize relationships with Hispanic Outreach and Project Fine. Both organizations are deeply connected to the local BIPOC, refugee, and immigrant communities. It's imperative that the staff for both organizations receive training and understand the careers available upon completion of a post-

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secondary CTE program and then serve as connectors between special populations and programs at the college.

- c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?

At the secondary level, the primary focus will be on students receiving special education services via an Individualized Education Plan (IEP) as well as students receiving English Learner services. We will engage with Special Education Leadership and Case Managers to provide up-to-date and contextualized career and college readiness options. The same holds true for Cultural Liaisons and/or English Learner teachers. We will also be implementing Project REACH for 18 to 21 year-old students in a special education transition program. Project REACH aims to provide a variety of meaningful industry experiences with a regional employer that will help the students be able to continue or step into a career pathway of interest and meaning.

At the post-secondary level, we have two initiatives that will better prepare CTE participants for non-traditional fields. The first initiative is training and support for the college opportunity and promise program navigators. These are new positions at the college in which staff are embedded at local high schools. The navigators have direct access to students interested in CTE and have relationships with high school counselors, teachers and staff. Therefore, they are in a position to assist in advocating for the necessary high school prep courses needed to be successful in post-secondary CTE programs. The second initiative is the college is planning to transition to a caseload based advising model. CTE students would receive a program advisor, but also a professional advisor to assist with wraparound support services including transportation assistance, food security, accessing mental health services, and encouraging utilization of academic support services. Both initiatives would provide a system in which CTE students would have an advocate and support system to ensure persistence and completion, specifically in non-traditional fields.

- d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

At the Secondary level, there has not been a concerted effort to provide training and support on the potential and importance of connecting IEP goals with CTE programs and courses. To start to remedy this, we will be providing professional development to the Special Education Leadership Teams of the Goodhue County Education District and Hiawatha Valley Education District, respectively.

At the Post-Secondary level faculty and staff are participating in on-going professional development including Mental Health First Aid, the IDI (Intercultural Development Inventory), participating in conversations to learn and understand the culture of the Prairie Island

community, and college leadership continues to review institutional policies and practices to ensure equal access to all programs and services.

## Narrative 6: Work-Based Learning

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Access to Career Pathways	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Increased access to career pathways for students with IEPs in the Goodhue County Education District 18–21-Year-Old Transition Program (ACTE-SPED).  CLNA Element 5, Need A					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Creation and implementation of Project SEARCH with the Goodhue County Education District’s 18–21-year-old transition program.                Step 1: Meet with MDE regarding Project SEARCH, including cost, structure, and related details. (already done).                Step 2: Pay the Project SEARCH subscription fee. Please note that we are not intending to use FY25 Award funds at this point for this fee.                Step 3: Form an Advisory Committee.                Step 4: TBD, based on Advisory Committee recommendations.</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. By March 1, 2025, the Goodhue County Education District will have formally contracted with the Project SEARCH program, formed an Advisory Committee, and determined a set program launch date in FY26 or FY27.</li> </ol>					

<b>NEED B:</b> Career Skills Exploration	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Hands-on Career Skills Exploration for students with IEPs in the Hiawatha Valley Education District 18–21-Year-Old Transition Program(s) (ACTE-SPED).</p> <p>CLNA Element 5, priority 2</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. School and student participation in the Work Skills Challenge Day with Region 10.  Step 1: By October 1, 2024, confirm Work Skills Day event is being held by contacting the Hiawatha Valley Education District (HVED) WBL Coordinator.  Step 2: By February 1, 2025, confirm school participation by working with the HVED WBL Coordinator.  Step 3: By March 1, 2025, attend a Region 10 Transition Cohort Meeting to outline Perkins funds eligibility criteria.  Step 4: By May 1, 2025, the Work Skills Challenge Day Event is held.</li> <li>2. Step 5: By June 1, 2025, eligible schools and programs submit for transportation cost reimbursement with Perkins funds.</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. By June 1, 2025, baseline data will have been collected as the number of students, programs, and schools participating in the Work Skills Challenge Day event.</li> </ol>					

1. Provide additional narrative to address the following:

- a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

Current secondary opportunities are primarily the following:

- Work-Based Learning (ACTE-SPED)
- Work-Based Learning (Diversified)
- Agriculture Work-Based Learning
- Youth Skills Training (Advanced Manufacturing)

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- Youth Skills Training (Certified Nursing Assistant)
  - Experiential Learning - Career Awareness, Career Exploration, Career Preparation (Work-Based Learning Handbook, MDE)
    - Industry Tours
    - CTE Exploration Day
    - Construct Tomorrow
    - Entrepreneurship Panel
    - Union Reps Panel
    - Dream Job Event(s)
    - Grade 8 Career Exploration Day
    - Career, College, Job Fair
    - Southeast Minnesota Welding Competition

Current post-secondary opportunities are primarily the following:

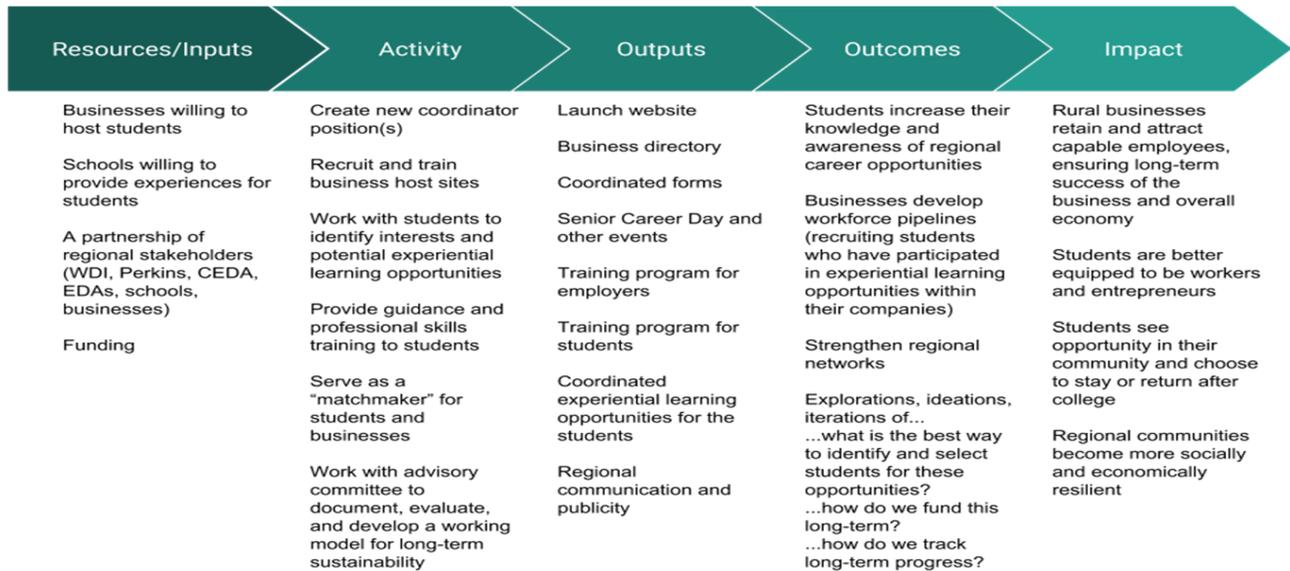
- Credit based internships embedded in program completion requirements – Construction & Truck Driving
- Capstone projects assessed by local employers – Mechatronics & CNC
- Special projects embedded into existing curriculum – Welding, Electronics, Biomedical, IT, Finance
- Clinical rotations – Certified Nursing Assistant, Practical Nursing, Associate of Science in Nursing, Radiography

- b. 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.

At the secondary level, we partner with employers to develop or expand work-based learning programs for all CTE students, including special populations in two primary ways:

1. CTE Advisory Committees; As we engage in the Professional Learning and Continuous Improvement process, we will be revisiting the need and importance of Advisory Committees to CTE programs - especially the employers, community members, etc., who are on the Advisory Committees.
2. Partner with workforce development stakeholders to connect schools and employers. Our general engagement model is below and has served the Bluff Country Collaborative effort well:

## Bluff Country Collaborative Logic Model



At the post-secondary level, we partner with employers to develop or expand work-based learning programs for all CTE students, including special populations in three primary ways:

1. Through academic credit bearing opportunities as described above
2. Active CTE Advisory Committees for all post-secondary program areas
3. Through custom training opportunities including Minnesota Job Skills Partnership grants, Dual Training Industry Pipeline grants, and Pathways to Prosperity grants.

- c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.

At the secondary level, we are planning to invest funding to increase work-based learning opportunities in the following manner:

1. Contribute to a braided funding model for the Workforce Development Youth Workforce Navigator (Bluff Country Collaborative). This position is the point person for supporting experiential learning opportunities as well more intensive efforts (Youth Skills Training, Work-Based Learning).
2. Reimburse school districts the cost of transportation to high-quality experiential learning opportunities.

At the post-secondary level, we are planning to invest funding to increase work-based learning opportunities in the following manner:

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1. Continue to partner with business and industry to ensure funds are spent on industry grade equipment
  2. The college has taken a collaborative, proactive, and holistic approach to work-based learning as students can access work-based learning on campus or through custom training at their place of employment, numerous grants in addition to Perkins are being pursued and utilized to ensure that cost is not a barrier to students or employers.
  3. The college has accepted numerous donations of industry grade equipment for multiple program areas, as employers are in need of skilled labor and they want students to transition seamlessly from college to employment.

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.

## Narrative 7: Early Postsecondary Credit Opportunities

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Early Postsecondary Credit Opportunities**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Guided Learning Pathways	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Implement CTE guided learning pathways for dual-enrolled students.  CLNA Element 5, priority 5					
<b>2. Strategies to address need:</b>					
1. Dual enrolled students will receive a CTE program advisor in addition to an academic advisor. 2. Dual enrolled students will be encouraged to select a certificate, diploma, or AAS program that aligns with their career goals.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. Increase in the number of dual enrolled students declaring a major 2. Increase in the number of dual enrolled students completing a post-secondary credential along with a high school diploma and/ or earning CTE college credit while in high school (the ability to complete a credential while still in high school varies greatly amount the southeast Perkins consortium high schools depending on each districts graduation requirements).					

NEED B: Articulated credit	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Increased access to early college credit.					
<b>2. Strategies to address need:</b>					
1. The Southeast Perkins Consortium (secondary) will participate in the Southern Minnesota Regional Articulation Group, including access to CTECreditMN.com.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. By December 15, 2024, the number and placement of actively used (secondary) articulated credit options will be collected as a baseline as a grounding point for continued participation in the Southern Minnesota Articulation group.					

4. Provide additional narrative to address the following:

- a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?
  1. Secondary will participate in the Southern Minnesota Regional Articulation Group, including access to CTECreditMN.com. This partnership will offer secondary instructors the opportunity to plug into regional articulation agreements that their students can use across multiple two-year schools across the southern part of Minnesota. This work also correlates with Program Approval and well-rounded Programs of Study.
  2. CTE students are able to earn post-secondary credit while still in high school primarily through the Post-Secondary Education Options (PSEO) program. Students who meet the posted eligibility requirements may enroll in one post-secondary CTE course as early as 10<sup>th</sup> grade.
  2. Students in five school districts are able to earn post-secondary CTE credit while still in high school without leaving their districts through concurrent enrollment. These districts in the southeast Perkins consortium have high school instructors who meet the Minn State CTE Instructor Credentialing requirements which is a rarity, but also provides a financially sustainable option for the school districts and students receive transcribed college credit.
  3. High school students who are dual enrolled in general education courses are also receiving course sequencing advising as a number of general education courses are pre-requisites to both the ASN and PN programs. It's possible for students to complete all nursing program pre-requisites through concurrent



enrollment or PSEO prior to high school graduation which then allows them immediate admittance to nursing programs following high school graduation.

## Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

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1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Professional Development	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Access to high-quality professional development for CTE instructors, school counselors, school administrators, and Perkins-File reporting personnel at secondary and post-secondary level.</p> <p>CLNA Element 4, priority 2</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Please see Narrative 2, Need A and Need B.</li> <li>2. Job-Alike Regional Meetings for school counselors. This will entail the Secondary and Post-Secondary Coordinators selection a meeting site, setting an agenda, inviting school counselors, confirming participation and facilitating the session.</li> <li>3. Fund five spots for school administrators to participate in the Professional Skills Series for school administrators (via the Minnesota Association for Career Technical Administrators)</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. Please see Narrative 2, Need A, Measurable Outcomes 1.</li> <li>2. At least 90% of school counselor will participate in the Job-Alike Regional Meeting(s) and at least 70% of attendees will rate their overall satisfaction as “satisfied” or “very satisfied”.</li> <li>3. At least five school administrators participating in the Professional Skills Series and at least 90% of attendees will rate their overall satisfaction as “satisfied” or “very satisfied”.</li> </ol>					

NEED B: Instructor Retention	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Increase retention and job satisfaction of post-secondary nursing faculty in both Practical Nursing and Associate of Science Nursing degree programs.  CLNA Element 4, priority 3					
<b>2. Strategies to address need:</b>					
1. Implement intensive summer on-boarding and new nursing instructor orientation					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. Reduce turnover of adjunct, part time, and full time post-secondary nursing instructors					

4. Provide additional narrative to address the following:
  - a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

The Southeast Perkins Consortium will take the following actions to support the recruitment and preparation of both secondary and post-secondary CTE instructors:

1. Offer monthly or quarterly job-like work groups to support instructors through the program approval process, share curriculum and best practices. This contributes to improved program quality across the consortium and provides a support system for instructors who often feel isolated.
2. Offer CTE Instructor boot camp in August at Minnesota State College Southeast. This multiday boot camp provides high school instructors an opportunity to spend several days in the labs with Minnesota State College Southeast faculty. This strengthens the professional relations between instructors and the connection between secondary and post-secondary programs for CTE students.
3. Offer an intensive multi-day onboarding, orientation to teaching, and simulation lab training for new nursing instructors.

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- b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

Specific actions our consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met:

1. Partner with the Lakes Country Service Cooperative and the Southeast Service Cooperative to offer the Alternative Teacher Preparation program to teachers in Southeast Minnesota.
2. Design, implement, and support Program Approval Cohorts for Agriculture, Food, and Natural Resources/Business, Management, & Administration, Family Consumer Sciences, Health Sciences, Trade & Industry, and Work-Based Learning.
3. Financially support the inclusion of secondary administrators in the Minnesota Association of Career Technical Administrators (MACTA) Professional Skills Series.
4. Financially support CTE instructor participation in job-specific professional development - for example, the Minnesota Association of Agriculture Educators Conference(s) and the Marketing, Business, and Information Technology Educators Conference.
5. Logistically support the Job-Alike Regional Meeting for School Counselors.
  - a. Logistical support includes: selecting a meeting site, setting an agenda, inviting school counselors, confirming participation and facilitating the session.
6. Logistically support training for secondary school staff responsible for Perkins-File Reporting.
  - a. Logistical support includes: selecting a meeting site, setting an agenda, inviting school counselors, confirming participation and facilitating the session.

All post-secondary faculty must meet Minnesota State faculty credential requirements. Minnesota State College Southeast will focus on CTE faculty retention.

## Narrative 9: Performance Gaps

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Performance Gaps**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: 4S1: Nontraditional Program Concentration	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>As of the January 23, 2024 Consortium Performance Report for Grant Year 2 (2023), Secondary has met all of the Performance Indicators. Nontraditional Program Concentration has seen a slight uptick year-after-year (31.12%/2021 - 35.67%/2022 - 35.82%/2023). We would like to continue to increase this percentage.</p> <p>CLNA Element 1, Need F</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. Please see Narrative 5, Need A, Strategy 1 (a-j).</li> <li>2. Please see Narrative 5, Need B, Strategy 1.</li> <li>3. Please see Narrative 5, Need C, Strategy 1.</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li>1. Please see Narrative 5, Need A, Measurable Outcomes 1-4.</li> <li>2. Please see Narrative 5, Need B, Measurable Outcome 1.</li> <li>3. Please see Narrative 5, Need C, Measurable Outcome 1.</li> </ol>					

NEED B: 5S3: Program Quality: Work-Based Learning	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>As of the January 23, 2024 Consortium Performance Report for Grant Year 2 (2023), Secondary has met all of the Performance Indicators. Program Quality: Work-Based Learning has seen an uptick year-after-year (11.40%/2021 - 13.87%/2022 - 16.25%/2023). We would like to continue to increase this percentage.</p> <p>CLNA Element 1, Need F</p>					
<b>2. Strategies to address need:</b>					
<p>1. Participation of Work-Based Learning instructors in the Professional Learning and Continuous Improvement cohort.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>1. By June 1, 2025, at least 75% of Work-Based Learning instructors will participate in at least two Professional Learning and Continuous Improvement sessions.</p>					

4. Provide additional narrative to address the following if not already addressed in the table above:

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

Secondary addressed, above.

At the post-secondary level, as of the January 23, 2024 Consortium Performance Report for Grant Year 2 (2023), Post-secondary has met all of the Performance Indicators. Earned Recognized Postsecondary credential (2P1) has a baseline of 62.06%, and an actual performance of 59.95% (2023). We would like to strive to return this to or exceed baseline percentage.

- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?

Secondary addressed, above.

At the post-secondary level, further review of disaggregated data shows that a renewed focus on assisting BIPOC students, specifically Hispanic, Latino, and African American/ Black students

would result in an overall increase in credential attainment. The college intends to move to a caseload based intrusive/ intensive advising model which has been shown to improve persistence and completion for all students.

## Narrative 10: Consortium Governance

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Secondary & Post-Secondary Coordination	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
Coordination of the two-year Consortium Plan and Budget + Secondary Fiscal Host.	<input checked="" type="checkbox"/>				
2. Strategies to address need:					
<ol style="list-style-type: none"> <li>1. Secondary Coordinator position.</li> <li>2. Post-secondary coordinator position</li> <li>3. Indirect cost for Goodhue County Education District Business Office services.</li> <li>4. Indirect cost for Minnesota State College Southeast Business Office services.</li> </ol>					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> <li>1. The implementation of the Consortium Plan and Budget as measured by the Annual Performance Report (APR).</li> <li>2. Distribution of Perkins funds as determined by the Consortium Plan and Budget, and coding by the Secondary &amp; Post-secondary Coordinator.</li> <li>3. Regular Budget Activity Reports to the Secondary &amp; Post-secondary Coordinator in order to monitor funding.</li> </ol>					

1. Provide additional narrative to address the following:
  - a. Describe your consortium’s formal governance structure, including:
    - How the consortium leadership is organized, (a)
    - Processes used for making financial decisions, (b)

- Processes and structures in place to ensure secondary and postsecondary collaboration, (c)
- Communication systems in place to ensure all consortium members are continually informed, (d) and
- Note any areas of governance that are being developed or improved. (e)

Our consortium’s formal governance structure is as follows:

- The Southeast Consortium leadership is facilitated by the Secondary and Post-Secondary Coordinators. The Southeast Consortium employs a participatory planning process structure (University of Kansas<sup>1</sup>) (a)



(a)

Information - Consultation - Deciding Together - Acting Together - Supporting Independent Community Initiatives

Perkins Coordinators  
Secondary and Post-Secondary

K-12 Stakeholders  
CTE Instructors, School Counselors, Work-Based Learning Coordinators, Special Education instructors, English Learner instructors, High School Administrators, School District Administrators

Workforce Agencies  
Community Economic Development Associates (CEDA), Economic Development Agencies (EDA), Workforce Development Inc. (WDI)

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### Educational Agencies

Southern Minnesota Perkins Consortia (Minnesota West, Riverland, Rochester/ZED, South Central), Southeast Service Cooperative (SSC)

### State Agencies

Minnesota Department of Education CTE Content Specialists (MDE), Minnesota Department of Employment and Economic Development (DEED)

#### Information

- The Secondary and Post-Secondary Coordinators participate collaboratively in projects involving a secondary-post-secondary connection. (c)
- The Secondary and Post-Secondary Coordinators meet as needed and applicable to the implementation of the two-year plan and related action steps (CLNA, APR, etc.). (c)
- The Secondary Coordinator holds a monthly update session, virtually, to which all secondary stakeholders are invited, but not mandated, to attend. (d)

#### Consultation

- The Secondary Coordinator seeks feedback from stakeholder groups and individuals. This includes:
  - Needs Assessment survey sent to secondary CTE instructors, school counselors, high school principals, and district office administrators.
  - Verbal and written feedback at the Job-Alike Regional Meetings. (d)
  - Verbal and written feedback within the Bluff Country Collaborative. Note - this includes school personnel, as well as students and workforce development stakeholders. (d)
  - Information shared via partnership with workforce development agencies and individuals - including Community Economic Development Associates, Economic Development Agencies, and Workforce Development, Inc.
  - Information shared via partnerships with similar entities - including the other Southern Minnesota Perkins Consortia, the Southeast Service Cooperative, and the Minnesota Department of Employment and Economic Development. (c) (d)

#### Deciding Together

- The Secondary Coordinator and Post-Secondary Coordinator review the Comprehensive Local Needs Assessment data, additional feedback, and related information and work together to develop a preliminary two-year plan and budget. (b) (c)
- The Secondary Coordinator shares the preliminary two-year plan with an advisory team consisting of instructors representing each licensure area (Business, Family Consumer Science, Health Science, Trade & Industry, and Work-Based Learning), representing school counselors and representing administration (high school and district

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office). We are working this Advisory Group meeting on a regular basis throughout the fiscal year. (b) (e)

- Based on the Secondary Advisory Team’s feedback, the Secondary and Post-Secondary Coordinators make any needed adjustments and finalize the two-year plan and budget. (b) (c)

Acting Together

- The different stakeholders continue with partnerships, and develop new ones, to carry out the implementation of the two-year plan. (d)

Supporting Independent Community Initiatives

- The Southeast Consortium works in tandem with individual, group, and organizational partners to support not only the implementation of the consortium’s two-year plan but also the plans and goals of these partners. Examples of this occurring includes, but is not limited, to the following:
  - Project Search research, planning, and implementation with the Goodhue County Education District.
  - Supporting the Bluff Country Collaborative in an effort to further the vision, mission, and goals of that work.
  - Collaborating with the Southeast Service Cooperative to further both their goals and the goals of the consortium.

(d)

University of Kansas<sup>1</sup>

Center for Community Health and Development

<https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main>

## Narrative 11: Reserve Funds

**Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.**

**Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.**

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

<b>NEED A: Professional Learning and Continuous Improvement</b>					
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Sub costs (as applicable) for a professional learning and continuous improvement cohort. Modeled after the Business Instructor Cohort, the time together will focus on the following:</p> <ol style="list-style-type: none"><li>1. Program alignment with Instructional Frameworks.</li><li>2. Program alignment with Industry Standards.</li><li>3. Program alignment with Labor Market data.</li><li>4. Program alignment with the emerging field of Applied Math/Data.</li><li>5. Program alignment with integrated Academic and Technical Skills.</li><li>6. Peer-to-Peer sharing on best practice in the CTE classroom and within CTE programs.</li></ol> <p>These cohorts will feature a mix of whole group and small group professional development.</p> <p>The intended outcome is that students are in CTE courses in Southeast Minnesota that are aligned with industry and workforce needs.</p> <p>CLNA: Element 3, priority 1</p>					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"><li>1. Each CTE licensure area (ANFR, Business, Health Science, Family Consumer Science, Work-Based Learning) will meet as a cohort two to four times (or more) during the 2024-2025 school year.</li></ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"><li>1. Each CTE instructor in the Southeast Consortium will engage with this professional learning and continuous improvement framework as measured by participation and program alignment with instructional frameworks and labor market data.</li></ol>					

<b>NEED B: Access to industry-aligned equipment</b>					
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Student access to industry-aligned equipment.</p>					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					

<b>2. Strategies to address need:</b>	
1. Please see Narrative 2, Need D, Strategy 2.	
<b>3. Measurable Outcomes (report results in next APR):</b>	
1. Please see Narrative 2, Need D, Strategy 2, Measurable Outcome 2.	

<b>NEED C: Articulated Credit</b>					
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Increased access to early college credit..					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need:</b>					
1. Please Narrative 7, Need B, Strategy 1.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. Please see Narrative 7, Need B, Strategy 1, Measureable Outcome 1.					

<b>NEED D: Youth Workforce Navigator – Bluff Country Collaborative</b>					
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student access to high-quality career development opportunities – including non-traditional students.					
<b>Reserve Category:</b> <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need:</b>					
1. Please Narrative 5, Need A, Strategies 1 and 2.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. Please see Narrative 5, Need A, Measureable Outcomes 1-4.					

<b>NEED E: Equity of Access to CTE Programs</b>					
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<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student access to high-quality career development opportunities – including non-traditional students.					
<b>Reserve Category:</b> <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need:</b>					
1. Please see Narrative 5, Need A, Strategies 1 and 2. 2. Please see Narrative 5, Need B, Strategy 1. 3. Please see Narrative 5, Need C, Strategy 1.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. Please see Narrative 5, Need A, Measurable Outcomes 1-4. 2. Please see Narrative 5, Need B, Measurable Outcome 1. 3. Please see Narrative 5, Need C, Measurable Outcome 1.					

<b>NEED F: Performance Gaps</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
As of the January 23, 2024 Consortium Performance Report for Grant Year 2 (2023), post-secondary has met all of the Performance Indicators. Earned Recognized Postsecondary credential (2P1) has a baseline of 62.06%, and an actual performance of 59.95% (2023). We would like to strive to return this to or exceed baseline percentage.					
<b>Reserve Category:</b> <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need:</b>					
Please see Narrative 5 & 9					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. Improvement in 2P1 indicator data, specifically students of color					

<b>NEED G:</b> Post-secondary CTE faculty retention					
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Increase retention and job satisfaction of post-secondary nursing faculty in both Practical Nursing and Associate of Science Nursing degree programs.  CLNA Element 4, priority 3					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need:</b>					
1. Offer summer nursing faculty onboarding, orientation, and simulation lab training					
<b>3. Measurable Outcomes (report results in next APR):</b>					
1. Reduction in adjunct, part time, and full-time nursing instructor turnover 2. Retainment of all clinical sites 3. Continue acceptable pass rates on NCLEX exam					

4. Provide additional narrative to address the following:

- a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

Addressed above and in Narratives 5 & 9

- \_\_\_\_\_
- b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

At the post-secondary level the funds will be focused on program improvement of the Health Sciences, Therapeutic Program of study.

<b>Program/POS</b>	Engineering, Manufacturing, & Technology (Construction/Manufacturing)	All Programs of Study	Programs of Study TBD (based on Southern Minnesota Regional Articulation groups)
<b>Expansion</b>	Access to industry grade equipment and professional development  Consortium (St. Cloud State TEC Program)	FY25 Program Approval Cohorts	
<b>Development</b>		FY25 Program Approval Cohorts	

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## Perkins-Funded Positions

**Submit the following with your application materials:**

- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

Complete – Submitted May 1<sup>st</sup>, 2024

## Required Documentation

**These required documents must be submitted with your Perkins V Local Application:**

1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet
5. Consortium Consolidated Equipment Inventory
6. Perkins Funded Positions spreadsheet
7. Position Descriptions for each position partially or fully funded by Perkins
8. Improvement Plan (Only required for those consortia on an improvement plan)