

# PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) REPORTING FRAMEWORK

**Consortium Name:** Minnesota West

**To be submitted with the 2020-2022 Local Application**

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## What the Perkins V law says about stakeholders in the needs assessment process:

In conducting the comprehensive local needs assessment under subsection 134(c), and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- representatives of special populations<sup>1</sup>;
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- any other stakeholders that the eligible agency may require the eligible recipient to consult.

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<sup>1</sup> *The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.*

**Please indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment:**

SW Minnesota Youth Committee  
LYFT Pathways Advisory Committee  
Business Partners (200+ that have directly supported high school CTE programs)  
Minnesota West CTC Leadership Team  
Secondary CTE Advisory Committee  
Minnesota West CTC Deans and Directors Team

**Provide URLs for each participating stakeholder organization:**

SW MN Private Industry Council- <http://www.swmnpic.org/>  
Launch Your Future Today- [www.lyftpathways.org](http://www.lyftpathways.org)  
Minnesota West- [www.mnwest.edu](http://www.mnwest.edu)  
SWWC Service Cooperative- [www.swwc.org](http://www.swwc.org)

**List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the needs assessment:**

[DEED \(Labor Market Analyst\)](#)  
[www.CareerForceMN.com](http://www.CareerForceMN.com)  
[Southern Minnesota Articulated College Credit Consortium](#)  
[SLEDS Network](#)  
[SWWC Superintendent's Advisory Council](#)  
[Southwest Minnesota State University](#)  
Minnesota West President's Advisory Council  
[SW Initiative Foundation](#)  
[Minnesota West CTE Advisory Committees](#)  
[Lower Sioux Tribal Community](#)  
[Southwest Adult Basic Education](#)

## **How does your consortium application propose to use your needs assessment to support the career and technical programs selected?**

Our needs assessment has gathered information from a wide range of sources including secondary data supplied by MDE, post-secondary data supplied by Minnesota State, regional labor market data from DEED, CTE student surveys, CTE educators surveys, Statewide Longitudinal Education Delivery System (SLEDS) data, University of Minnesota Ripple Effect Mapping (students, teachers, and economic development), campus listening sessions, College Factbook 2019, 2020 Minnesota State Degree and Certificate Completion Report, College Navigator, and CTE Program Advisory Committees. We have examined this data to better understand local and regional economic needs, work skills that businesses need most, student interest and perceptions, and gaps in the type of CTE programs we are able to offer. It will be impossible for our consortium to invest heavily in all facets of secondary and post-secondary CTE, so we will use the information we have collected to make strategic investments in areas that reflect the economic drivers of our regional economy and the educational needs of our high school and college students.

**NOTE:** *Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.*

## Summarize the specific insight gained in the needs assessment related to each required element (below).

### Element #1: Student Performance on Required Performance Indicators

- Consortium Reading Scores have increased over the past 3 years
- Non-economically disadvantaged students perform significantly above the state average
- The largest gaps in reading achievement are in the economically disadvantaged, students of color and special education populations.
- EL students also lag in reading achievement, but that is one of the smallest segments of students in our consortium.
- Consortium math achievement was steady or increasing but decreased significantly in FY18
- Non-economically disadvantaged students achieve at the state average
- Like reading, the largest gaps in math achievement are in the economically disadvantaged, students of color, special education, and EL populations.
- Postsecondary placement, earned postsecondary credentials and non-traditional program enrollment have remained fairly steady over the past 3 years at 96%-93%, 80%-79%, and 6%-7% respectively.
- Male nontraditional program enrollment, at the postsecondary level, is more than double that of females, yet females have outnumbered males as concentrators and participants in CTE programs and courses. Females have better postsecondary placement and credential indicators, sometimes as much as 20+% points higher. Females in CTE tend to concentrate in Health Sciences and Human Services and Business Management/Admin. Males enrolled in non-traditional programs like Health Sciences.
- White student concentrators and participants (postsecondary) far outnumber students of other races and ethnicities, with Hispanic or Latino being the second largest population. Students identifying “other than white” tend to concentrate in the Health Sciences and Manufacturing.
- At the postsecondary level, individuals with economically disadvantaged families and single parents have made up the majority of special populations. Other subgroups in special populations continue to be low. 90% of students attending MWCTC receive some kind of financial aid while 63% receive federal PELL grants. Yet, Pell-eligible students’ retention, graduation and transfer rates at second fall term one year after entry and third spring term after entry are far less than non-PELL eligible (68.4% & 80.5% and 61.4% & 77.8% respectively).
- Percentile of postsecondary placement and postsecondary credential looks good, but in reality, the numbers of non-white students and students identifying as special population (with the exception of economically disadvantaged and single parents) are small.
- There is some difficulty in interpreting disaggregated data on performance indicators because numbers are often low which does not inform us relative to our CLNA.

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

The Minnesota West Carl Perkins Consortium is comprised of 38 rural public high schools, with an average graduating class of about 45 students, and 1 two-year community and technical college. There are 128 CTE teachers in the consortium that have approved programs. While some schools have robust CTE programs, many have as few as one CTE teacher and limited course offerings. On average, there are about 3 CTE teachers per school. The largest group of high school CTE teachers is Agriculture (49) followed by Business (32), FCS (21), Tech Ed (16), Medical Careers (3), and Work-based Learning (7).

Minnesota West Community and Technical College (MWCTC) is the two-year partner in the Minnesota West Carl Perkins Consortium. MWCTC offers education in career and technical education that includes certificates, diplomas, associate of applied science degrees, and associate of science degrees. Also offered are associate of science degrees and associate of arts degrees outside of the CTE spectrum. MWCTC offers CTE degrees in 11 program areas and over 50 majors. This includes 93 full-time and part-time CTE faculty in Agriculture, Architecture & Construction, Business, Education & Training, Finance, Health Sciences, Human Sciences, Information Technology, Law Enforcement, Manufacturing, and Transportation. In 2018-2019, MWCTC conferred over 800 awards in career and technical education.

MWCTC works with accrediting agencies, Minnesota State, and advisory committees to ensure that faculty-to-student ratios required are met and maintained as well that curriculum is rigorous and follows industry and accreditation standards. When considering opening new programs or overhauling existing programs, MWCTC vets those through advisory committees, Academic Affairs, and Minnesota State. Analysis of our service area and student demographics in FY 19, led to duplication of our Powerline Diploma at the Granite Falls campus and Dental Assisting at our Luverne Learning Center in FY20 which led to about 17 FTE students we do not believe would have attended at the other locations. While MWCTC adheres to accrediting agency, Minnesota State, and advisory committee standards and policies regarding size, scope and quality, we find that enrollment in several CTE clusters remains low especially in Agriculture, Education, Finance, Information Technology, Law Enforcement, and Manufacturing.

The high schools in the consortium have a very close working relationship with our college partner, Minnesota West Community and Technical College. During the 2019-20 school year, over 220 students earned over 600 CTE college credits through contracted PSEO arrangements. These partnerships allow high school students to take CTE courses in their interest area that would not have been available in their school. For instance, several years ago we had zero high school programs with health science offerings; now we have 13 high schools that are cooperating with one another, businesses, and Minnesota West to offer high school courses in Intro to Medical Careers, Medical Terminology, and Nursing Assistant. Partnerships with the Marshall Area Technical Education Center and Pipestone Area Schools have also provided opportunities for students to complete credits in Nursing Assistant, Welding, Construction, and Plumbing.

New program development is based on the local and regional needs of our economy and our employers. Partnerships between business, high schools, and colleges look at labor market needs/projections, student interests, and gaps in what our schools are able to offer.

Using a dashboard developed by our DEED Labor Market Analyst, we have identified 143 regional occupations that meet two of the three criteria of high wage, high demand, or high skills. All of them meet high demand and high wage qualifiers, but some of the occupations for high school level education may not meet the threshold of high skill. [DEED In Demand Dashboard](#)

Many teachers are at retirement age and fully licensed CTE teachers are in short supply, making it difficult for schools to recruit quality candidates for open positions. As a result, some programs are discontinued due to lack of instructors. As our rural populations are decreasing, so are our school enrollments. As a result of declining enrollment and loss of programs, the number of CTE students served each year is also decreasing.

Student surveys from the Career Expo show that students' preferred way to learn about careers is by hearing directly from people in those careers. Work-based Learning, industry tours, job shadows, and internships are all avenues for students to get first-hand information to make career decisions.

College students participate in 70 credit bearing internships, externships, clinicals, and capstone projects in Accounting, Automotive, Agriculture, RADT, Surgical Tech, Pharmacy Tech, Medical Lab Tech, Human Services, Child Development, Computer Support, Community Health Worker, Computer Science, Cosmetology, Diesel, Dental, Nursing, Health Information Tech, Business, Precision Machining, and Medical Assisting.

In order for students to be prepared for advanced training and careers, they must have access to modern, professional quality, and industry-grade equipment. Purchasing equipment and instructional supplies, or sharing it when possible, will help students advance their skills in preparation for college or career. Recent events have highlighted the need for distance learning options and call for advanced technology solutions, virtual software, and simulation software.

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

Strengths- there has been growth in CTE programs through cooperation between multiple school districts and businesses. The Career Expo is run in two locations and provides a good foundation for high school students to see regional career opportunities. More high school students are taking college-level CTE courses. Each school district has at least one approved program, and there is an average of 3 CTE teachers with approved programs in each school. We have very strong FFA programs- every school with an Ag program has an FFA program. All Student Organizations perform very well at State and National competitions. In 2017, there were zero courses being offered in the Health Science Technology Field, and now there are currently 22 schools offering at least one health course. The Career Pathways Program between SW Adult Basic Education, MWCTC, and SW MN Private Industry Council has created avenues for Marshall Area Technical Education Center and Marshall High School students to secure credits and certification in Nursing Assistant and Welding. These students can also opt to continue their education in a multitude of areas. Partnerships with Pipestone High School, MWCTC, and Pipestone EDA have led to pathways for high school students to gain college credits in plumbing and construction trades. Student surveys consistently show a high interest in work-based learning opportunities. There has been a significant increase in the number of business partners involved in planning and delivery of CTE courses. Student competitions, like Culinary Skills Challenge, Digital Photography, Skills USA, BPA, and PAS offer students opportunities to demonstrate their classroom knowledge. Multiple Perkins consortia have attempted to replicate our contests. MWCTC is currently in the final year of the open pathway cycle for HLC Accreditation in which we have been reviewing and evaluating curriculum to ensure stackable credentialing within programs at the institution.

Opportunities- While FFA is strong in most districts, BPA and FCCLA are only represented in ¼ of our consortium schools. HOSA and SkillsUSA are being considered, but currently not formally organized. Many districts are too small to offer multiple courses in a pathway. Districts struggle to recruit and retain qualified CTE teachers. Students are limited in the number of elective courses available. Districts and college programs lack equipment that matches industry. Licensing requirements between secondary and post-secondary instructors and faculty do not align well, so building programs of study eligible for CTE levy can be a barrier. There are a number of activities around career preparation and CTE exploration within the Minnesota West Consortium that are deployed by a variety of our regional partners. While it is exciting to have renewed interest and activity in CTE, the challenge is tracking the activities, understanding who is responsible, and leveraging dollars and expertise to ensure quality programming.

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

Strengths- There were 69 students from 17 school districts enrolled in Minnesota West's Introduction to Education courses.

The McKnight Foundation, in June 2019, awarded a \$600,000 grant over two years to support the Southwest Minnesota Teacher Preparation Partnership, a unique career pathway model created by Worthington Public School District, Minnesota West Community and Technical College, Southwest Minnesota State University, and the Southwest Initiative Foundation. This partnership aims to increase the diverse pool of quality teacher candidates in the region. MWCTC assigns a mentor to and provides monthly training sessions for new faculty. Weekly training sessions for faculty advisors is now available which includes topics such as reading and understanding degree audit reports, SAP progress and appeals, and entering grades. MWCTC also has maintained the Centers for Teaching and Learning model on the campuses to encourage learning environments to build community, better course delivery, use of technology and beyond. Southwest Minnesota State University offers one of only two Ag teacher prep programs available in the state right in our region.

SWWC's New Teacher Centers' teacher-based supports focus on building educators' instructional leadership through rigorous academic standards and best practices in social-emotional learning. Instructional Coaches are trained in evidence-based practices and strategies that will support and advance instructional practice so that every student can be successful. Through continuous observation cycles, coaches learn to provide evidence-based feedback to help educators enhance their instructional practice and better reach every student. It is critical that every teacher receives such quality support throughout their career. With quality coaching, educators can help prepare students to be college, career, and community ready. There are currently two cohorts of coaching supporting teachers in the region. In the 2019-20 school year, there were 355 teachers receiving coaching.

The SWWC Service Cooperative employs a recruitment specialist and hosts an annual Virtual Career Fair for education professionals for individuals seeking new career opportunities and for students ready to begin their teaching careers.



The SWWC Service Cooperative was one of five recipients of Minnesota’s Alternative Teacher Preparation Grant. The grant is intended to fill teacher shortages, train teachers who reflect racial or ethnic diversity, and establish professional development programs for teachers who’ve obtained their licenses through alternative prep programs.

Opportunity- There is a severe shortage of licensed teachers in all areas. There are no training programs to get teachers licensed in certain CTE areas. Salary and benefits for high school and college instructors do not keep pace with that of industry making it difficult to attract an adequate pool let alone a diverse pool of applicants. The Minnesota West Consortium partnered with several other consortia in southern Minnesota to deploy a survey to analyze factors that affect the recruitment and retention of teachers.

At MWCTC, women make up about 58%, minorities make up about 2.2%, and individuals with disabilities make up about 2.2% of the total agency workforce. While women make up more than half, there is an opportunity for MWCTC to grow and retain other underrepresented populations.

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

**Service Area Total Population Summary**

Total Service Area Population is 160,700, 14 counties, 2 Economic Development regions  
 86% White, 8% Hispanic, 3% Asian, 2% Black, 1% Native American (12% with a disability)  
 SW MN has an older population than the rest of the state  
 19% BA or Higher, 34% Some College to AA, 34% HS/GED, 11% Less Than HS

**Perkins Consortium High School Ethnicity**

	Total	Male	Female	Amlnd	Asian	H/PI	Hispanic	Black	White	EconDis	EL	SpecEd
High School												
Total	9,266	52.27%	47.73%	1.68%	3.46%	0.28%	14.71%	2.41%	75.09%	36.54%	5.68%	13.94%
Participant	4,174	49.57%	50.43%	1.37%	4.36%	0.24%	16.75%	2.97%	72.11%	46.26%	8.60%	15.38%
Concentrator	3,341	58.96%	41.04%	1.38%	3.05%	0.48%	12.06%	1.77%	79.68%	45.08%	4.67%	14.49%

The table above summarizes ethnic and other demographics of the Minnesota West Perkins Consortium and compares the overall high school student body with CTE Participants and Concentrators. Most categories are a fairly close match between overall percentages as compared to Participants and Concentrators. The major outlier is that the percent of concentrators that are female is about 6% less than that of the student body of females. Economically disadvantaged students make up a significantly higher percentage of Participants and Concentrators when compared to their percentage of the total high school student body.

#### Minnesota West Community and Technical College Enrollment Statistics:

Percentage of **full-time** enrollment by race/ethnicity: These figures are based on the number of **full-time students** for fall 2018 (1103 students). Due to rounding, the percentages total 101%. The total enrollment for Fall '18 was 3363 students (FT/PT).

White – 67%

African Am/Black – 12%

Hispanic/Latin X – 6%

Am Indian – 2%

Asian Am – 4%

Native Hawaiian/Pacific Islander – N/A

Multiracial - 8%

International - Less than 1%

Unknown - Less than 1%

Students with a Disability - 1.62%

Approximately ¼ of CTE concentrators and participants at the post-secondary level are from a race or ethnic group other than white. With the exception of Health Sciences, their participation in CTE programs is low or non-existent. Special populations, with the exception of students from economically disadvantaged families and single parents, are also low and tend to concentrate in the Health Sciences. Some of the lowest performance indicators fall within Agriculture, Business, Finance, Information Technology, Manufacturing, and Transportation. Graduation and transfer rates for full time, non-white students, tend to be significantly less as of the second fall term one year after entry and the third spring term after entry. Pell-eligible students as well have significantly lower graduation and transfer rates at the second fall term and third spring term after entry.

While our region isn't significantly racially diverse, there are several communities that are. According to the Worthington Public School District, more than 68 percent of its high school students are from one of over 40 cultures in the area, and more than 78 percent of elementary students in the district are students of color. Only about 7 percent of their teachers are people of color. A number of activities have occurred and are currently being implemented that allow for equal access to CTE and continue to be opportunities for the Minnesota West Consortium. The following are initiatives occurring in the Consortium that not only impact equal access to CTE but in some way influence all the elements included in the CLNA.

1. Minnesota West is a long term partner with the Southwest Minnesota Career Pathway Partnership (16 years) in collaboration with SW MN Adult Basic Education, SW MN Private Industry Council, Careerforce partners, and area employers. The Career Pathways initiatives orchestrate adult and youth career pathway training programs for manufacturing and healthcare careers incorporating integrated instruction model, competency-based skills development, employability skills, job placement, industry credential attainment, and college credit/certificate program completion. Students earn college credits, complete credit certificate programs leading to diploma and AAS degree completion to provide the individual with nationally portable, industry-recognized credentials to advance along defined employment career pathways across industry sectors. In 2019, 159 (duplicated) students received credits and industry credentials in: Certified Nursing Assistant (3 college credits), Community Health Worker (17 college credits/industry certification), Pharmacy Tech (10 credit certificate/industry certification), Welding (6 credits and 16 credit certificate), Commercial Driving License, and Electrical Controls (5 credits). Participant profile included:

- 56% identified with a minority or ethnic group
- 19% were receiving food support
- 11% were receiving public assistance at time of enrollment (not including food support)
- 21% indicated limited English skills;
- 15% had not completed high school
- 13% indicated they were immigrants/refugees
- 12% indicated they had a disability;
- 5% indicated they were offenders
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2. Industry Employer Relationships

The following manufacturing employers dedicated time and resources for their student employees to attend the advanced manufacturing degree and certificate programs at Minnesota West as an effective “grow our own” talent development strategy:

<u>Employer</u>	<u>Student Employees</u>	<u>Degree or Certificate Program</u>
JBS Worthington	13	Mechatronics Diploma Worthington
JBS Worthington	2	Electrician Degree Jackson
Bedford Industries, Inc.	4	Mechatronics Diploma Worthington
Bedford Industries, Inc.	2	Precision Machining Diploma Granite Falls
Chandler Industries, Inc.	1	Precision Machining Diploma Granite Falls
Bedford Technologies, Inc.	1	Welding Certificate Jackson
AGCO Jackson Plant	6	Welding Diploma Jackson
AMETEK Avicenna Technology, Inc.	2	Mechatronics Diploma Granite Falls
Schwan’s Global Food Chain, Inc.	5	Mechatronics Diploma Granite Falls
Monogram Meat Snacks	8	Industrial Technology Certificate

3. Teacher Preparation Project between SMSU and MWCTC as noted in element 4.

4. Strong relationships with secondary and post-secondary to provide LYFT, REACH, and PSEO courses to high school students. The \$3 million legislative grant led to the creation of the LYFT program and K-12 Collaboration Coordinator. 2019 statistics include:

Number of PSEO students: 1221

PSEO High schools: 64 + home school

REACH students: 617

High Schools: 15

Courses: 34

The legislative grant has helped to launch nearly 40 projects that provide unique CTE experiences for junior and senior high students in the 18 county service region of southwest and west central Minnesota. Programs have included aquaculture, aviation, manufacturing, nursing assistant, commercial driver's license, culinary, engineering, entrepreneurship, and more. So far, over 2000 students have been impacted when schools and businesses formed partnerships to deliver these meaningful CTE experiences.

5. SW PIC has 3, soon to be 4, Career Navigators/Work and Learning Coordinators that facilitate the implementation of career readiness opportunities and serve as a liaison between high schools and the business community for work exploration, job shadowing, internships, and/or work experiences.

**NOTE:** *Required supporting documents used in the needs assessment must be available on file for review during monitoring visits or upon request. Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.*

## Needs Assessment Element #1

### SECONDARY PERFORMANCE DATA REVIEWED

#### Indicator 1S1 Four-year Graduation Rate

- Baseline: 95.21%
- Year 1 Goal: 95.38%
  - Year 1 Actual: Type your response here.
  - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: 95.55%
  - Year 2 Actual: Type your response here.
  - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 95.90%
  - Year 3 Actual: Type your response here.
  - Year 3 Goal Met? YES/NO Type your response here.

#### Indicator 2S1 Academic Proficiency: Reading/Language Arts

- Baseline: 51.57%
- Year 1 Goal: 51.90%.
  - Year 1 Actual: Type your response here.
  - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: 52.22%
  - Year 2 Actual: Type your response here.
  - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 52.87%
  - Year 3 Actual: Type your response here.
  - Year 3 Goal Met? YES/NO Type your response here.

**Indicator 2S2 Academic Proficiency: Mathematics**

- Baseline: 36.99%
- Year 1 Goal: 30.26%
  - Year 1 Actual: Type your response here.
  - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: 30.45%
  - Year 2 Actual: Type your response here.
  - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 30.82%
  - Year 3 Actual: Type your response here.
  - Year 3 Goal Met? YES/NO Type your response here.

**Indicator 3S1 Post-Program Placement (formerly Postsecondary Enrollment)**

- Baseline: 39.86%
- Year 1 Goal: 39.93%
  - Year 1 Actual: Type your response here.
  - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: 40.00%
  - Year 2 Actual: Type your response here.
  - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 40.13%
  - Year 3 Actual: Type your response here.
  - Year 3 Goal Met? YES/NO Type your response here.

### **Indicator 4S1 Non-traditional Program Concentration**

- Baseline: 37.97%
- Year 1 Goal: 38.16%
  - Year 1 Actual: Type your response here.
  - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: 38.36%
  - Year 2 Actual: Type your response here.
  - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 38.75%
  - Year 3 Actual: Type your response here.
  - Year 3 Goal Met? YES/NO Type your response here.

### **5S3 Program Quality Work-based Learning**

- Baseline: 11.85%
- Year 1 Goal: 11.90%
  - Year 1 Actual: Type your response here.
  - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: 11.95%
  - Year 2 Actual: Type your response here.
  - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 12.05%
  - Year 3 Actual: Type your response here.
  - Year 3 Goal Met? YES/NO Type your response here.

## POSTSECONDARY PERFORMANCE DATA REVIEWED

### 1P1 Postsecondary Placement

- Baseline: 92.93%
- Year 1 Goal: 86.92%
  - Year 1 Actual: Type your response here.
  - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: 87.30%
  - Year 2 Actual: Type your response here.
  - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 88.06%
  - Year 3 Actual: Type your response here.
  - Year 3 Goal Met? YES/NO Type your response here.

### 2P1 Earned Recognized Postsecondary Credential

- Baseline: 78.75%
- Year 1 Goal: 78.90%
  - Year 1 Actual: Type your response here.
  - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: 79.06%
  - Year 2 Actual: Type your response here.
  - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 79.36%
  - Year 3 Actual: Type your response here.
  - Year 3 Goal Met? YES/NO Type your response here.



### **3P1 Nontraditional Program Concentration**

- Baseline: 6.84%
- Year 1 Goal: 6.95%
  - Year 1 Actual: Type your response here.
  - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: 7.06%
  - Year 2 Actual: Type your response here.
  - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 7.29%
  - Year 3 Actual: Type your response here.
  - Year 3 Goal Met? YES/NO Type your response here.

### **What strengths and gaps were identified by your needs assessment regarding student performance?**

Modeled historical data shows that MWCTC has high placement rates (96% - 92.93%) and postsecondary credential rates (80.58% - 78.75%). Females tend to have higher placement and credential rates than males however their concentration far exceeds males except in nontraditional program enrollment. MWCTC historically has had low student counts from racially/ethnic diverse and special populations, with the exception of individuals with economically disadvantaged families. Pell-eligible students' retention, graduation and transfer rates at second fall term one year after entry and third spring term after entry are far less than non-PELL eligible (68.4% & 80.5% and 61.4% & 77.8% respectively)

Data shows that Secondary Consortium Reading Scores have increased over the past 3 years. Some data points are not unexpected. For example, non-economically disadvantaged students perform significantly above the state average and the largest gaps in reading achievement are in the economically disadvantaged, students of color, and special education populations. English Language Learners lag in reading achievement, but that is one of the smallest segments of students in our consortium.

Consortium math achievement was steady or increasing, but decreased significantly in FY18. Non-economically disadvantaged students achieve at the state average. Like reading, the largest gaps in math achievement are in the economically disadvantaged, students of color, special education, and English Language Learner populations.

**What subpopulation of students could benefit from additional evidence-based services/supports?**

Our consortium has a number of underserved populations, but some of them are only found in pockets in our large geographic service area. For instance at Worthington High School, the largest school in our consortium, the minority enrollment is 68% of the student body (majority Hispanic), which is higher than the Minnesota state average of 34%. Another growing population in the region is students that have severe behavior or mental health concerns. Many are served by alternative learning programs and are at significant risk of dropping out of high school. Nontraditional program students, minority students, special populations, and PELL-eligible students all could benefit from additional supports, resources, and services.

**What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?**

The Southwest West Central Service Cooperative prioritizes regional training and school-based support to districts on strategies and implementation techniques that support student achievement in English Language Arts and math. Additionally, SWWC provides support to teachers and districts in utilizing data from MCA III, benchmark data, and common formative assessments to drive instruction and support student growth. Exploration and exposure activities for individuals to explore careers that are nontraditional for gender will continue to be a priority within the consortium. The low enrollment rates of minority and special population students at the post-secondary level necessitates consideration of how to engage and provide support for retention and persistence of these individuals. Support to instructors on strategies for student achievement is not only vital to student performance but also in the retention of our CTE staff and faculty. How, when, and the tools we use to reach out to and communicate with prospective and current students can also assist MWCTC with some of the gaps and challenges we face in regards to student performance.

**What new or current partners will support student performance priorities identified?**

Member school districts  
SW MN Adult Basic Education  
Lower Sioux Community  
Southwest Minnesota Private Industry Council

**What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

“Reading is a critical skill in our current world and will continue to be in the future. Our society, globalization, and the high-performance workforce require increased amounts of reading. There is considerable evidence that reading is important. There is also considerable evidence that we, as a society, need to improve our overall reading competence. CTE is emerging as a reading content area similar to other academic areas such as social studies, math, and science. The primary reason for this is that CTE Teachers as Content Area CTE is more integrated with academic subjects. This trend is prompting CTE teachers to become more active in supporting their students’ reading through their CTE subject area.”

<https://files.eric.ed.gov/fulltext/EJ888186.pdf>

Tips for Teaching Math to CTE Students

[https://www.acteonline.org/wp-content/uploads/2018/03/tech\\_mar09\\_Tips\\_for\\_Teaching\\_Math\\_to\\_CTE\\_Students.pdf](https://www.acteonline.org/wp-content/uploads/2018/03/tech_mar09_Tips_for_Teaching_Math_to_CTE_Students.pdf)

Although we have little influence on districts’ curriculum policies, we can offer professional development opportunities for CTE teachers to support student achievement in reading, writing, and math. Encouraging CTE and core subject teachers to work together is one method to achieve this goal. This can be done by utilizing the SWWC Service Cooperative’s Teaching and Learning Educational Consultants. Workshops would focus on research-based strategies teachers could implement in the classroom and then come back together to discuss and further plan for continued implementation.

At the post-secondary level, we continue to use the Centers for Teaching and Learning model in which each campus holds professional development activities, throughout the year, regarding campus learning goals. The consortium can support professional development activities as well but the prioritization of those activities may need to change based on the program performance and outcomes. Another priority has been the Developmental Education Strategic Roadmap in order to better serve and place students. In Spring 2020, MWCTC implemented the Multiple Measures course placement. Math, reading and English departments have been working to restructure developmental education to include co-requisite course work for students to ensure no student is forced into remedial courses for more than a semester or two. Along with this, we are considering and developing summer bridge programming. During the COVID crisis, the ways in which and how MWCTC communicates with current and prospective students has become a priority. We plan to revise existing tools to target our communications and expand our base. Lastly, MWCTC is exploring furthering our outreach efforts to special population, minority, and first-generation students to make our programs more accessible, attractive, and attainable. Strategies we have employed but look to expand and change include Breaking Traditions.

### **Data sources used to examine element: (Check all that apply)**

- x Consortium secondary student data on...enrollment, concentration, completion and ESSA math and English Language Arts (ELA) achievement
- x Consortium postsecondary institution data on enrollment, concentration, completion, or placement.
- x Disaggregate data on special populations examined in comparison to total CTE population
- x Other (list/describe): SW Disability Talent Pool, 2020 Minnesota State Degree and Certificate Completion Report to the Legislature

**NOTE:** *Minnesota State System Office Research is working to develop reporting tools that will provide Perkins V postsecondary participants, concentrators, and each performance indicator disaggregated by special populations and reporting cluster. This reporting tool has a target deadline of December 2019. Your college’s program review data may also be a good supplemental data source. Although you will have access to all data,*

*some disaggregations may result in small cell sizes that can be considered private data. **Please exercise caution to ensure no private data is reported in the needs assessment because these documents will be publicly available.***

## Needs Assessment Element #2

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

Minnesota defines size, scope and quality at the consortium level as follows:

**Size:** Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

**Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of 6 State Recognized Programs of Study offered within a consortium will be a component of the full Perkins V plan.)

- Programs of study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

**Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$41,749 based on 2018 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in the Occupation in Demand index (<https://careerwise.minnstate.edu/jobs/hotCareers?re=R01000>) and/or through comprehensive local needs assessment.

## **What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

The Minnesota West Carl Perkins Consortium is comprised of 38 rural public high schools with an average graduating class of about 45 students. There are 128 CTE teachers in the consortium that have approved programs. While some schools have robust CTE programs, many have as few as one CTE teacher and limited course offerings. On average, there are about 3 CTE teachers per school. The largest group of high school CTE teachers is Agriculture (49) followed by Business (32), FCS (21), Tech Ed (16), Medical Careers (3), Work-based Learning (7). MWCTC offers CTE degrees in 11 program areas and over 50 majors. This includes 93 full-time and part-time CTE faculty in Agriculture, Architecture & Construction, Business, Education & Training, Finance, Health Sciences, Human Sciences, Information Technology, Law Enforcement, Manufacturing, and Transportation. In 2018-2019, MWCTC conferred over 800 awards in career and technical education.

### **Strengths in Size, Scope, and Quality**

- We have been successful in adding some new CTE courses/programs through partnerships between schools and the pooling of students to form classes.
- The schools in the consortium have a very close working relationship with our college partner, Minnesota West Community and Technical College. During the 2019-20 school year, over 220 students earned over 600 CTE college credits through contracted PSEO arrangements. These partnerships allow high school students to take CTE courses in their interest area that would not have been available in their school. For instance, several years ago we had zero high school programs with health science offerings; now we have 13 high schools that are cooperating with one another, businesses, and Minnesota West to offer high school courses in Intro to Medical Careers, Medical Terminology, and Nursing Assistant. Partnerships with the Marshall Area Technical Education Center and Pipestone Area Schools have also provided opportunities for students to complete credits in Nursing Assistant, Welding, Construction, and Plumbing. The SW MN Careers Pathway Partnership is in its 16th year which has allowed students to complete industry credentials or certifications, certificates, or diplomas in Certified Nursing Assistant, Welding, Electrical Controls, Pharmacy Tech, Community Health Worker, and Commercial Driving License.
- New program development is based on the local and regional needs of our economy and our employers in cooperation with advisory committee input. Partnerships between business, high schools, and colleges look at labor market needs/projections, student interests, and gaps in what our schools are able to offer.
- Our consortium worked with our local labor market analyst to develop/refine a dashboard that allows us to better understand the occupations with the greatest number of openings, highest projected demand, and the ones with the most livable wage. This tool is still under development but can be found at: [DEED Occupations in Demand Dashboard](#)
- Using the DEED dashboard, we have identified 143 regional occupations that meet two of the three criteria of high wage, high demand, or high skills. All of them meet high demand and high wage, but some of the occupations for high school level education may not meet the threshold of high skill.
- MWCTC has strong connections with area industries to “grow our own” talent development strategy. JBS Worthington, Bedford Industries, AGCO Jackson, Bedford Technologies, Chandler Industries, Schwan’s Global Food Chain, Monogram Meat Snacks and AMETEK Avicenna Technologies Inc dedicated time and resources for their student employees to advance their careers. Forty-four individuals completed degrees in 2019 in Mechatronics, Electrician, Precision Machining, Welding, and Industrial Technology.

- MWCTC follows industry and accreditation recommendations for student-to-instructor ratios in lecture, lab, and clinical settings for courses there are requirements for.
- College students participate, in 70 credit-bearing internships, externships, clinicals, and capstone projects, in Accounting, Automotive, Agriculture, RADT, Surgical Tech, Pharmacy Tech, Medical Lab Tech, Human Services, Child Development, Computer Support, Community Health Worker, Computer Science, Cosmetology, Diesel, Dental, Nursing, Health Information Tech, Business, Precision Machining, and Medical Assisting.
- Replication of the Powerline and Dental Assisting Programs at Granite Falls and Luverne Center in FY20.

### **Gaps in Size, Scope, and Quality**

- Many teachers are at retirement age, and it is difficult for schools to recruit quality candidates for open positions. As a result, some programs are discontinued due to lack of instructors. MWCTC has had failed searches for some CTE program faculty because it is often difficult to pull individuals from the industry to teach.
- Fully licensed CTE teachers are difficult to find in all areas, but especially hard in Health Science, Technology (all areas), and Family Consumer Science.
- As our rural populations are decreasing, so are our school enrollments. As a result of declining enrollment and loss of programs, the number of CTE students served each year is also decreasing. With the exception of Health Sciences, participants and concentrators in other CTE programs at MWCTC remain relatively low.
- There are only 8 teachers with WBL endorsements and approved programs among the 38 schools we serve.
- While MWCTC has long been at the forefront of providing distance learning there is a wide array of simulation technology and other innovative tools that can be utilized both at the secondary and post-secondary level to enhance student learning and understanding, in a variety of settings.

### **What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

- The sharing of CTE programs, equipment, and technology between high schools and MWCTC
- Making use of college faculty for high school PSEO courses
- Business partner leadership to access expertise and learning about all aspects of industry
- Leveraging relationships and resources with the SW Minnesota Private Industry Council
- Equipment and innovative technology and tools that give students real-life exposure to careers and industry and also provide access to education in different ways
- Work-based Learning, industry tours, internships

### **What new and/or modified policies, activities, or structures must be developed and implemented?**

- Learning about new programs and techniques in the delivery of hybrid CTE programs.
- How to break down distance barriers for the delivery of classes

- How to partner across school districts so students can learn the critical workplace skill of collaboration.
- Using technology for the delivery of CTE courses
- Delivery of programs to at-risk and underserved populations
- Simulation and software tools for the delivery of CTE courses
- Mapping the Southwest Region's CTE activities and positions across our partner institutions, to leverage talent, finances, and efforts.

### **What professional development, resources, or support is required to enhance program size, scope, and quality?**

- How to start a professional student organization
- Importance of advisory committees
- Attending CTE Works! Conference
- Using innovative technology and tools in the classroom - face to face or distance
- Serving non-traditional, diverse and underserved populations

### **What changes might be made to career exploration/guidance to improve program size, scope, and quality?**

- Expand our Transition High School model to provide industry-based WBL programs to students in all parts of the region.
- Develop a video and support materials for students and parents to provide guidance on the career and education development process.
- Explore ways we can work with our partners to take a regional approach to providing career guidance for students that go to schools where that service is not offered.
- Make sure schools have programs like MCIS that can provide up-to-date career information.
- Expand our Career Navigators/Work and Learning Coordinators to ensure coordinators have capacity to serve students as intended.
- Expansion of virtual reality tools for career exploration
- Improved coordinated efforts between regional partners to ensure career exploration and guidance at earlier grade levels and navigation of career, job, and educational opportunities.

### **Data sources used to examine element: (Check all that apply)**

X Consortium member data

X Disaggregate data on special populations examined in comparison to total CTE population

X Program review/accreditation

X DEED/Workforce data

X Other (list/describe): Advisory committee data, College Navigator, 2020 Minnesota State Degree and Certificate Completion Report to the Legislature



## Action Plan for Element #2

### Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students.

- **Strategy 1:** Work-based Learning
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development)**  
SW MN Private Industry Council Workplace Navigators, School work-based learning coordinators
  - **Start & end dates:** August 2020- June 2022
- **Strategy 2:** Shared Equipment Technology- Simulations, software, instructional supplies
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**  
Industry advisory committees,
  - **Start & end dates:** August 2020-June 2022
- **Strategy 3:** Establish a coordinated schedule of career exploration activities at MWCTC for both traditional and non-traditional students.
  - **Roles/Responsibilities:** MWCTC, SWMN PIC Navigators, SWWC, SW ABE determine exploration activities, dates, coordinate invites
  - **Start & end dates:** July 2020-June 2022
- **Strategy 4:** Map the Southwest Region's CTE activities and positions to leverage talent, finances, and efforts
  - **Roles/Responsibilities:** MWCTC, SW MN PIC, SWWC, SW ABE list CTE activities and staff responsible
  - **Start & end dates:** July 2020-June 2021
- **Strategy 5:** Enhance CTE courses and programs through use of innovative and simulation technology and tools to expand access, understanding, and student learning
  - **Roles/Responsibilities:** MWCTC, Advisory Committees, Youth Council
  - **Start & end dates:** July 2020-June 2022
- **Strategy 6:** Increase the availability of WBL programs for high school CTE students in the consortium.
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**  
SW MN PIC Pathway Navigators, School District licensed WBL Coordinators, business leaders
  - **Start & end dates:** September 2020 to June 2021

[Add additional strategies as needed]

**Will this require K-12 action? (Mark your answer below)**

YES

NO

**Description and measure:**

- A career and education planning video will be developed by September 2020.
- Participation in career exploration activities 2020-2022

**Will this require Postsecondary action? (Mark your answer below)**

YES

NO

**Description and measure:**

- Schedule of career exploration activities for non traditional and traditional students established by September 2020
- New innovative and simulation technology and tools purchased by May 2021

**Will this require Business/Industry action? (Mark your answer below)**

YES

NO

**Description and measure:**

Support and/or expand FutureForward and Career Expo exhibitor spreadsheet to include CTSO business mentors

Inform the consortium on innovative technology and tools that can be utilized within secondary and post-secondary settings for career exploration and student learning.

**Can federal or state programs be leveraged? (Check all that apply)**

WIOA

PERKINS

OTHER (List the federal or state programs): Leveraged Equipment Funds, DOI Pipeline, Industry Partners, CTE Levy

**Description and measure:**

- SW Minnesota PIC staff will consider piloting the FutureForward (or similar) WBL management system.
- Workforce Center staff will provide input into the development of student and parent career and college planning video.
- Regional partners will map current WBL services to determine if changes should be made to make service delivery more efficient and more convenient for consortium high schools.
- Perkins funds will support activities on the campuses of MWCTC that introduce and expose students to CTE careers and activities.
- Perkins funds will support exploration, purchase, and implementation of innovative technology and tools that will enhance student learning as well as provide real world experiences.

## Needs Assessment Element #3

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

#### What strengths and gaps were identified by your needs assessment regarding CTE Programs of Study?

##### Strengths:

- Increased Career and Technical Education throughout the region since 2016. Many of the career academy courses taught in the high schools are done so by college instructors that are embedded in college certificates, diplomas, AAS or AS degrees.
- Increasing high school students' exposure to occupations in demand through school districts and career services partnerships that increase career awareness and exploration.
- Growing career awareness, exploration, and work-based learning opportunities for students and parents through events, stakeholders, outreach, and updated in-demand occupations materials. Some of these include the Career Expo, CoderDojo, Scrubs Camp, 9th Grade Day.
- Promising collaborations focused on career exploration, awareness, and work-based, credi- based, and industry credential learning opportunities. These include not only the LYFT career academies but also the collaboration with the SW MN Career Pathways Program, CNA training, and Welding Training at the MATEC, and agreement with Pipestone Area High School and MWCTC Plumbing and Carpentry Programs.
- Educating families, teachers, mentors, and community awareness regarding real and local career pathway options available.
- It has become evident that a more diverse workforce has been and will continue to be a vital source of workers employers need to and it is imperative we equip and prepare these populations with the necessary information and experiences to gain employment in high-pay, in-demand occupations.
- Concurrent enrollment and PSEO have continued to increase in SW MN. In 2019, 1221 high school students from 64 high schools participated in PSEO courses while 15 high schools taught 34 concurrent courses to 617 REACH students (MWCTC concurrent enrollment program).
- MWCTC is currently in the final year of the open pathway cycle for HLC Accreditation in which we have been reviewing and evaluating curriculum to ensure stackable credentialing within programs at the institution. Historically we have offered certificates, diplomas, AAS, and AS degrees within program areas that allow students to gain credentials and return later for further degrees. For example, Diesel Mechanics offers 3 certificates that can be taken separately but transition well into both the diplomas and AAS degree.
- MWCTC has a number of articulated degrees with a variety of institutions for ease of transfer. In recent years we have added agreements in Office Management, Law Enforcement, Nursing, and now our Teacher Preparation Pathway with SMSU. With the Minnesota State initiative for Transfer Pathways MWCTC continues to work towards and strive for ease of transfer for our students looking to further their education.

## Gaps:

- Our region has low high school graduation rates, 12.1% of individuals 25 years or older do not have a high school diploma. That is nearly twice the Metro area of 6.7%. This is especially true for our region's largest population of color (Hispanic/ Latinos), 49% versus 35% in the Metro do not have a diploma. Significant employment disparities are prevalent. Poverty rates are also higher in our rural region, 17% vs. the state average of 14.8%. With the lowest average wages in the state (\$18.02 in SWMN vs \$20.95 state-wide), there is a great need for additional support for our youth and young adults to not only explore careers but to gain the skills needed to become employed in high wage occupations. (DEED & American Community Survey).
- Employers are challenged to hire employees with the skills needed as shown by our region's high Job Vacancy rate (see chart above). Tight labor markets and a scarcity of workers are recognized as a significant barrier to future economic growth. Tight labor markets and a scarcity of workers are now recognized as southwest Minnesota's most significant barrier to future economic growth. A lack of workers is a reason why both nursing homes and manufacturing plants have closed or moved out of the region.
- In 2017, the Southwest Minnesota Private Industry Council (PIC) conducted an asset mapping gap analysis of career advising strategies being used in secondary schools and in 2019, surveyed high school counselors to better understand their career and technical education (CTE) and work-based learning (WBL) offerings. Half of the schools were interviewed, and it was found that small rural schools have very limited, if any, staff time dedicated to career advising. For larger schools with a guidance counselor, only 35% of their time was dedicated to career advising. Plus, the survey showed 70% of the schools were not using CTE or WBL as career advising strategies; 90% stated they lacked the time to carry out WBL activities. It also became clear that the school staff were not aware of today's labor market demands. Many believe that the only way to a successful job is through a 4-year degree. This simply is not true. In today's economy, a plumber 4 years after college is making more than the engineer with a college degree. The American School Counselor Association recommends that schools have 1 counselor to every 250 students (1:250). In their report, Minnesota's Counselor to Student ratio is 1:723, one of the worst in the country. The national rate is 1:482.
- These needs were confirmed when 145+ community stakeholders gathered at 2 regional workforce development planning events to identify and prioritize current workforce issues. The top 5 priorities identified by stakeholders include: 1) critical skilled labor shortage; 2) lack of relevant skills training that align with the needs of local employers; 3) students not aware of the local employment opportunities; 4) the need to expand career exploration for students and share labor market information with parents and teachers; and 5) strengthen collaborations between businesses and high schools to increase WBL opportunities.
- Enrollment in many of the CTE programs, at MWCTC, tends to be small with the exception of Health Sciences. Participation and earned post-secondary credentials in Agriculture, Business, Education, Finance, and Information Technology have historically been low.

## **What priorities have been identified in the needs assessment process to address gaps or deficits in the consortium's CTE Programs of Study?**

- Continuing to support the region's promising collaborations focused on career exploration, awareness, and college credit, industry credential, and work-based learning opportunities.
- Create innovative approaches to grow awareness for families, teachers, mentors, and community regarding real and local career pathway options available.
- Introduce and advance career awareness, exploration, preparation, and training by offering a continuum of integrated opportunities and support to obtain academic credit, college credit, industry-recognized credentials, marketable skills, related work experience, social capital, and employment in high growth, high-demand occupations.
- Provide a cooperative dynamic to employers, to increase the opportunities available for CTE models that incorporate earn and learn models including on-the-job training, apprenticeships, internships, etc.
- Employers are more likely to participate if they are offered support and guidance around the systems in which we do our daily work.
- Integration of core curriculum such as written and oral communications and mathematics into CTE curriculum.

## **What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups?**

To address these needs, the SW MN Private Industry Council, serving as an intermediary between schools and businesses, collaborates with schools and employers to prepare students for the workforce by providing career awareness/exploration, career preparation, and skills training with a focus on connecting business with the education system to offer relevant, WBL opportunities. WBL is a proven strategy where youth gain marketable skills, related experience, and credentials they need to enter and succeed in careers. Jobs for the Future, a national nonprofit that highlights evidence-based solutions states "work-based learning can be especially important to those low-income students, jobseekers, and youth who may otherwise lack access to the educational opportunities, professional networks, and social capital that often play a critical role in career success." Employers are often eager to engage with schools and offer tuition assistance but are not sure how to do so. Schools are collaborating to increase CTE course offerings thanks to a state investment but often struggle to involve businesses. The local school-to-career intermediary is experienced at bridging this gap and with additional resources can bring these career services to scale, deepen the WBL opportunities, create a pipeline of workers, and better address racial disparities in the region.

The local school-to-career intermediary has employed a proven strategy for keeping youth engaged in the project through a position titled “Career Pathway Navigator.” Navigators are responsible to: 1) provide career advising and supportive services; 2) facilitate career exploration activities, training opportunities, and engaging employers for On-the-Job Training/Work Experiences and mentorship; 3) expand/support employer partners; 4) maintain program data; and 5) overall, nurture great partnerships that lead to excellent outcomes. Ongoing support and person-centered services are a vital component. For many students, they will be engaging with employers for the first time, some have had unsuccessful attempts at jobs, others are reaching beyond what they ever considered possible for themselves. For this reason, the Navigator is critical to provide connections, support, and encouragement through career counseling and wrap-around support services. The Aspen Institute noted that evidence demonstrates that Navigators are drivers of student retention, completion of training programs, and employment advancement.

Also critical in the Minnesota West Consortium is understanding and mapping of the current CTE activities within the region and centralizing the work to ensure we are creating dynamic and innovative exploration and awareness activities as well as balanced programs of study.

### **What professional development, resources, or support is needed to enhance the structure of Programs of Study and enhance student opportunity to progress within a Program of Study?**

Integration of rigorous core curriculum such as reading, writing, math into CTE education and coordinating this effort between faculty and instructors.

Increased transparency between business and education.

Annual secondary and post-secondary discipline-specific meetings coupled with advisory committees are key events that serve multiple purposes. They provide opportunities for secondary and post-secondary instructors to network, joint advisory committee meetings give guidance to instructors, and networking between job-alike teachers helps teachers who are often departments of one to share ideas and offer support.

The Teacher Recruitment and Retention Survey found that when teachers were asked about support not available to them as new CTE teachers that would have been helpful, mentoring was by far the most common response. SWWC's Alternative Teacher Preparation Program provides high quality mentoring and supervision of candidates throughout the teacher preparation program. CTE teachers are part of this program, and additional and more specific pairing can be made between job-alike teachers.

## **What professional development, resources, or support is needed to recruit and retain special population students in your consortium's CTE Programs of Study?**

Programming to address disparities in education and employment in the most diverse secondary schools in the region to earn high school and college credit and gain marketable skills in high demand occupations. Expanding career pathways and career work-based learning opportunities, internships, work experience, job shadows, employer guest speakers, industry tours, and apprenticeships. Providing staff to coordinate, bridge activities, and support students and employers who are engaged in work-based learning, high school CTE activities and career exploration in CTE programs. Real-world applications and work experiences in combination with key training provide paths to educational and career advancement building the local talent pipeline to help employers meet their needs for a skilled workforce. Support for our youth and young adults to not only explore careers but to gain the skills needed to become employed in high wage occupations.

Project Discovery offers career exploration and assessments for special population high school students. Over 140 students a year come to the career exploration lab in Marshall with an opportunity to explore more than 40 careers. Project Discovery broadens student's exposure to available careers.

Many career and special education teachers throughout the consortium have expressed a need for Transition Curriculum (Next Up, Virtual Job Shadow, etc.) Sharing curriculum may be an answer for smaller districts.

### **Data sources used to examine element: (Check all that apply)**

Consortium member data

Projected employment needs by cluster

DEED/Workforce data

Other (list/describe): Regional Workforce Development Planning meetings.

## Action Plan for Element #3

### Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students.

- **Strategy 1:** Expand CTE programs that are shared between high schools
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** LYFT Pathways Grant, SWWC, MWCTC, Consortium Schools, Regional Businesses, SW MN PIC
  - **Start & end dates:** July 2020 and June 2022
- **Strategy 2:** Grow the number of CTE student organizations and participation in the region.
  - **Roles/Responsibilities :** School District CTE programs, State CTE Student Organization Directors, Carl Perkins Consortium, MWCTC
  - **Start & end dates:** August 2020 and June 2022
- **Strategy 3:** Improve the capacity of CTE teachers to deliver content using hybrid courses that include distance learning methods and technology.
  - **Roles/Responsibilities :** High School CTE instructors, Carl Perkins Consortium,
  - **Start & end dates:** August 2020 to June 2022
- **Strategy 4:** Maintain existing and expand Exposure and Exploration Activities for students
  - **Roles/Responsibilities :** MWCTC Instructors, Industry Partners, SWWC, SW MN PIC, CareerForce Center Partners, Chambers, and Economic Development Organizations
  - **Start & end dates:** August 2020-June 2022
- **Strategy 5:** Establish high school robotics teams and hold a regional competition in 2020-21.
  - **Roles/Responsibilities :** SWWC, Minnesota West Perkins Consortium, SMSU, MWCTC, regional computer science and engineering businesses
  - **Start & end dates:** August 2020 and March 2021
- **Strategy 6:** Develop a video and companion materials that help students and parents plan for career and post-secondary training.
  - **Roles/Responsibilities:** SWWC, DEED, SW MN PIC, Minnesota West
  - **Start & end dates:** July 2020 and September 2020
- **Strategy 7:** Expand and improve the capacity of CTE teachers to integrate rigorous core content in their courses.
  - **Roles/Responsibilities:** SWWC, Secondary instructors, MWCTC liberal arts and CTE instructors
  - **Start & End dates:** July 2020- June 2022
- **Strategy 8:** Assess curriculum, objectives, and student learning through the use of technical skills assessments, licensing, and certification exams.
  - **Roles/Responsibilities:** MWCTC faculty
  - **Start & End dates:** July 2020- June 2022

[Add additional strategies as needed]

Will this require K-12 action? (Mark your answer below)



YES

NO

**Description and measure:**

- 10 high schools will share CTE programs by January 2021.
- 4 high schools will develop new CTE student organizations by November 2021.
- 50 high school CTE instructors will receive professional development to improve course delivery using distance learning, technology, and necessary curriculum and supplies.
- 8 robotics teams will be established and participate in a regional competition in 2020-21

**Will this require Postsecondary action? (Mark your answer below)**

YES

NO

**Description and measure:**

Joint advisory committees will research and develop curriculum that incorporates rigorous core components in CTE education.  
MWCTC will expand CTE education courses for high school students  
MWCTC will support student organizations and student competitions such as Skills USA  
MWCTC will assess student learning, curriculum, and course objectives yearly.

**Will this require Business/Industry action? (Mark your answer below)**

YES

NO

**Description and measure:**

Each high school robotics team will have at least one industry professional serve as a mentor.  
Industry partners serve as mentors and advisory committee members.

**Can federal or state programs be leveraged? (Check all that apply)**

WIOA

PERKINS

OTHER (List the federal or state programs): Industry partners, LYFT legislative money

**Description and measure:**

- Funds will support the establishment of student organizations along with participation in organizations/competitions such as Skills USA, BPA, HOSA.
- Activities that allow for career exploration and participation in CTE programming is vital to sustaining programs of study and will be supported with funds from a multitude of sources.
- Supporting staff to coordinate, bridge activities, and support students and employers who are engaged in work-based learning, high school CTE activities, and career exploration in CTE programs.

## Needs Assessment Element #4

### Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented<sup>2</sup> groups

#### **What strengths and gaps were identified by your needs assessment regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?**

Throughout southern Minnesota, career and technical training helps students prepare for the workforce of the twenty-first century. Effective teachers are an obvious component of these programs and, as a result, school districts and post-secondary institutions are focused on teacher recruitment and retention. CTE teachers who completed a multi-consortium survey indicated that mentoring was a key factor in their decision to remain in their current position. The Minnesota West Consortium has long had a practice of holding yearly professional development meetings for CTE teachers. These findings confirm the importance for teachers to meet with others who teach similar content. Many teachers are the only ones in their district who teach in their content area and as a result, they lack a fellow teacher to confer with. MWCTC assigns a mentor to and provides monthly training sessions for new faculty. Weekly training sessions for faculty advisors is now available which includes topics such as reading and understanding degree audit reports, SAP progress and appeals, and entering grades. MWCTC also has maintained the Centers for Teaching and Learning model on the campuses to encourage learning environments to build community, better course delivery, use of technology and beyond. Surveys of both faculty and staff at MWCTC show that about 70% of responding faculty and 60% of responding staff utilize professional development funds. These tended to be development activities that related specifically to job duties, for recertification, accreditation, and teaching improvement strategies.

#### Opportunities:

School district diversity data shows that the diversity rate of teachers is far below that of students in every district in the consortium. Post-secondary diversity data also shows that staff and faculty do not necessarily mirror the students in the classroom. Recruiting and attracting CTE professionals including those from underrepresented groups is a challenge in the region in part because wages do not keep pace with industry.

#### **What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?**

Diversify secondary and post-secondary staff and faculty to better match the population of students they serve.

Ensure mentors and opportunities for mentorship and professional development to support the work of CTE educators and staff.

Explore creative recruiting and retention strategies such as the “grow your own” teacher pathway partnership between MWCTC and SMSU.

#### **What new and/or modified policies, activities or structures must be developed and implemented?**

When teachers were asked about support not available to them as new CTE teachers that would have been helpful, mentoring was by far the most

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<sup>2</sup> “Underrepresented” as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

common response. Although the survey findings indicate that mentoring is critical in the success of young teachers, we find that many of our consortia's new teachers do not attend our annual meetings. We will make a more concerted effort to engage those teachers by direct emails and reaching out to their building principals citing data from the survey.

Assessment of current faculty mentorship program.

## What professional development, resources, or support is needed to improve consortium performance on recruitment, retention and training of CTE professionals?

Provide professional development and sharing of best practices with schools, community-based organizations, employers, staff, and more to create awareness of the resources available in the region to support students and job seekers in their career development.

Professional development around educating and supporting diverse student populations and diverse student learning needs.

Provide licensure information to school administration and CTE teachers to help them achieve full licensure in their content area. Also provide information about how to get staff licensed under the MDE Tiered Licensing system in situations where a fully licensed candidate is not available.

### Data sources used to examine element: (Check all that apply)

Consortium member data

Disaggregate data on special populations examined in comparison to total CTE population

Program review/accreditation

Association reports

Other (list/describe): Teacher Recruitment and Retention Survey for Southern Minnesota, 2019 Biennial Minnesota Teacher Supply and Demand, MWCTC Staff and Faculty Development Survey

## Action Plan Element #4

### Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students.

- **Strategy 1:** Design and implement a new CTE teacher mentoring program so new teachers are receiving support from a veteran teacher with job-alike responsibilities.
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** New and veteran high school CTE teachers, Carl Perkins Consortium funds
  - **Start & end dates:** August 2020 to June 2021
- **Strategy 2:** Expand the current PSEO Introduction to Education course to give more high school students direct experience with the teaching profession (especially CTE).
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** K-12 will help with recruitment and offer worksite locations for work experiences
  - **Start & end dates:** August 2020-June 2022

- **Strategy 3:** Provide professional development opportunities for CTE instructors to help them stay current in their field and with the latest changes in technology.
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**  
SWWC- offer professional development opportunities
  - **Start & end dates:** August 2020 to June 2021
- **Strategy 4:** Assess current mentor program at MWCTC.
  - **Roles/Responsibilities:** MWCTC.
  - **Start & end dates:** August 2020 - June 2021
- **Strategy 5:** Support professional development and advisory board activities within the consortium..
  - **Roles/Responsibilities :** MWCTC, SWWC, SW MN PIC, Industry partners, SW ABE
  - **Start & end dates:** July 2020 - June 2022.

[Add additional strategies as needed]

**Will this require K-12 action? (Mark your answer below)**

YES

NO

**Description and measure:**

- Assign a mentor for all new CTE teachers by pairing them with a veteran job-alike teacher from the consortium.
- Expand contracted PSEO CTE introductory courses to 20 students in high schools that do not have a fully licensed CTE instructor to teach the course.
- Identify relevant professional development opportunities and support the participation of 30 CTE teachers.

**Will this require Postsecondary action? (Mark your answer below)**

YES

NO

**Description and measure:**

- Continue to assign mentors for all new faculty. Consider expanding the mentor program to new staff as well.
- Identify needed and relevant professional development opportunities that support excellence in teaching and serving CTE students.
- Consult with advisory committees and boards regarding curriculum, development activities, and new and innovative industry techniques and tools.

**Will this require Business/Industry action? (Mark your answer below)**

YES

NO

**Description and measure:**

Participation in advisory committees, boards and development.

**Can federal or state programs be leveraged? (Check all that apply)**

WIOA

PERKINS

OTHER (List the federal or state programs): Institutional budgets, Industry support

**Description and measure:**

Perkins supports professional development activities such as CTE Works, Distance Learning, Reading/Math Workshops, Advisory committees/Job-alike meetings, mentorships, work-based learning workshops, accreditation workshops to name a few.

Industry supports and provides professional development for new technologies.

Institutional professional development funds provide support for faculty and staff in job specific training and personal development.

## Needs Assessment Element #5

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

**NOTE:** Review your data documented in Element #1: Student Performance on Required Performance Indicators. .

#### **What strengths and gaps were identified by our needs assessment regarding equal access to CTE programs for all students?**

- High school students with disabilities, students of color, and students that are economically disadvantaged are participating and concentrating in CTE courses at a level that is consistent with their presence in the general high school population. We do know there are still barriers to high school completion and transition to post-secondary education and careers.
- Women far outnumber men in participation in CTE programs, at the post-secondary level but their concentration tends to be very traditional in Health Sciences, Human Services, and Business areas.
- Post-secondary students with disabilities, students of color, and students in special populations, with the exception of economically disadvantaged families, are low but reflective of the region as a whole. There are pockets of racially diverse individuals which is not necessarily represented in the postsecondary data.
- Of particular interest is the low number of students with documented disabilities as concentrators and participants, at the postsecondary level. From what we know about our students these are not representative of the actual population. It lends to further exploration if students are not identifying and why. Is the curriculum in CTE programs better suited for students that learn differently in which they choose not to identify?
- Regional Workforce Development forums identified a number of things that are working well in the region to assure that a diverse set of services are available for job seekers and businesses so that the region has a diverse and quality workforce to meet the needs of Southwest Minnesota. These include strong collaboration and partnerships between businesses and schools, “Know Before You Go” campaign, work-based learning, Career Pathways programs, industry-specific meetings, Pipeline Program, Earn and Learn programs, targeted outreach. Areas identified in which the region could do better included: awareness/exposure of regional jobs, employer engagement/partnerships, comprehensive marketing, and communications efforts are needed, parents are key influencers, recognition that effective strategies may be more effective if adjusted based on locality for culturally diverse and underserved populations, addressing the skills gap, and better communication/collaboration.

#### **What priorities regarding equal access for all students were uncovered in the needs assessment?**

Expand the Project Discovery (career assessment and exploration program) to serve more students enrolled in regional Alternative Learning Programs and Educational Learning Centers.

Expand the Project Search Transition High School model to the southern region of our service area to break down distance barriers.

Determine an effective WBL Transition curriculum to pilot.

Provide the necessary accommodations for the full participation of special population students in high school CTE programs.

Understanding of the regional efforts underway regarding career awareness and exploration in the regions in-demand careers.



Providing staff to coordinate, bridge activities and support students and employers who are engaged in work-based learning, high school CTE activities, and career exploration in CTE programs.

Targeted career exploration and awareness activities for special populations, underserved students, and students of color as well as assistance and retention activities that support students through their education to assure completion of degrees.

### **What new and/or modified policies, activities, or structures must be developed and implemented?**

Many English Language Learners do not have the opportunities to participate in work experience, internships, or college visits. A partnership between SWWC Service Cooperative, SW MN Private Industry Council, and SW MN Adult Basic Ed will explore options for a career exploration event focused on Early Language Learners.

A joint project between Minnesota West, SW MN Private Industry Council, SWWC, and the Lower Sioux Community will expose youth in the Lower Sioux Community to construction careers through community rehabilitation projects.

Mapping of the region's CTE efforts to ensure we leverage talent, time, and finances to ensure the most effective strategies for recruiting and retaining all students.

Support staff to coordinate, bridge, and support student career awareness and exploration, work-based learning, and post-secondary education and serve as central points of contact.

Exploration of innovative technology and tools, integrated core reading, writing, and math skills in CTE, and alternative course programming to meet the needs of all learners and provide better access.

### **What professional development, resources, or support is needed to improve equal access to CTE programs for all students?**

Professional development that focuses on educating and supporting diverse student populations and diverse student learning needs.

Integration of CTE and core skills into courses.

Innovative approaches to providing rigorous and dynamic education in alternative formats.

### **Data sources used to examine element: (Check all that apply)**

Consortium member data

Disaggregate data on special populations examined in comparison to total CTE population

Regional/State demographics

Results from NAPE Equity self-assessment

Local Equity & Inclusion Plan

Other (list/describe): Workforce Development Forums

## Action Plan Element #5

### Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students.

- **Strategy 1:** Expand Project Discovery career assessment and exploration experiences to alternative education programs.
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**  
Red Rock Ridge administration and teachers, SWWC Special Education Administration, Member school districts
  - **Start & end dates:** July 2020 to October 2020
- **Strategy 2:** Replicate our Project Search transition high school by developing a program that serves students in the southern part of the region.
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**  
Nobles County CTIC, Worthington Business Community, Minnesota West, SWWC Special Education administration
  - **Start & end dates:** July 2020 to June 2021
- **Strategy 3:** Provide schools the opportunity to access funds to increase the accessibility of their programs to students with disabilities or language barriers.
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**  
Member school districts approved CTE programs, Carl Perkins Consortium staff
  - **Start & end dates:** August 2020 to November 2020
- **Strategy 4:** Pilot a WBL Transition curriculum to improve the delivery of skill development and career exploration programs for students with disabilities.
  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**  
Member school district WBL Transition program coordinators, Carl Perkins Consortium staff, curriculum vendor
  - **Start & end dates:** July 2020 to June 2021
- **Strategy 5:** Map regional initiatives surrounding career exploration and CTE programs to leverage talent, time, and finances.
  - **Roles/Responsibilities** MWCTC, SW MN PIC, SWWC, SW ABE list CTE activities and staff responsible
  - **Start & end dates:** July 2020 - June 2021
- **Strategy 6:** Support staff to coordinate, bridge, and support student career awareness and exploration, work-based learning, and post-secondary education and serve as central points of contact
  - **Roles/Responsibilities:** MWCTC, SW MN PIC, SWWC, SW ABE list CTE activities and staff responsible
  - **Start & end dates:** July 2020-June 2021
- **Strategy 7:** Leverage existing tools and explore other innovative technology and tools to better communicate, expose, and retain students in CTE.
  - **Roles/Responsibilities:** MWCTC
  - **Start & end dates:** July 2020-June 2022

- **Strategy 8:** Target career exploration and awareness activities for special populations, underserved students, and students of color as well as assistance and retention activities that support students through their education to assure completion of degrees.
  - **Roles/Responsibilities:** MWCTC, SW MN PIC, SWWC, SW ABE
  - **Start & End Dates:** July 2020 - June 2022

[Add additional strategies as needed]

**Will this require K-12 action? (Mark your answer below)**

YES

NO

**Description and measure:**

- Develop a new Project Discovery assessment and exploration site to serve 20 at-risk and special needs students.
- Establish a new transition high school location in the southern portion of our service region to serve 6 special needs students.
- Accommodate the learning needs of special needs students in approved CTE programs by providing the necessary accommodations to provide full access.
- Improve the delivery of WBL programs to special needs students (and regular education students where appropriate) by piloting a transition curriculum with 4 schools and 30 students.

**Will this require Postsecondary action? (Mark your answer below)**

YES

NO

**Description and measure:**

- Establish a career exploration and awareness protocol for the campuses of MWCTC.
- Evaluate current tools utilized for communicating and retaining students and develop protocols for these tools.
- Explore innovative technologies and tools for communicating, retaining, and educating special populations and underserved students.
- Map regional CTE efforts.

**Will this require Business/Industry action? (Mark your answer below)**

YES

NO

**Description and measure:**

Map regional CTE efforts.

Support activities that expose students to careers such as Project Search

**Can federal or state programs be leveraged? (Check all that apply)**

WIOA

PERKINS

OTHER (List the federal or state programs): Type your response here.

**Description and measure:**

Perkins will support activities that allow students to explore various CTE careers.

Multiple funding sources, including Perkins, will support tools used at the post-secondary level to communicate with prospective and current students in CTE in order to recruit and retain them.

Multiple funding sources, including Perkins, will support staff that coordinate, bridge, and support student career awareness and exploration, work-based learning, and post-secondary education and serve as central points of contact

## Consortium Coordination Strategy

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this needs assessment is used, with fidelity, to inform consortium planning and decision-making.

### **What went well in your CLNA process?**

The CLNA process offered a good opportunity to explore needs throughout the consortium. Although our region has a strong history of working together with other agencies, the CLNA brought us together again to focus our efforts on similar projects with similar goals. Additionally, we began conversations with groups that have previously been on the fringes of our work.

### **What could have been done differently to achieve better results?**

With more experiences in this process, we will be more efficient. Starting the process earlier might also have been beneficial. Mapping CTE activities in the region to ensure complete understanding of the efforts in play.

### **What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?**

We were fortunate to have all the entities we reached out to participate in our efforts.

### **What other initiatives can be leveraged and aligned across sectors to make this work successful?**

SW MN PIC's Career Pathways Navigation program, SW MN Career Pathways Partnership, LYFT Pathways shared CTE models, Contracted PSEO programs with regional colleges, High Tech Kids STEM programs and competitions, LearningBlade pilot project to provide more junior high STEM and CTE experiences.

### **How will you build connections to and through those other initiatives?**

We already have strong relationships with most of the partners. Continue membership on the various boards that oversee CTE programming.

### **On what established schedule will you continue to meet and work together?**

We will meet monthly during this first year, but may move to quarterly meetings starting in year two. SW MN Youth Council meets quarterly in which Perkins activities will be reviewed.

### **How will you demonstrate collective commitment to on-going engagement in this work?**

Through shared goals, objectives and work plans. Blended funding streams of the various initiatives when appropriate.

# Consortium Review of Comprehensive Local Needs Assessment

I have reviewed this comprehensive local needs assessment document and confirm, to the best of my knowledge, that it is complete and meets requirements set forth in the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V).

Gail Polejewski  
Secondary Consortium Coordinator (Print)



Signature

5-1-2020  
Date

Linda Pesch  
Postsecondary Consortium Coordinator (Print)



Signature

5-1-2020  
Date