

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) REPORTING FRAMEWORK

Consortium Name: Minnesota West

To be submitted with the FY2023-2024 Local Application

This document is available in alternative formats to individuals with disabilities. To request an alternate format, contact Human Resources at 651-201-1664. Individuals with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service. Minnesota State and Minnesota Department of Education are affirmative action, equal opportunity employers and educators.

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 populations¹;
- 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.

¹ *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 (300+ that have directly supported high school and college 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
Minnesota West- www.mnwest.edu
SWWC Service Cooperative- 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
[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](#)
[Southwest Regional Development Commission](#)

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 202, National Student Clearinghouse, Minnesota State Degree and Certificate Completion Report, College Navigator, System Civil Rights Compliance Review, 2021 Minnesota West Consortium Monitoring Report, Higher Learning Commission sources of evidence, 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 Math Scores have decreased slightly over the past 3 years Reading scores have remained relatively stable.
- The largest gaps in reading achievement are in the economically disadvantaged, students of color and special education populations.
- EL students lag significantly in reading achievement.
- Non-economically disadvantaged students achieve near the state average in math.
- Like reading, the largest gaps in math achievement are in the economically disadvantaged, students of color, special education, and EL populations.
- Women out-number men as concentrators and participants in CTE at the post-secondary level but the number of men in nontraditional program enrollment is almost 3 times that of women in nontraditional program enrollment, which tends to be in health programs.
- 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 post-secondary level we see gaps in men gaining credentials.
- Special populations especially economically disadvantaged students, single parents, EL and homeless individuals see some of the largest performance gaps.
- Persistence from year one to two is 56%. Completers overall for Minnesota West is 40% but students of color make up just 24% of those completers.
- White students make up 65% of completers while students of other races are 5% lower or more with American Indian students accounting for just 22%.
- There continues to be some difficulty in interpreting disaggregated data on performance indicators because numbers are often low which does inform us relative to our CLNA.
- The consortium is home to the 2nd most diverse county in the state and includes higher percentages of individuals 25 years and older with less than a high school diploma (10.1%), Hispanic or Latinos 25 years and older with less than a high school diploma (45.2), and poverty rates(10.5%) higher than the state averages.
- Traditional aged students are nearly double that of 25 +students.
- Review of five year equipment needs reveals more than \$4.7 in equipment needs in our CTE programs.

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 with 5 campuses and 2 centers. There are 139 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 with approved programs is Agriculture (59) followed by Business (30), FCS (23), Tech Ed (15), Work-based Learning (10), and Medical Careers (4).

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 16 program areas and over 50 majors. This includes 130 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 2020-2021, MWCTC conferred over 800 awards in career and technical education.

The high schools in the consortium have a very close working relationship with our college partner, Minnesota West Community and Technical College. During the 2020-2021 school year, over 1200 students earned over 4000 college credits, both CTE and non CTE through contracted PSEO and REACH 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 no 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. Our partnership with Lower Sioux Community has provided approximately 20 students the opportunity to complete Carpentry and Plumbing certificates. A Telecommunications certificate is planned for Fall 2022 which aligns with the Community's new broadband project.

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 course offerings. Expansion of Dental Assisting and Powerline within Minnesota West locations occurred over the past 2 years and this fall expansion of Surgical Tech and Medical Lab Tech will happen at the Granite Falls campus based on market needs and gap analysis. Using a dashboard developed by our DEED Labor Market Analyst, we have identified 129 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.

High Wage, High Demand, or High Skill Regional Occupations by Career Cluster

Health Science	17
----------------	----

Manufacturing	13
Architecture & Construction	12
Business Management & Administration	10
Education & Training	10
Marketing	10
Agriculture, Food & Natural Resources	9
Finance	9
Transportation, Distribution & Logistics	8
Human Services	7
Law, Public Safety, Corrections & Security	7
Information Technology	6
Science, Technology, Engineering & Mathematics	4
Government & Public Administration	3
Hospitality & Tourism	3

Arts, Audio/Video Technology & Communications	1
---	---

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 sophomores attending our Career Expo events 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. Students in other programs such as Electrician and Wind Energy Technology are highly encouraged to seek internship opportunities that are not credit bearing.

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 no courses being offered in the Health Science Technology Field, and now there are currently 16 schools offering at least one health careers course. The Career Pathways Program between SW Adult Basic Education, Minnesota West, 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, Minnesota West, 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 First Tech Challenge offer students opportunities to demonstrate their classroom knowledge. Several Perkins consortia across the state are replicating some of our CTE competitions and events. While not required Minnesota West continues to invest in TSA's for programs interested in completing them. These assist programs like Electrical, Diesel, and Accounting to evaluate and assess their curriculum and student learning outcomes to ensure they align with industry standards. Minnesota West completed HLC accreditation site visit in November 2021. In preparation for the site visit the institution reviewed, assessed, and evaluated curriculum to better align articulations, certificates, diplomas and AAS degrees and to ensure stackable credentialing within programs where possible.

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. Participation and retention in several CTE programs at the post-secondary level including Nursing and Allied Health have declined over the past 2 years. Attrition rates between first and second semester in nursing and application numbers in nursing are of particular concern.

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

SWWC's New Teacher Centers' teacher-based supports focus on building educators' instructional leadership through rigorous academic standards and best practices. 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 three cohorts of coaching supporting teachers in the region. To date, there are over 300 teachers receiving support, from trained coaches, throughout the region.

At the college mentors are assigned to and provide monthly training sessions for new faculty. 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. The college has also expanded recruitment efforts through Higher Education Jobs, a nationwide source for job seekers and employers, advertising in trade publications when appropriate, and recruiting previous students.

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 also hosts student teachers, job shadowing experiences, interns, and others who want to learn more about the wide variety of careers at the SWWC!

The SWWC Alternative Teacher Preparation Program is one of the first and few alternative teacher preparation programs in the state of Minnesota. Approved by PELSB in March 2020, SWWC's Alternative Teacher Preparation Program is in partnership with Southwest Minnesota State University. 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. To date more than 100 students from several area high schools have participated in our Intro to Education course to explore teaching as a career choice.

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. Hiring goals include recruiting ethnic and racially diverse faculty and staff, more women in service maintenance as well as individuals with disabilities in all sectors of the college.

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

Service Area Total Population Summary

Total Service Area Population is 161,276 14 counties, 2 Economic Development regions
88% White, 9% Hispanic, 3% Asian, 2% Black, 1% Native American (12% with a disability)
SW MN has an older population than the rest of the state (41.9 years compared to 38.3 years)
Significant labor shortage and historically low unemployment rates, setting a record in November 2021 at 1.7% unemployment
20% achieve a BA or Higher, 35% Some College to AA, 34% HS/GED, 12% Less Than HS
10.1% individuals 25 yrs. + have less than a high school diploma
Hispanic or Latinos 25 yrs. + with less than an high school diploma average 45.2%
Poverty rates in SW MN are higher than the state average at 10.5%
Service area includes the 2nd most diverse county in the state

Perkins Consortium High School Ethnicity

	Total	Male	Female	White	Hispanic	Asian	Black	Amlnd	H/PI	NonTrad	EconDis	SpecEd	EL
Participants	3689	50.18%	49.82%	72.08%	17.51%	2.58%	2.03%	2.76%	0.35%	37.22%	42.31%	15.02%	9.08%
Concentrators	3999	56.51%	43.49%	75.17%	14.23%	4.23%	2.70%	1.15%	0.45%	57.81%	44.09%	14.38%	5.13%
Total CTE	7688	53.47%	46.53%	73.69%	15.80%	3.43%	2.38%	1.93%	0.40%	47.93%	43.24%	14.69%	7.02%

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. 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. Hispanic students make up a higher percentage of CTE students compared to their overall percentage of high school students in the region.

Approximately 35% 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 households make up somewhere between 21% and 31% of our CTE students. Gaps exist between men and women, racially diverse students and special populations throughout postsecondary performance indicators. Some programs also have gaps in performance including Agriculture, Business, Finance, Information Technology, Manufacturing, and Transportation. Regardless, data shows that participation and success in CTE is less than our general population.

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. The Consortium was able to provide a career/college exploration specifically for English language learners and first generation students this past school year. 74 students participated in our Major Madness event on the campus of SMSU which highlighted both SMSU and Minnesota West. This event will be held again in Fall 2022 but will be expanded to both SMSU and the Worthington campus of Minnesota West to ensure better access for students.
2. 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 2021, students earned credentials in the following through this partnership: 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).
3. Our unique partnership with the community of Pipestone and Pipestone High School also provides opportunities for high school students to gain a carpentry or plumbing certificate or diploma. Plumbing and Carpentry were also expanded to the Lower Sioux Community where students were able to gain certificates in plumbing and carpentry. We continue to work with the Cankuya project to offer other industry recognized credentials to the community members of Lower Sioux.
4. 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>Degree or Certificate Program</u>
JBS Worthington	Mechatronics Diploma Worthington
JBS Worthington	Electrician Degree Jackson
Bedford Industries, Inc.	Mechatronics Diploma Worthington
Bedford Technologies, Inc.	Welding Certificate Jackson
AGCO Jackson Plant	Welding Diploma Jackson
AMETEK Avicenna Technology, Inc.	Mechatronics Diploma Granite Falls
Schwan’s Global Food Chain, Inc.	Mechatronics Diploma Granite Falls
Monogram Meat Snacks	Industrial Technology Certificate

5. Teacher Preparation Project between SMSU and MWCTC as noted in element 4.
6. Strong relationships with secondary and post-secondary to provide LYFT Pathways, 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. 2021 statistics include:

Number of PSEO students: 870	PSEO High schools: 70	Courses: 256
REACH students: 793	High Schools: 15	Courses: 48
Career Academies: 85 students		
7. Southwest Minnesota Private Industry Council's (PIC) was able to provide Career Exposure, Career Exploration, and Career Experiences to students attending 32 local school districts in Region 8 and 6W through connections with 187 local businesses representing several industries including, but not limited to, healthcare, manufacturing, information technology, transportation, construction, business, and education. During the 2020-21 school year, 1,301 students were provided with Career Exposure activities which includes students exploring careers in high-pay, high-demand industries; learning workplace norms and employer expectations; and taking career interests and aptitudes assessments; 527 students participated in Career Exploration activities which included informational interviews, job shadowing and workplace tours; 626 students participated in Career Experience activities including work-based skills training, internships and paid work experience; 270 students earned high school credit leading to a high school diploma or earning a high school diploma; 221 earned college credit and/or earn industry-recognized credential (Certified Nursing Assistant, OSHA 10, Blueprint Reading and CDL permit); 57 completed a paid work-experience; and 30 students gained part-time employment.
8. Minnesota West was able to provide career exposure, exploration and hands-on activities to over 880 students through events on our campuses. These include Breaking Traditions, Extravaganza, Technology Day, 9th Grade Day to name a few. These events offer students the opportunity to learn about certain careers, speak with faculty, current students and get their hands on the equipment and tools students use.

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: 94.48%
- Year 1 Goal: 57.15%
 - Year 1 Actual: 95.78%
 - Year 1 Goal Met? YES/NO Yes
- Year 2 Goal: 57.18%
 - Year 2 Actual: Type your response here.
 - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 57.23%
 - 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: NA
- Year 1 Goal: 10.38%
 - Year 1 Actual: 50.63%
 - Year 1 Goal Met? YES/NO Yes
- Year 2 Goal: 10.44%
 - Year 2 Actual: Type your response here.
 - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 10.57%
 - Year 3 Actual: Type your response here.
 - Year 3 Goal Met? YES/NO Type your response here.

Indicator 2S2 Academic Proficiency: Mathematics

- Baseline: NA
- Year 1 Goal: 7.43%
 - Year 1 Actual: 34.51%
 - Year 1 Goal Met? YES/NO Yes
- Year 2 Goal: 7.47%
 - Year 2 Actual: Type your response here.
 - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 7.53%
 - 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: 71.18%
- Year 1 Goal: 39.93%
 - Year 1 Actual: 68.34%
 - Year 1 Goal Met? YES/NO Yes
- 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: 39.92%
- Year 1 Goal: 9.54%
 - Year 1 Actual: 39.59%
 - Year 1 Goal Met? YES/NO Yes
- Year 2 Goal: 9.59%
 - Year 2 Actual: Type your response here.
 - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 9.69%
 - Year 3 Actual: Type your response here.
 - Year 3 Goal Met? YES/NO Type your response here.

5S3 Program Quality Work-based Learning

- Baseline: 12.74%
- Year 1 Goal: 2.97%
 - Year 1 Actual: 11.93%
 - Year 1 Goal Met? YES/NO Yes
- Year 2 Goal: 2.99%
 - Year 2 Actual: Type your response here.
 - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 3.01%
 - 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: 93.42%
- Year 1 Goal: 93.13%
 - Year 1 Actual: 91.86
 - Year 1 Goal Met? YES/NO No
- Year 2 Goal: 93.33%
 - Year 2 Actual: Type your response here.
 - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: 93.73%
 - Year 3 Actual: Type your response here.
 - Year 3 Goal Met? YES/NO Type your response here.

2P1 Earned Recognized Postsecondary Credential

- Baseline: 77.13%
- Year 1 Goal: 78.90%
 - Year 1 Actual: 76.52%
 - Year 1 Goal Met? YES/NO No
- 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: 11.01%
- Year 1 Goal: 6.95%
 - Year 1 Actual: 10.27
 - Year 1 Goal Met? YES.
- 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?

The Minnesota West Consortium high schools consistently meet or exceed state averages in most categories. Consortium Math Scores have decreased slightly over the past 3 years. Reading scores have remained relatively stable. The largest gaps in reading achievement are in the economically disadvantaged, students of color and special education populations. EL students lag significantly in reading achievement. Non-economically disadvantaged students achieve near the state average in math. Like reading, the largest gaps in math achievement are in the economically disadvantaged, students of color, special education, and EL populations.

Minnesota West generally has high placement rates and postsecondary credential rates. However we did not meet our benchmarks this past year. We were above our benchmark for nontraditional participation. Pell recipients' graduation rates within 150% of normal program time is significantly less than non PELL students (38% vs 61%). Completers of color are significantly less than all students (24% vs 40%) as well as retention and persistence rates for students of color. Student graduation rates decline significantly from admissions and registration. Minnesota West historically has had low student counts from racially/ethnic diverse and special populations, with the exception of individuals with economically disadvantaged families. Students with disabilities and English learners have some of the worst outcomes. Lastly in the last two years we have seen a significant decline in interest and application to our Allied Health and Nursing programs of which we have high demand. Retention within Nursing has also seen a decline. PN applicants are down approximately 30% and RN 50%.

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 support, 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. Gaps in persistence, retention and completion for minority and special populations also necessitates prioritization. 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 Minnesota West 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>

Contextual Learning is one possible way to impact math scores. “Growing numbers of studies show that “most students' interest and achievement

in math, science, and language improve dramatically when they are helped to make connections between new knowledge and experiences they have had, or with other knowledge they have already mastered. Commitment in their schoolwork “increases significantly when they are taught why they are learning the concepts and how those concepts can be used in real-world contexts.” (<https://www.educatorsinc.org/post/contextual-learning-and-how-it-benefits-students>)

Geometry in Construction (GIC) is a course written as an alternative to traditional math courses. The intent is to maintain the rigor of a traditional math course but teach with a different approach provided through a CTE pathway.

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 focus on research-based strategies teachers could implement in the classroom and then come back together to discuss and further plan for continued implementation.

Focus on how we communicate, recruit, prepare, and onboard students at the post-secondary level will be imperative. Implementation of Salesforce, Appreciative Advising, onboarding new students, comprehensive approach to student interventions, and addition of the Health Careers Navigator all work to improve performance and participation of students at the college level. The consortium can and will support professional development activities such as CTE Works, Appreciative Advising Institute and others that support equity by design, and closing the equity gaps.

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): Reports from HLC, OCR, and Perkins Monitoring visit from 2021

NOTE: *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?

Strengths in Size, Scope, and Quality

- We have been successful in adding new CTE courses/programs through partnerships between schools and the pooling of students to form classes. Some of the schools are taught by a high school CTE instructor, but others are taught by college faculty through PSEO contracts. Carpentry and Plumbing at the college level were reinstated in part due to the partnership between the city of Pipestone and the Pipestone High School. The schools in the consortium have a very close working relationship with our college partner, Minnesota West Community and Technical College. During the 2020-2021 school year, over 1200 students earned over 4000 college credits through contracted PSEO, REACH and Career Academy 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 18th 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.
- 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.
<https://mn.gov/deed/data/data-tools/career-pathways-tool/>
- Using the DEED dashboard, we have identified 129 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.

Gaps in Size, Scope, and Quality

- Fully licensed CTE teachers are difficult to find in all areas, but especially hard in Health Science Technology (all areas) and Family Consumer Science.
- 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. This has led to expansion of several programs at Minnesota West including Dental Assisting and Powerline which has served a number of students not believed to have been served by the consortium had they not been available. This coming school year Medical Lab Technology and Surgical Technology will be expanded to the Granite Falls campus as well.

- The college has a college-wide Finance Committee, a cross sectional representation of the college, that makes all technology and equipment decisions with leveraged, technology, and Perkins funds. These decisions are based on 5 year equipment needs submitted by each division. Equipment needs in CTE programs are historically at \$3 million plus. These needs represent industry required equipment.

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
- Student Entrepreneurship.
- Teacher Externships
- Professional Development
- Expansion of Student Organizations and Competition
- Increase student reading and math scores through new curriculum
- TSA's for curriculum revision and assessment
- Improved advising and communication strategies to recruit and retain students to graduation

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
- Upgrade of equipment in CTE programs to meet industry standards
- Implementation of new CRM software and advising model for college students
- 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
- Professional Development meetings by discipline
- Teaching reading and math through contextual learning
- Use of Salesforce
- Equity by Design
- Appreciative Advising

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.
- 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 MCIS to the Middle School level
- 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.
- Expand career exploration activities for English Language Learners.

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
- Other (list/describe):

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:** Expand Work-based Learning opportunities to consortium schools, alternative programs, with a focus on underrepresented groups.
 - **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 2022- June 2024
- **Strategy 2:** Shared Equipment Technology- Simulations, software, instructional supplies
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
Advisory Committees
 - **Start & end dates:** August 2022-June 2024
- **Strategy 3:** Assess and evaluate course curriculum each semester and use of TSA's.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
Minnesota West
 - **Start & end dates:** August 2020-June 2024
- **Strategy 4:** Map the Southwest Region's resources to develop partnerships and leverage funding to expand and improve CTE
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
Minnesota West, SW MN PIC, SWWC, SW ABE, Regional Development Commissions, SMSU, Business Partners
 - **Start & end dates:** July 2022-June 2024
- **Strategy 5:** Enhance CTE courses and programs through use of interactive on-line resources and project based learning to expand access, understanding, and student learning
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
Minnesota West, Advisory Committees, Youth Council, LYFT Pathways Advisory Committee
 - **Start & end dates:** July 2022-June 2024
- **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 2022 to June 2024
- **Strategy 7:** Increase the availability of career exploration activities to junior and high school students in the consortium such as Major Madness.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
SW MN PIC, Minnesota West, SWWC Service Coop, SW ABE, SMSU
 - **Start & end dates:** September 2022 to June 2024

[Add additional strategies as needed]

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

YES

NO

Description and measure:

- Career and education planning resources for students and their families will be developed by January 2023.
- Participation in career exploration activities 2022-2024

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

YES

NO

Description and measure:

- Participation in career exploration activities such as Major Madness 2022-2024
- NOCTI testing, course assessments and extracurricular assessments

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

YES

NO

Description and measure:

Support and/or expand the 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): Type your response here.

Description and measure:

- SW Minnesota PIC staff and several high schools are still searching for an appropriate and cost effective WBL management system.

- Workforce Center staff will provide input into the development of student and parent career awareness materials and strategies. Regional partners will map WBL services and resources to determine if changes should be made to make service delivery more efficient and more convenient for consortium high schools.

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:

- Increasing high school students' exposure to occupations in demand through school districts and career services partnerships that increase career awareness and exploration.
- Educating families, teachers, mentors, and community awareness regarding real and local career pathway options available.

Gaps:

- With 33.5% of adults aged 18 years and over having a college degree, Southwest Minnesota has lower educational attainment than the rest of the state, where 44.4% of adults have an associate, bachelor's, or advanced degree. In contrast, Southwest has a slightly higher percentage of people with some college but no degree, and a much higher percentage of people with a high school diploma or less. Educational attainment varies significantly by race and ethnicity in Southwest Minnesota. Nearly 44% Hispanic or Latino residents or people of Some Other Race had less than a high school diploma, compared to just 7% of White residents. However, over 30% of Blacks, American Indians, and people of Two or More Races have attended some college or earned an associate's degree, and over 20% of White, Asian, Black, and residents of Two or More Races had a bachelor's degree or higher.
- With 68% of the working age population aged 16 years and over in the labor force, Southwest Minnesota had slightly lower labor force participation rates than the state's 69.7% rate.
- Household incomes were significantly lower in Southwest Minnesota than the rest of the state. The median household income in Southwest was \$58,516 in 2019, compared to \$71,306 in Minnesota. Overall, Southwest Minnesota's poverty rate was 11.7%, which was just above the statewide rate of 10.1%. Like incomes, poverty levels varied widely by race and origin.
- College student rates of retention and graduation decline significantly from the first semester.
- 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. 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.

- 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, they 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.

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

- 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. Continuing to support the region's promising collaborations focused on career exploration, awareness, and college credit, industry credential, and work-based learning opportunities.
- Integration of core curriculum such as written and oral communications and mathematics into CTE curriculum.
- 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.
- Encourage the expansion of entrepreneurship and management courses at the secondary level

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 “Work and Learn Coordinator.” These Coordinators 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 Work and Learn Coordinators (or similar positions) are drivers of student retention, completion of training programs, and employment advancement. Minnesota West will be onboarding a Health Careers Navigator summer 2022 that will work in conjunction with the Work and Learn Coordinators and follow similar responsibilities but geared towards Allied Health and Nursing.

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 and use of the Business Engagement Continuum.

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. The program is expanding to serve EL students in future years. Up to 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. Some of the students that participate in Project Discovery apply for Project SEARCH, our region's transition high school.

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.

Information gleaned from focus groups, surveys, and performance reports indicates that a more directed effort to reach English Language Learners is needed. Major Madness will be an annual event especially for EL students to address their unique career exploration needs. SWWC offers professional development opportunities specifically for EL teachers.

Implementation of a new CRM program, Salesforce will allow the college to better streamline activity with prospective students, admitted students, and enrolled students. Through this CRM the college will be able to identify and track trends, target specific groups, and better assess work around recruitment and retention of special populations as well as all students.

Appreciative Advising has been the identified model of advising the college has adopted. We continue to implement and train staff and faculty in the model which provides for a more robust interaction with students and comprehensive career and education plan for students.

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

Consortium member data

Projected employment needs by cluster

DEED/Workforce data

Other (list/describe): Surveys- employer, teacher, and student

Action Plan for Element #3

Strategies/Action Steps

Strategies/Action Steps to Reach the Goal of Progress towards Implementation of CTE Programs of Study.

- **Strategy 1:** Expand CTE programs that have direct partnerships with other high schools, colleges, or businesses.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** LYFT Pathways Grant, SWWC, Minnesota West, Consortium Schools, Regional Businesses, SW MN PIC
 - **Start & end dates:** July 2022 and June 2024
- **Strategy 2:** Grow the number of CTE student organizations and participation in the region.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** School District CTE programs, State CTE Student Organization Directors, Carl Perkins Consortium, Minnesota West
 - **Start & end dates:** August 2022 and June 2024
- **Strategy 3:** Improve the capacity of CTE teachers to deliver content using hybrid courses that include distance learning methods and technology.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** High School CTE instructors, Carl Perkins Consortium
 - **Start & end dates:** August 2022 to June 2024
- **Strategy 4:** Maintain existing and expand Exposure and Exploration Activities for students
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Minnesota West Instructors, Industry Partners, SWWC, SW MN PIC, CareerForce Center Partners, Chambers, and Economic Development Organizations
 - **Start & end dates:** August 2022-June 2024
- **Strategy 5:** Establish junior high robotics teams and hold a regional competition in 2022-23 or 2023-24
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** SWWC, Minnesota West Perkins Consortium, SMSU, MWCTC, regional computer science and engineering businesses
 - **Start & end dates:** August 2022 and March 2024
- **Strategy 6:** Expand and improve the capacity of CTE teachers to integrate rigorous core content in their courses.
 - **Roles/Responsibilities:** SWWC, Secondary instructors, Minnesota West liberal arts and CTE instructors
 - **Start & End dates:** July 2022- June 2024
- **Strategy 7:** Assess curriculum, objectives, and student learning through the use of technical skills assessments, licensing, and certification exams.
 - **Roles/Responsibilities:** Minnesota West faculty
 - **Start & End dates:** July 2022- June 2024
- **Strategy 8:** Implement and train staff in Salesforce for tracking prospective students, admitted students and current students
 - **Roles/Responsibilities:** Minnesota West
 - **Start & End dates:** July 2022- June 2024

- **Strategy 9:** Hire and onboard Health Careers Navigator
 - **Roles/Responsibilities:** Minnesota West
 - **Start & End dates:** July 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 partner with MWCTC or other high schools on CTE programs by January 2024.
- 4 high schools will develop new CTE student organizations by November 2024.
- 50 high school CTE instructors will receive professional development to improve course delivery using distance learning, technology, and necessary curriculum and supplies.
- 12 robotics teams will participate in a regional competition in 2022-23
- 5 more faculty and staff trained in Appreciative Advising in 2022-2023
- Implementation of Salesforce and Student Services Staff fully trained in 2022-2023

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.
- NOCTI testing
- Implementation of Salesforce and training of all student services staff 2022, faculty 2023

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

YES

NO

Description and measure:

Each 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)

X WIOA

X PERKINS

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

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 are 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 underrepresented² 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. Minnesota West assigns a mentor to and provides monthly training sessions for new faculty. Minnesota West 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.

Searches for new CTE faculty, in the past handful of years, have been significantly less. Some searches have resulted in multiple failed searches. Salaries for CTE faculty and instructors do not keep pace with what can be made in the industry.

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.

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

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

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): Type your response here.

² “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).

Action Plan Element #4

Strategies/Action Steps

Strategies/Action Steps to Reach the Goal of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups.

- **Strategy 1:** Provide a CTE teacher and faculty mentoring program so new teachers and faculty are receiving support from a veteran teacher and faculty 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 and faculty, Carl Perkins Consortium funds
 - **Start & end dates:** August 2022 to June 2024
- **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 2022-June 2024
- **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 2022 to June 2023
- **Strategy 4:** Support professional development and advisory board activities within the consortium..
 - **Roles/Responsibilities :** Minnesota West, SWWC, SW MN PIC, Industry partners, SW ABE
 - **Start & end dates:** July 2022 - June 2024.

[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 and faculty by pairing them with a veteran job-alike teacher or faculty from the consortium.
- Expand contracted PSEO CTE introductory courses to 30 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:

- Externships, Work-based learning, job shadowing

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:

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.
- 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.
- Women out-number men as concentrators and participants in CTE at the post-secondary level but the number of men in nontraditional program enrollment is almost 3 times that of women in nontraditional program enrollment, which tends to be in health programs.
- 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 post-secondary level we see gaps in men gaining credentials.
- Special populations especially economically disadvantaged students, single parents, EL and homeless individuals see some of the largest performance gaps.
- Persistence from year one to two is 56%. Completers overall for Minnesota West is 40% but students of color make up just 24% of those completers. Retention rates of students from earning credits to graduation have steep declines at the college level. Of particular interest has been the Nursing program which has had increased attrition rates from first to second semester over the past 3-4 years and steep declines in applications.
- White students make up 65% of completers while students of other races are 5% lower or more with American Indian students accounting for just 22%.
- There continues to be some difficulty in interpreting disaggregated data on performance indicators because numbers are often low which does inform us relative to our CLNA.

- The consortium is home to the 2nd most diverse county in the state and includes higher percentages of individuals 25 years and older with less than a high school diploma (10.1%), Hispanic or Latinos 25 years and older with less than a high school diploma (45.2), and poverty rates(10.5%) higher than the state averages.
- Traditional aged students are nearly double that of 25 +students.

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 EL students and students enrolled in regional Alternative Learning Programs and Educational Learning Centers.

Expand the implementation of NextUp Transition Curriculum with assistance from the SWWC CTE Project Coordinator/WBL Coordinator.

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 region's 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.

Strategic Enrollment Management Planning which will include closing equity gaps.

Review and development of comprehensive intervention activities for at risk students including holistic case management.

Adoption of Appreciative Advising as the advising model for the college.

Implementation of Salesforce as our CRM tool to track progress and identify trends in enrollment and retention.

Comprehensive student onboarding.

Targeted campaigns and career exploration that highlights special populations in CTE.

Target recruitment and prospecting activities around allied health and nursing.

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 to expand Madness (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, plumbing, IT careers through community 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.

Hiring and onboarding of the new Health Careers Navigator.

Implementation of Salesforce and Appreciative Advising that will provide more streamlined and comprehensive communications for students with the college.

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): Real College Student Surveys, Minnesota West in-house student survey on barriers to access.

Action Plan Element #5

Strategies/Action Steps

Strategies/Action Steps to Reach the Goal of Progress towards implementation of equal access to CTE programs for all students.

- **Strategy 1:** Expand Project Discovery career assessment and exploration experiences to EL students and 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 2022 to October 2023
- **Strategy 2:** 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 2022 to November 2023
- **Strategy 3:** Expand 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 2022 to June 2023
- **Strategy 4:** Map regional initiatives surrounding career exploration and CTE programs to leverage talent, time, and finances.
 - **Roles/Responsibilities** Minnesota West, SW MN PIC, SWWC, SW ABE list CTE activities and staff responsible
 - **Start & end dates:** July 2022 - June 2023
- **Strategy 5:** 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:** Minnesota West, SW MN PIC, SWWC, SW ABE list CTE activities and staff responsible
 - **Start & end dates:** July 2022-June 2023
- **Strategy 6:** 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:** Minnesota West, SW MN PIC, SWWC, SW ABE
 - **Start & End Dates:** July 2022 - June 2024

[Add additional strategies as needed]

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

X YES

NO

Description and measure:

- Add 2 new career exploration units to Project Discovery and serve 20 EL students (in addition to the special education students served each year)
- 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 expanding a transition curriculum to 4 new schools.

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

X YES

NO

Description and measure:

Map regional CTE efforts.

Support activities that expose students to careers such as Project Search

Create special populations campaign

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

X YES

NO

Description and measure:

- Major Madness employer panels
- Lower Sioux Cankuya employer partners
- Perkins will support activities that allow students to explore various CTE careers.

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

X WIOA

X PERKINS

X OTHER (List the federal or state programs): DEED funding.

Description and measure:

- 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 an 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 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?

We would like to discuss alternative approaches and formats to completing the CLNA. Starting the process earlier might also have been beneficial. There is so much data to consider (all of it worthwhile), but that leads to an unwieldy CLNA.

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. Our partnerships are strong and are supportive of the growth of CTE in our region.

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, Minnesota Secondary and College CTSOs, Southwest Minnesota State University's Center of Innovation and Entrepreneurship, collaboration with Mid-Minnesota and South Central Perkins Consortiums.

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. Collaboration with other rural Perkins Consortiums and Service Cooperatives through Minnesota Rural CTE Consortium Legislation.

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

Quarterly meetings for FY23 and FY24. SW MN Youth Council meets quarterly in which Perkins activities will be reviewed.

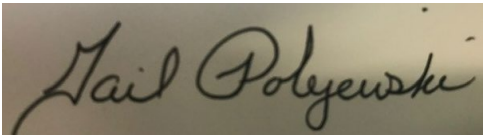
How will you demonstrate collective commitment to on-going engagement in this work?

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

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).

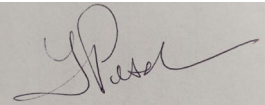
____ Gail Polejewski _____
Secondary Consortium Coordinator (Print)



Signature

Date

____ Linda Pesch _____
Postsecondary Consortium Coordinator (Print)



Signature

_____ 5/8/2022 _____
Date