



FY23-24 Second Year Update Runestone Consortium

Prepared by Runestone

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

Submitted by Carrie Hanson

Submitted on 05/26/2023 10:48 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2023.

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

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

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohm@minnstate.edu

Fund Activity Categories

Education

Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

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

Award Information

Award Period

07/01/2023 - 06/30/2024

Submission Information

Submission Window

Closes 05/08/2023 11:59 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

FY23-24 Second Year Update Runestone Consortium

Award Requested

\$282,587.81

Total Award Budget

\$282,587.81

Primary Contact Information

Name

Carrie Hanson

Email Address

carrieh@alextech.edu

Address

1601 Jefferson Street
Alexandria, MN 56308

Phone Number

320-762-4943

Project Description

Consortium Membership List

Consortium Membership List

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

- Alexandria Technical and Community College
- Alexandria Public Schools District 206
- Brandon-Evansville Public Schools District 2908
- Minnewaska Area Public Schools District 2149
- Osakis Public Schools District 213
- Parkers Prairie Public Schools District 547
- Sauk Centre Public Schools District 743
- Runestone Area Education District 61-6014

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results Summary

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

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

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

Enter your CLNA response below.

As a consortium coordinator who works on both the secondary and post-secondary side, the CLNA can seem overwhelming. Working on it as a regional group we are able to discuss our last round of the CLNA and look at each area of the needs assessment and figure out what information, feedback, or data was needed as we put together surveys. Lake Superior consortium coordinators joined our group this time around and I find it helpful to get different perspectives on this whole process and what we want to learn from it.

One major issue that came to light once again during this assessment process was the lack of understanding or misinformation surrounding either Career and Technical Education, Perkins funding, or both, throughout our whole region. As consortia leaders, we continue to work on this area, and with our shared website our goal is not only to share resources, but to talk the same language when discussing Career and Technical Education and Perkins. This can impact the effectiveness of consortium strategies and progress to be made within the elements listed below.

Element #1: Student Performance on Required Performance Indicators

Secondary: As a consortium, our secondary CTE students met or exceeded the performance indicators in all the performance levels. A deeper look into the data, however, shows there is a gap in performance for males, students of color, economically disadvantaged, students with disabilities, English learners and Homeless. This was not the case in all the performance indicator areas, but in several. Feedback from CTE teachers showed that the majority felt collaborating with other educational partners and/or resources for assistance in CTE classes with individual students was most effective in improving academic and technical skills of students

Post-secondary: While Alexandria Technical and Community College students did not quite meet the performance indicators for postsecondary placement and postsecondary credentials (both were 99% of established performance level), but they did in the nontraditional program enrollment in FY21. However, the students met all the performance targets FY22. A further look into the data shows gaps in postsecondary placement for males, student of color, and out of workforce individuals. Earning postsecondary credentials shows gaps in performance for females, student of color, individuals with economically disadvantaged families, single parents and out of work individuals. For non-trad program enrollment, the gaps were with males, student of color, individuals from disadvantaged families, out of workforce individuals and English learners.

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

Secondary: CTE teachers are asked to teach many different courses within their CTE programs. For most of the districts within our consortium, there will be one teacher within a program, teaching courses to grades 7-12. We saw a drop in CTE participants when looking at the FY21 data. What it doesn't tell us is whether any of this is reflective of issues brought on by the covid pandemic or if we are capturing all the data as accurately as we can. Our consortium continues to work on making sure all those who teach within the CTE area are appropriately licensed. We are also working to grow the WBL opportunities within our consortium. FY22 data shows that we increase in CTE participants, but did decline slightly in CTE concentrators. Teachers' feedback on the CLNA was strong in the need to have equipment and learning spaces updated, as well as more professional development opportunities provided.

Postsecondary: Advisory committees assist the college program with enrollment, student placement, finances or other concerns that may impact the program in the future. Recommendations from the committee are then delivered to the college administrators for any

recommended actions. Any program closure or new program additions must be discussed with the advisory committee before the college can close or open a program. Member of the advisory committee assist the program to provide both leadership and financial support of the associated CTE programs with donated equipment and scholarship dollars.

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

Secondary: District 206 has been successful in their Career Academies, which has made CTE programs of study much easier to accomplish there. The surrounding schools are smaller, and in most there is one teacher within a CTE program for grades 7-12. CTE teachers in these schools are asked to teach many different courses within their CTE programs so students can have more of an exploratory look at each of these careers. From the last time we did the CLNA to this time, there has been some improvement towards looking at the in-demand occupations within our region and trying to build stronger programs of study within each CTE program area, and having all students take the more exploratory CTE courses in middle school. Stronger partnerships with business and industry has improved since the first CLNA implemented.

Postsecondary: Alexandria Technical and Community College has strong partnerships with the area businesses, industries and workforce groups. The college continues to work to improve the partnership it has with the secondary schools. Current programs of study continue to be revised and strengthened as needed, and new ones designed based on what the college is hearing through these partnerships regarding the needs in the region.

Secondary students who do not have many CTE offerings at their school are able to access CTE courses through Online College in the High School, or through traditional PSEO.

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

Secondary: Living in a rural area of Minnesota and the current CTE teacher shortage are two of the barriers towards improving recruitment and retention on the secondary side. When there are openings for a vacancy within a CTE program, there are sometimes very few applicants. When new teachers are hired, they do not always have any of the licensures listed on Table C. Our consortium has been working on this area, but then we have teachers leave and new ones hired. It is a struggle, but we will continue to keep this as one of our priorities. Another area of helping to retain these teachers is providing support for professional development opportunities that teachers feel are valuable of their time away from their classrooms, or that are offered in June.

Postsecondary: Alexandria Technical and Community College is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce. (Alexandria Technical & Community College policy 1.3.1)

It is difficult in many CTE areas to recruit faculty from business and industry because limits in our labor contract salaries make it difficult to compete with the salaries that are earned in business and industry. If they currently have a comparable benefit package, recruiting is even harder. Minnesota State has revised its salary scale for some high paid industry areas, especially in the recruitment of nursing educators.

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

Secondary: CLNA feedback from counselors did show that information on CTE courses and access to those courses is made available to all students. Student feedback ranked scheduling as the biggest barrier. Either CTE courses they were interested in were scheduled at a time that didn't fit their schedule, or were in conflict with other classes they wanted to take. From the feedback from both CTE teachers and administrators, it was agreed that scheduling is a barrier, but not an easy one to fix.

Post-Secondary: Alexandria Technical and Community College is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce. (Alexandria Technical & Community College policy 1.3.1)

Strong in place for student success and completion:

- Director of Student Success
- Veteran's Center
- Intercultural Center
- Transfer and Advising Center
- Student Support Services
- Lunch and Learn sessions
- Inclusion Network
- Workforce Development Scholarships
- Customized Training Center for incumbent workers
- Director of Equity, Diversity, & Inclusion

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

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

Upload your CLNA Framework here:

Runestone_Perkins-V-CLNA-Reporting-Framework_March2022.docx

Narrative 2: Programs of Study

Programs of Study Narrative

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

Additionally, provide the following information in the space below:

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

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

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

Enter your Programs of Study response below.

Our consortium looked at the CLNA feedback on what CTE program areas students hope to take, as well as a survey of needs submitted by each CTE teacher. We also looked at the MN Employment and Economic Development County Profiles showing Occupations in Demand for each of the counties in our consortium. Most of our current Program of Study (POS) listed on the State Recognized and Funding Priorities spreadsheet are represented in the Occupations in Demand for each of our counties.

In one of our school districts there is a growing interest from students (both male and female) in the area of aviation and possible careers. ***The instructor for this program began with just one course. Feedback from the students was excitement and interest in expanding in this CTE area, so another course was added and this opened the opportunity to have this become a POS within transportation. Since our consortium did not already have a POS representing Transportation (Facility and Mobile Equipment Maintenance), this seemed a good fit. The program has built up partnerships with Vikingland Flying Club, Alexandria Aviation and Central Planes Aviation (Sauk Centre) Those partners are excited to promote aviation careers to interested students and are open to providing job shadow experiences. Seven aircraft pilots even provided an EAA Young Eagles event to the students taking aviation this spring.*** The two courses currently approved at the secondary level are aligned with Avionics Maintenance Technology/Technician at Northland Community and Technical College. ***While it may not show up as one of our regional in-demand occupations, DEED does show there is projected growth state-wide for aircraft mechanics and service technicians, as well as airline pilots, copilots and flight engineers.*** Our consortium is looking to expand the secondary courses to include various component of STEM, as well as introduce students to careers such as: pilots, drone operations, aerospace/avionics engineers and technicians.

Our priority 1 level POS for the year two of this grant are Manufacturing (Production; Manufacturing Production, Process Development), Construction, and Facility and Mobile Equipment Maintenance. As we continue to improve and expand on the learning within these POS, equipment needs that usually cost more than what other POS need in the way of supplemental equipment will be supported. Some of our Reserve funds also be used for expanding our Facility and Mobile Equipment Maintenance and Manufacturing POS.

Our priority 2 level POS are Informational Technology and AFNR. The AFNR is one POS we did broker with Central Lakes College. To be able to expand these POS to other districts or to continue to improve what is already being done in the current districts listed, our consortium will support with equipment needs that are supplemental.

The college will be supporting equipment needs for programs in the Manufacturing and Transportation pathway.

Our priority 3 level POS are Education/Training, ***Hospitality and Tourism***, Business Management and Administration, and Marketing. These POS do not always require supplemental equipment, but more of these

teachers have asked for support with professional development. ***We did remove the Finance POS since it did not require any supplemental equipment.***

We will continue to look at Health Occupations and see where we can begin bringing the secondary side of this into the CTE area. For now, any health occupation type courses are not being taught within CTE, but rather in science and health on the secondary side. This barrier has limited our consortium in proceeding forward with this initiative.

Through our CLNA surveys it was learned that each school highlights Career and Technical Education classes a little differently, but whatever the method, it is shared with all students. The issue from the students' perspective has to be more with conflicts in CTE courses being scheduled at the same time as other courses they want/need to take

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

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

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

Runestone FY24_S-R-POS-Funding-POS-Revisions.xlsx

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

Workforce Agency Narrative

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

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

Enter your Workforce Agency response below.

Career exploration and career development activities.

Collaboration on career exploration activities has always been a strong area in our consortium. In the past few years we have chosen to either revamp a few of our activities/events, or just start fresh with something new. Most of these highlight the high-skill, high-wage, or in-demand industry sectors in our area. Students are surveyed whenever these collaborated activities/events take place so we can know if there are areas where they feel we should improve.

The Career Force Center takes part in the Career Expo event that is held each year at the Alexandria Area High School. The Career Force Center will refer students to the college who have a program or interest area in mind and may need support or assistance with the college enrollment process. They also refer students for career counseling and/or college counseling when undecided.

The college furnishes the Career Force Center with updated materials each year and ensure they know about new programs, new offerings, etc. The college admission reps also provide presentations or meet with specific groups, as requested.

Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment. One of the agenda items at fall meetings for both counselors' and principals' will be the Review of the 2022 Regional Profile for West Central Minnesota. Tom Leuthner, from Pine to Prairie Consortium, has shared his one-page helpful hints document for the DEED website. It has been uploaded to our Northwest Regional Perkins website: <https://mnperkinsnw.com> This document is shared within our consortium and a fall presentation will be made to our consortium counselors, CTE faculty and Special Education teachers on ways to implement this for students to use.

Career guidance and academic counseling.

Up to four consortium counselor meetings are held each year and agenda items are set based on suggestions on what the counselors are wishing to have more information on, as well as any updates at the college, careers in-demand and Perkins V initiatives. There is a time to discuss issues regarding academic counseling and share best practices in this area. While it was a goal to have the Career Force Center host one of our consortium counselors' meetings this past year, it did not work out. We will make this a goal for our FY24 grant.

Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Our consortium has strong partnerships with business and industry in our region. Even our smaller districts benefit from having several industries located in their community. These business and industries take an active part in various activities/events, providing students with the knowledge of current demands and trends in the labor marker, education

requirements needed to get into the field, and general overall understanding of all aspects of industry. These same businesses and industries are the classroom presenters, mentors, work-based learning sites, and are members of the advisory committees at both secondary and postsecondary. .

The Career Force Center programs and services are available for all of college students, free of charge, and can assist with job search, resume and cover letter writing, interview skills, etc. Students are referred on an individual basis when applicable. The college counselor will also refer students who may qualify for eligibility-based programs such as Vocational Rehabilitation, Supportive Employment, etc.

The local Career Force Center works with the college's Customized Training Center to provide dislocated workers retraining programs.

The college also has a partnership with the Adult Basic Education and they are housed on the college campus.

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

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

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

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

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

Enter your Integrated Academic and Technical Skills response below.

While our consortium has met or exceeded the performance indicators for both math and reading in the FY22 data, we know there is room for improvement so all CTE students can continue to meet these performance indicators. Feedback from CTE teachers showed that the majority felt collaborating with other educational partners and/or resources for assistance in CTE classes with individual students was most effective in improving academic and technical skills of students.

For the FY24 grant year, our consortium will bring together a pilot group of CTE, core academic and postsecondary instructors together for a work session to go over course syllabi and look for way to integrate academic standards into CTE frameworks/industry standards. We had hope to accomplish this in FY23, but we did not. We will work first with one CTE program area in FY24, then assess what worked and didn't work before going forward with several other CTE program areas in FY25.

Our consortium will also identify integrated math and technical skills to be highlighted in the various camps offered to students and trainings offered to CTE teachers.

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

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

Narrative 5: Special Populations

Special Populations Narrative

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

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

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

Enter your Special Populations response below.

Through our CLNA surveys, the feedback from both teachers and counselors regarding information on CTE courses and access to those courses is that both are available to all students. The issue from the students' perspective has more to do with conflicts in CTE courses being scheduled at the same time as other courses they want/need to take. The Area Learning Center within our consortium does not offer any CTE courses, but does have a careers seminar and work-based learning class. We will dedicate funds for MCIS for this school as they use this in their careers seminar course.

Our consortium offers camps such as **Hands on Manufacturing Camp, National Fluid Power Association Action Challenge, Cyber Security Camp, Scrubs Camp** to provide an opportunity for all interested students to have exposure to some high-skill, high-wage and in-demand occupations, whether it is a non-trad field for them or not. Students take part in hand on activities to give them a snapshot experience of what it would be like if they were to go into these career fields. Recommended high school courses and educational requirements are a part of these events, giving students an idea of what they need to do to better prepare for these types of careers. We have in the past used the non-trad section of Dream It! Do It! website to discuss how this is a non-trad career for some. In FY24 we will continue to look at what other resources are available and would be a good fit to what we are already covering in these camp opportunities.

Business and industry take an active part in these activities, providing students will the knowledge of current demands and trends in the labor marker, education requirements needed to get into the field, and general overall understanding of all aspects of industry.

The Runestone Consortium continues to provide equal access opportunities for special populations, and assure compliance with the Vocational Education Guidelines for eliminating discrimination and denial of services based on status (45 CFR, Part 80) through the **Statement of Assurances & Certifications**. District superintendents also sign off on all CTE approved programs stating **Minnesota Rule 3505.2550 Minimum Standards for Instruction Program Approval Subp 8. Support Services**.

Goals and priorities of the college are a part of the Strategic Enrollment Management Plan:

Strategic Plan--As a member of the Minnesota State Colleges and Universities, everything we do is focused on three critical priorities:

1. The success of our students
2. Our commitment to Diversity, Equity, and Inclusion

3. The programmatic and financial sustainability of our campus.

Priorities—the purpose and priorities of our strategic enrollment management plan is to ensure they align with the goals of the Strategic Plan

Additional strategic materials to be aligned with Strategic Enrollment Management:

1. Alexandria Technical and Community College (ATCC) Framework 2020-2024
2. MinnState Affinity Group Framework
3. MinnState Equity 2030 Strategic Dimensions
4. Guided Pathways/Student Life Cycle
5. ATCC Academic Master and Diversity and Inclusion Plan

The college is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce. (Alexandria Technical & Community College policy 1.3.1)

Supports in place for student success and completion of special pops:

- Director of Student Success
- Veteran's Center
- Intercultural Center
- Transfer and Advising Center
- Student Support Services
- Lunch and Learn sessions
- Inclusion Network
- Workforce Development Scholarships
- Customized Training Center for incumbent workers

College funded positions with a position goal to recruit more students of color:

- Recruiter for Metro
- Director of Equity, Diversity, & Inclusion

NEW education partnership:

- United States Naval Community College for active military—adult learners and non-trad

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

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

Narrative 6: Work-based Learning

Work-based Learning Narrative

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

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

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

Enter your Work-based Learning response below.

Internships and mentorship opportunities are a strength within the Runestone Consortium, as well as having active CTE student organizations (FFA, FCCLA, DECA, and BPA). This past fall our consortium was able to get at least one approved work-based learning program approved within each of our seven member districts. Data shows that we did increase our quality work-based learning performance from FY21 and are getting closer to where we were in FY20. Member districts have expressed interest in having additional CTE teachers with the work-based learning endorsement, and so we are working with those districts to see where those opportunities work best. Where needed, professional development funds will be used to explore this more.

Alexandria Technical and Technical Community College students enrolled in CTE programming are also active in collegiate student organizations. They always show strong participation in competitions at the local, state, and national level in Skills USA, DECA, Advertising Federation, Behind the Mask welding competition, National Kitchen and Bath Association. ATCC students are provided opportunities for leadership and civic service within these student organizations.

Business and Industry representatives are routinely invited into the college as guest speakers. Postsecondary students and faculty are also invited to business and industries for tours and field trips, job shadows and internship opportunities. Some of the business & industry partnerships are:

1. 3M
2. Ziegler-CAT
3. Artic Cat, Polaris
4. Douglas Machines
5. Aagard
6. FORCE America
7. Alomere Hospital
8. Knute Nelson

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

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

Narrative 7: Early Postsecondary Credit Opportunities

Early Postsecondary Credit Narrative

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

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

Enter your Early Postsecondary Credit response below.

Secondary students are provided opportunity to gain postsecondary credit through concurrent enrollment within CTE, but it is very limited. One concurrent course is the college's ITEC 1430 Intro to Computers course. This course easily aligns with the computer course(s) that some secondary schools teach within their business programs. The college has had concurrent enrollment agreements with college accounting, but that is not as easy to maintain due to the credential requirements. Another concurrent course is the NSGA Nursing Assistant/Home Health Aide. This course is a collaboration between the college and the two high schools involved. It is taught at the high school campus with college nursing faculty.

For secondary CTE courses that do not qualify for concurrent, the college has worked with high schools to set up articulation for college credit agreements. We continue to work as a consortium to update our entire articulation process so that everything goes through the <https://ctecreditmn.com> website.

Project Lead the Way courses are also recognized for full credit if students have gone through the process of obtaining transcribed credit. If not, they can still receive partial credit.

Some of our secondary have implemented certifications within their CTE courses. Some that have been used are: CASE, OSHA10 and ServSafe.

Secondary CTE students who have an interest in a career pathway that their school district is not able to provide, or has limited courses within that program, can look at the CTE courses options through Online College in the High School. The steering committee works closely with the participating districts to provide courses these districts wish to offer to their students. Under the Online College in the High School model, students stay at their home district campus and time, space and technology are provided to them to take the courses.

PSEO is another way for students to access CTE coursework. Students have enrolled in one or two technical courses, while a few others have enrolled in a technical program full-time. This is where our Director of K-12 Initiatives comes in. She works closely with PSEO students to make sure that they are being successful in their coursework and those students who are full-time are also taking the courses that meet requirements for high school graduation.

Partially paid positions under this narrative area are for the Director of K-12 Initiatives (35%). She oversees PSEO, concurrent, and OCHS students taking courses with ATCC.

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

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

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

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your Support to Professionals response below.

Living in a rural area of Minnesota and the current CTE teacher shortage are two of the barriers towards improving recruitment and retention on the secondary side. When there are openings for a vacancy within a CTE program, there are sometimes very few applicants, if any. When new teachers are hired, they do not always have any of the licensures listed on Table C. Our consortium has been working on this area, but then we have teachers leave and new ones hired. We are progressing towards working to all current teachers obtain the correct licensure, but then changes in teachers seem to happen over the summer months. It is sometimes a struggle, but we will continue to keep this as one of our grant priorities.

All postsecondary job postings are first made available through the Minnesota State HR site to existing Minnesota employees. After job openings have been posted internally for a specific period of time according to the various labor contracts, then the position is opened up to the public. From there, hiring teams are formed from within the college including industry representatives. It is difficult in many CTE areas to recruit faculty from business and industry because limits in our labor contract salaries make it difficult to compete with the salaries that are earned in business and industry. If they currently have a comparable benefit package, recruiting is even harder. The lure of working nine months a year, however, does appeal to some. Minnesota State has revised its salary scale for some high paid industry areas, especially in the recruitment of nursing educators.

ATCC's CTE faculty are heavily involved in business and industry, and many serve on local, regional and national boards and committees. This involvement provides connections that can open the door for industry professionals to make a career change on a permanent level or for those considering a part time teaching position. It is commonplace for postsecondary faculty to keep in touch with past students who are working in the industry and pass on job opportunities for teaching.

From the feedback of our CLNA surveys, continued professional development where teachers could improve their skills within the program areas they are teaching was a need and a want. Some districts seem to do a good job providing time away for this, other districts did not. The faculty at the college also feel the need for more professional development, but time was an issue for them. For postsecondary faculty, being able to connect and network with secondary CTE teachers through a shared professional development has been positive on both sides. Secondary CTE teachers feel they learned so much more being trained by the postsecondary faculty. Those same teachers continue to reach out to our CTE faculty even after the training—for advise on equipment purchases, to being a guest speaker in their classes, to serving on an advisory committee, or even recommending to their current students to check out some of the programs at the college. The importance of these connections between CTE college faculty and high school teachers is further backed up by feedback from current college students. When asked who was most impactful when deciding on college program, high school teachers ranked in the top three.

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

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional

support personnel, career guidance and academic counselors, or paraprofessionals.

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

Narrative 9: Performance Gaps

Performance Gaps Narrative

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

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

Enter your Performance Gaps response below.

As a consortium, our secondary CTE students met or exceeded the performance indicators in all the performance levels. A deeper look into the data, however, shows there is a gap in performance for males, students of color, economically disadvantaged, students with disabilities, English learners and Homeless. This was not the case in all the performance indicator areas, but in several.

With the initiative described in Narrative 4 regarding the work on integrate academic standards into CTE frameworks/industry standards, and then with the work on expanding work-based learning opportunities, the outcome goal would be to see less of a gap in these subgroups. We may not see this for a couple years, but to see even a slight increase in performance for each of these subgroups will affirm we are going in the right direction.

Alexandria Technical and Community College students did not quite meet the performance indicators for postsecondary placement and postsecondary credentials (both were 99% of established performance level), but they did in the nontraditional program enrollment. A further look into the data shows gaps in postsecondary placement for males, student of color, and out of workforce individuals. Earning postsecondary credentials shows gaps in performance for females, student of color, individuals with economically disadvantaged families, single parents and out of work individuals. For non-trad program enrollment, the gaps were with males, student of color, individuals from disadvantaged families, out of workforce individuals and English learners.

The college is continuing the process in developing short and/or accelerated prep courses. Many adult/returning students have pre-requisite education and skills, but have taken time away from pursuing higher education resulting in difficulty succeeding in subsequent math, science and English language coursework (not being able to demonstrate adequate skills in academic reading and writing). Short, but intensive, "Just in Time" refreshers in mathematics, sciences, and English would be developed to reduce the need for remedial coursework. A streamlined academic plan encourages greater participation and reduces the likelihood of failure and high withdrawal rates.

The college will be braiding Perkins V funds with funding from another grant source. Together this funding will allow for a greater range of prep courses to be developed, especially focusing on English Language Learners who have more unique support needs.

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

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

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your Consortium Governance response below.

The Runestone Consortium consists of Alexandria Technical and Community College, 6 secondary schools, and 1 Area Learning Center. The Perkins leadership team consists of:

- Carrie Hanson, Career and Technical Education Specialist, Alexandria Technical and Community College--Serves as the Perkins Consortium Coordinator for both secondary and postsecondary
- Tamara Amott, Dean of Educational Services, Alexandria Technical and Community College--Postsecondary Perkins Administrator

The Perkins leadership team is responsible for the majority of the functions of the Perkins grant, administrative, operations, programmatic. The leadership team meets regularly throughout the year to jointly plan and fulfill the grant requirements. The leadership team meets with the Perkins V advisory group twice a year at minimum and is comprised of CTE professionals from both secondary and postsecondary.

- Scott Berger, Vice President, ATCC
- Merilee Retzloff, Dean of Nursing and Health, ATCC
- Steve Richards Dean of Technology and Business, ATCC
- Sean Johns, Dean of Manufacturing and Transportation, ATCC
- Shawn Williams, Dean of Law Enforcement, ATCC
- CTE professional from each of the member districts

Secondary/Postsecondary Coordinator meets on a regular basis throughout the year with school district administrators, and reports to the Runestone Area Education Board as requested. She works closely with the CFO at both the secondary and postsecondary level regarding budget questions. Process for equipment and other fiscal decisions is made through collaboration of Perkins leadership working with CTE faculty, administration and the Perkins V advisory group, as well as alignment of all fiscal expenditures within the Perkins grant plan.

Our consortium's number one priority is to continue on the path for improving the quality of our current Programs of Study (making for a stronger pathway from secondary to postsecondary), as well as our Program Advisory Committees (on the secondary side), and to increase WBL in the secondary. Another priority is the college's education partnership with USNCC (United State Naval Community College). Our consortium was hoping to work on how we can develop an approved CTE program within the Healthcare Pathway (partnering with what is already being delivered at Alexandria Area High School), but this was not attainable in FY23.

While our number of CTE participants dropped in FY21, we did see an increase in the FY22 data. Our consortium continues to work on making sure all those who teach within the CTE area are appropriately licensed. We are also working to grow the WBL opportunities within our consortium, and other POS that encourage growth within CTE—such as Aviation Careers.

Priorities for FY23 and now FY24 were result of CLNA findings, as well as feedback on direction and needs from both the secondary and postsecondary CTE/Perkins Advisory Committee for our consortium.

These priorities are supported by a collaborative branding of funds—college, districts, and Perkins V.

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

Check which activity or range in section 100.001 items 1-6 are supported under this narrative.

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

Narrative 11: Reserve Funds

Reserve Funds Narrative

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

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

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

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

Please provide the following:

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

Enter your Reserve Fund response below.

Our consortium will be supporting teacher/faculty retention with support of quality professional development and where STEM curriculum is embedded into CTE programs. ***When surveying our CTE teachers and talking with them throughout the year, they express the need to have quality professional development and to be able to teach in labs/shops that have equipment that are similar to industry standards. Does this help to retain teachers? Our consortium leadership feels that it does. We will be surveying our teachers over the next several years to gain their input on this very question of retention.*** We will also be supporting a new POS beginning its second year at Sauk Centre. ***The justification of this was referred to in Narrative 2.*** We will also be supporting a new POS beginning its second year at Sauk Centre. This program has shown growing interest from both male and females in the area of aviation. ***The justification of this was referred to in Narrative 2.*** Support for this program will come in the way of both quality professional development as well as supplemental equipment. If needed, we will also be supporting any growth within the manufacturing POS at secondary level—either with quality professional development or equipment.

We will also be supporting our postsecondary faculty with support of equipment in the manufacturing and transportation programs. This funding will be braided with leverage equipment dollars and/or industry partners.

This category includes a portion of the Secondary/Postsecondary Coordinator's salary to collaborate with CTE faculty at college on trainings to offer to secondary teachers. The expectation is that these trainings would help CTE teachers improve their knowledge and skills needed in teaching their CTE courses, and to provide networking support to those same teachers. Quality professional development and partnership with our college CTE faculty was one area teachers would like to see continue.

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

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

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

Workforce Center Collaboration

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

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

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	500.00
Postsecondary Subtotal	500.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	500.00
Secondary Subtotal	500.00
TOTAL	1000.00

Perkins-Funded Positions

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

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Carrie Hanson	Secondary Perkins Coordinator	Secondary		40%	38,836.15
Carrie Hanson	Career & Technical Education Specialist	Post secondary		55%	53,399.70
Karla Seymour	Director of K-12 Initiatives	Post secondary		35%	33,735.00

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

Position Description

Career and Technical Ed Specialist Position Description 2020-02-27.pdf

Position Description

KarlaSeymourDecember2022.docx

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

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

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

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

Runestone_Statement-of-Assurances.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

Runestone_Combined-Secondary-Postsecondary-BudgetFY24_Rev.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Runestone FY20_FY23_PerkinsEquipmentInventory.xlsx

Improvement Plan

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

