

Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY 25)
Consortium Name:	Central Lakes
Total Award Budget:	\$596,128.52

Consortium Membership List

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

College: Central Lakes College	
Secondary schools:	Secondary schools continued:
Aitkin Public Schools	Pillager High School
Bertha-Hewitt Public School	Pine River-Backus Schools
Brainerd High School	Sebeka Public School
Browerville Public School	Staples-Motley School
Crosby-Ironton Public School	Swanville Public School
Freshwater Education District	Upsala Public School
Henning Public School	Verndale Public School
Isle Public School	Wadena-Deer Creek School
Little Falls Public School	
Long Prairie-Grey Eagle Schools	
Menahga Public School	
Onamia Public School	
Pequot Lakes Public Schools	
Pierz Public Schools	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior year's # of Secondary Concentrators	Prior year's # of Postsecondary Concentrators
Business, Management, and Administration	S-R	Y	Y	Y	1,093	26
Arts, Audio/Video Technology, and Communication	S-R	Y	Y	Y	285	18
Health Science	S-R	Y	Y	Y	42	133
Manufacturing	S-R	Y	Y	Y	1,134	63
Transportation, Distribution, and Logistics	S-R	N	Y	Y	1,134	46
Hospitality and Tourism	S-R	N	Y	Y	1,093	4
Education and Training	S-R	Y	Y	Y	1,307	5
Human Services	S-R	Y	Y	Y	1,307	17
Agriculture, Food, and Natural Resources	S-R	Y	Y	Y	1,315	47

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

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

NEED A: POS Gaps and In-Demand Occupations	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Pipeline instructors from secondary to postsecondary. More communication is needed about what is expected at postsecondary level. As we look at FY23 concentrator numbers at the postsecondary level, areas such as Information Technology, Education, Family and Community Services, Hospitality and Tourism (outside of Food/Beverage), and Marketing had the lowest. Increasing communication and opportunities between secondary and postsecondary could help students understand the path towards careers.</p> <p>Example: For Information Technology, while we already lack secondary courses, those opportunities students do have continue to be stand alone. Out of our 22 schools, we do not see any “intermediate” courses in this subject. Education courses, if offered, are typically for one semester only, and it is unclear if there are opportunities outside of Human Services including Work-Based Learning or internships for most education courses. For our business teachers, most of the schools do not focus on marketing courses and stay within topics of Business Management and Accounting courses. A popular CTSO in our consortium, BPA, does not include much for marketing integration which could be a reason for not offering more marketing courses.</p> <p>Health Science, Construction, Agribusiness Systems, Production, and Facility and Mobile Equipment Maintenance had higher number of concentrators at the postsecondary level than other areas. Health Science and Facility and Mobile Equipment Maintenance remain low in opportunities at our secondary level while the other programs listed continue with high levels of interest. The CLNA identified Health Science and Transportation and Information Technology as lacking supply of workers in our region. We will need to work with schools and industry to help our secondary schools in providing opportunities and instruction for our teachers to feel comfortable teaching in those areas.</p> <p>In analyzing the concentrators at the postsecondary level and comparing those numbers to other consortia, numbers tend to come in lower for many of our programs. Out of all consortia, Central Lakes has the third lowest number of concentrators. A few of our programs with higher concentrators than most other consortia are in Production and Facility and Mobile Equipment Maintenance.</p> <p>Central Lakes POS’s available are similar to other consortiums throughout the state.</p> <p>A significant investment in Perkins postsecondary funds is being utilized to upgrade equipment in the new Dental Hygiene program. FY24 Reallocation dollars were put into the program to help with its success. We hope to increase the number of concentrators in the Health Science Therapeutics pathway.</p>					
2. Strategies to address need:					

- Support purchase of industry-standard equipment
- Enhance communication and collaboration between secondary personnel and college faculty.
- Professional development
- Career exploration
- Utilize relationships with local service cooperatives and educational partners to encourage secondary instructors to add additional courses and licensures.
- Industry partnerships and collaboration.

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

- Plan and execute college instructor visits to all high schools at least 1x per year for 2024-2025
- Help schools to offer more courses and programs that lead to more Programs of Study by providing professional development dollars to research new opportunities through school visits, CTE conferences, and advisory board meetings.
- Noted increase in collaborative events include CLC Career Fair, content area meetings and outreach to industry partners.
- Increase in secondary approved Programs of Study by analyzing current teaching staff at each high school, discussing with each administration opportunities to increase POS, and a plan for the remainder of the 2024-2025 school year.
- Networking opportunities for consortium teachers through content area meetings once per year to discuss curriculum, opportunities for POS, and share best practices.
- Provide \$105,569.91 in funding for enhancing current programs of study and also creating new programs by January 31, 2025.

NEED B: POS Opportunities	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

We reviewed in-depth information on the labor market from Real Time Talent, DEED, the local chamber of commerce, and local employers. The greatest employment opportunities were identified for our region and compared to existing POS. POS class sizes, courses, and student disaggregated data and interest were considered. Course alignment, sequencing, rigor, and dual enrollment opportunities were examined in relation to scope. Quality indicators included looking at course materials, work-based learning opportunities, certificates, and degrees available.

On average, we have more AFNR, Business, FCS, Manufacturing and Construction programs than other consortia. We lag in the number of programs for Health Science and WBL SPED. We've seen an increase in the number of schools adding a WBL Diversified program throughout this year and we expect at least 75% of our schools to have a WBL Diversified program in place by the end of 2024-2025 school year.

The interest from districts and industry in adding programs has significantly been around Health Science and Transportation Operations/Maintenance. DEED data and news articles also show the need for an increase in computer science and software development, which we lack tremendously in our consortium. We are fortunate to have articulation agreements available in all three areas (Health Science, Transportation Operations/Maintenance, Computer Science) through Central Lakes College, so the pathway is available. Growth is hindered by the lack of programs and instructors at the secondary level. Only 9% of our secondary schools offer Health Science, 14% offer Transportation Careers, and while we have Business and Trade & Industry programs eligible to teach Computer Science/Development, schools are not offering it.

Partnership opportunities include working with local hospitals and clinics in Little Falls, Brainerd, Crosby, Pillager, Breezy Point, Pine River, Motley, Wadena, Verndale, Pierz and Staples.

Little Falls was awarded a grant by the Minnesota Legislature to implement a CDL and aviation program into their high school which included the purchase of a flight simulator and truck simulator. Funding included the purchase of curriculum, simulators, instructor costs, professional development, and career exploration opportunities. Representative Ron Kresha, who sponsored the bill/grant, is helping implement the program and is looking for additional funding for other districts.

2. Strategies to address need:

- Support purchase of industry-standard equipment
- Collaboration between schools and business / industry partners
- Support professional development
- Continued career exploration

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

- Plan and execute college instructor visits to all high schools at least 1x per year for 2024-2025
- Help schools to offer more courses and programs that lead to more Programs of Study by providing professional development dollars to research new opportunities through school visits, CTE conferences, and advisory board meetings.
- Noted increase in collaborative events include CLC Career Fair, content area meetings and outreach to industry partners.
- Increase in secondary approved Programs of Study by analyzing current teaching staff at each high school, discussing with each administration opportunities to increase POS, and a plan for the remainder of the 2024-2025 school year. Goal is to add 5 POS throughout the consortium.
- Networking opportunities for consortium teachers through content area meetings once per year to discuss curriculum, opportunities for POS, and share best practices.
- Provide \$105,569.91 in funding for enhancing current programs of study and also creating new programs by January 31, 2025.

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4. Provide additional narrative to address the following:
 - a. Identify any new courses, programs, or Programs of Study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.
 - b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

NOTE: Consortia must identify at least six State-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium.
[Review the Minnesota Perkins V Operational Guide for more information.](#)

4a. New courses and Programs of Study within the Central Lakes Perkins Consortium include Dental Hygiene at Central Lakes College, which is a career option in the therapeutic health sciences pathway. This is a high-demand, high skill, high-wage career. In 2023, the Minnesota Dental Association reported a shortage in dental hygienists and assistants that has resulted in reduction of hours and impacts in access to dental services due to lack of staff availability. The Minnesota Department of Health Lead Workforce has also reported that retiring dental professionals are outpacing new ones, a challenge that has been ongoing since 2011. Minnesota is home to only 10 dental hygiene training and education programs, with most only admitting 12-24 students per year. The closest program to CLC is located 60 miles away in St. Cloud, which admits 14 students per year. As lack of access to oral health care continues to plague Minnesotans, the local dental community recently approached CLC requesting that the college establish an oral hygiene program due to the severe shortage of professionals, and persistent ongoing concern related to the lack of dental services in the area. As a result, CLC hopes to launch a Dental Hygiene Program in the Fall of 2025, serving 15 students per year.

At the secondary level, schools will continue working to develop the therapeutic health sciences pathway and start building transportation careers, information technology and education programs. Secondary also recognizes the need to develop other new programs of study as teacher turnover impacts what programs and courses will be offered at the school districts.

4b.

Secondary

The consortium continues to offer, attend, and coordinate career fairs, career videos, and career exploration activities. We will continue to support and encourage CTE classes taking field trips to the postsecondary campus to tour and embed with CTE programs to get hands-on experiences and meet current students and instructors. CTE teachers in career-planning and CTE courses use materials and opportunities to promote CTE to students extensively. Specific

outreach happens for special populations through specialized social media campaigns, outreach to groups of students from special populations, and 1:1 advising sessions with students.

The Central Lakes Perkins Consortium will also embrace and utilize common marketing schema that is available on the MACTA website. This is necessary because there are numbers of students transferring districts and across consortia. Common and consistent identification will benefit students and enable them to recognize CTE programs. Additional emphasis will be placed on working with economically disadvantaged students. Attention to narrowing the gaps found for this special population in four of the five accountability performance indicators will be shared through communication and action with district administration, school teachers, staff, and counselors for collaboration.

Postsecondary

CLC will work closely with high school counselors, teachers, and Sourcewell Career Consultants to connect with students about CTE opportunities and careers. We will work with industry partners to provide more stories from individuals of special populations on their work and success in the career fields so students can see real, local examples of themselves in careers and occupations.

For both secondary and postsecondary, the efforts to inform special populations about POS opportunities will be funded with career exploration opportunities, college tours and events, and specific outreach campaigns under Narratives 5 and 11. No funds in Narrative 2 are used for the outreach activities.

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

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

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

NEED A: Continued collaboration with Rural MN CEP and workforce agencies	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

5S1- WBL- CL- 19.82%/ State- 9.65%

Of those reporting data, 100% of consortium schools exceeded the SDPL.

9 consortium schools exceeded the state average.

-The consortium have similar or higher percentages in special population for the state.

2. Strategies to address need:

- WBL placement opportunities at local businesses
- Continued collaboration on career exploration events and job fairs

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

- We will review WBL placement statistics that indicate placement opportunities at local businesses. We would like to see a 5% increase in placement
- Noted attendance or participation at advisory board meetings for all CTE programs of study. All CTE instructors will be encouraged to attend/participate in at least one outside organization's advisory board meeting and/or host a minimum of 2 advisory board meetings to receive input from industry.

1. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
 - a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.
 - b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.
 - c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

1a,b, and c:

Secondary

Work-Based Learning opportunities will expand as more secondary teachers are licensed in this area. Area businesses support Work-Based Learning for students and recognize the benefits of this applied learning method. Collaboration and planning with advisory boards will aid in Work-Based Learning development and coordination between businesses, industries, the school districts. We will work with Sourcwell to continue to provide WBL endorsements opportunities to school districts. We will be testing out with some of our current WBL instructors Gold Path Solutions which is a website that connects employers and students and houses a database of information useful for future employees and current employers.

Postsecondary

The CLC Career and Transfer Center works closely with CareerForce and Rural Minnesota Concentrated Employment Program (RMCEP) to develop strategies for career exploration and development through joint training opportunities and community job fairs. CLC staff participates on the Workforce Development Board. CLC jointly advises adults and youth

enrolled in RMCEP programs regarding career opportunities, training programs, and placement services.

CLC will also make a concerted effort to invite Rural MN CEP to participate in advisory boards and / or advisory board meetings.

There is no specific funding request for this narrative line item – most activities are done with in-kind activities or are funded through other narrative strategies where we collaborate with

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	0
3.	Postsecondary Subtotal	0
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	0
6.	Secondary Subtotal	0
7.	TOTAL	0

CareerForce and RMCEP staff on projects.

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.

There is no specific funding request for this narrative line item – most activities are done with in-kind activities or are funded through other narrative strategies where we collaborate with CareerForce and RMCEP staff on projects.

Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A: Math and Reading Scores	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>2S1- Reading- CL- 43.85% /State- 50.91%</p> <p>Of those reporting data, 94% of consortium schools exceeded the SDPL</p> <p>5 consortium schools exceeded the state average</p> <p>-Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state.</p> <p>-Special populations for special education, economically disadvantaged, and nontraditional have similar scores between consortium and state.</p> <p>2S2- Math- CL- 31.37%/ State- 36.36%</p> <p>Of those reporting data, 70% of consortium schools exceeded the SDPL</p> <p>5 consortium schools exceeded the state average</p> <p>-Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state,</p> <p>-Nontraditional students at the state level have a higher percentage than our consortium.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Support purchase of industry-standard equipment • Professional development for instructors interested in learning more about math and reading integration into the CTE classroom. • Integrating math and reading into CTE curriculum utilizing resources online that may not require additional professional development, but may have a cost factor. • Collaborate with Sourcewell for industry-recognized certifications, i.e. Snap On. These types of opportunities specifically assist with math and measurement skills. This will include precision measuring and can lead to a student certification. • Central Lakes College – integrated math tutor for CTE departments 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • CLC – programs that are utilizing the integrated math tutor to work on increasing math and reading scores by at least 2%. High schools have been encouraged to work with their school district and also use provided materials that directly focus on reading comprehension and math skills in CTE. We would like to see math and reading scores increase by at least 2% for 2024-2025. • Increase in math and reading scores / proficiency or grades by 2% for concentrators and participants for 2024-2025. We will work with schools to provide them CTE math supplemental materials and activities. 					

- Available funds for academic and technical skills will be available for math and reading in CTE. Specific materials that we are not aware of may be something instructors already have in mind or end up finding, so we want to leave funds available if instructors find quality material.

NEED B: Post-Program Placement	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Improvement plan for 3S1: Post-Program Placement.</p> <p>State- 53.65%</p> <p>2 year- 16.83%</p> <p>4 year- 35.22%</p> <p>Employment- 2.79%</p> <p>CL- 47.33%</p> <p>2 year- 22.41%</p> <p>4 year- 23.46%</p> <p>Employment- 2.41%</p> <p>We experienced an increase in the percentage of students in a post-program placement over the last year. We exceeded the state's average of 2-year placement. Central Lakes' 4-year placement is below the state average and employment % is similar. Special Populations demonstrates a slightly lower percentage than the state average. This is a continued area of improvement going forward.</p> <p>4S1- Non-Traditional- CL- 31.08%/ State- 26.91%</p> <p>Of those reporting data, 94% of consortium schools exceeded the SDPL.</p> <p>9 consortium schools exceeded the state average.</p> <p>-All special populations percentages for the consortium were higher than the state.</p> <p>5S1- WBL- CL- 19.82%/ State- 9.65%</p> <p>Of those reporting data, 100% of consortium schools exceeded the SDPL.</p> <p>9 consortium schools exceeded the state average.</p> <p>-The consortium has similar or higher percentages in special population for the state.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> Professional development for instructors interested in learning about enhanced skills and machinery that can be beneficial to students understanding the need for more training at the post-secondary level. Professional development in work-based learning will be supported to make sure all schools offer WBL and continued work with Sourcewell and Lakes Country Service Coop to offer the WBL license. Promote articulation agreements and CIS courses as an opportunity to lead into post-secondary education. Achieving college credit at the high school level could lead to more students understanding the process for getting into college, having a head start on college, and the ability to save money still attending a post-secondary school. 					
3. Measurable Outcomes (report results in next APR):					

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- | |
|--|
| <ul style="list-style-type: none">• Increase in number of high school students pursuing higher education through promotion of programs at the high school level and CLC instructors working with high school instructors to help students understand the benefits of post-secondary CTE programs. Other options could include high school class visits to CLC, CLC instructors going to high schools to assist with labs.• Increase in postsecondary CTE program numbers- see above regarding promotion |
|--|

4. Provide additional narrative to address the following:
 - a. How will your consortium improve both the academic and technical skills of students in CTE programs?
 - By strengthening the academic and career and technical components of such programs
 - Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
 - To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

4a.

Secondary

The consortium will support industry-recognized credentials and certificates, such as OSHA 10, Microsoft Office and ServSafe. The integration of these assessments and certificates provides an awareness for necessary enhancements to the curriculum to build related skills into student learning outcomes. These certificates are available to all programs and not restricted to those identified as priority spending POS.

We will start to explore opportunities to incorporate more math and reading into CTE courses. Providing resources for our instructors will be necessary as time constraints on our instructors and their courses is already tight. Examples could include using Snap-on precision exams, working with licensed math and reading teachers, and creating content.

Postsecondary

At CLC, faculty work closely with liberal arts faculty that teach math, reading, writing, and communication courses to ensure that the core academic skills are contextualized for application in career and technical fields. Faculty also work with Adult Basic Education to provide tutoring and contextualized support to CTE students in these core skills. In FY 25, CLC will be utilizing money from a grant on the Liberal Arts side of the house to support math tutors in CTE subject areas.

CLC also supports the use of Technical Skill Assessments as part of program assessments, as seen in some of the business classes.

Most CTE programs include a math and / or communications / writing course within their diploma, degree, or academic pathway. Here are few examples of CTE classes that integrate components of math, reading, and writing:

BUSN 1131 - Business Math

BUSN 1166 - Business Communications

ENGL 1422 - Practical Writing

ENGL 1521 - Technical Writing Fundamentals

MATH 1500 - Applied Math

Data from the HLC Student Success Academy, the NAPE Equity Self-Assessment, the MinnState Equity 2030 framework, and data from CLC program assessments will be used to analyze and make suggestions on continued integration and improvement of academic skills with technical skills.

Secondary

Efforts constituting a well-rounded education include the opportunity to enroll in classes offering more than core academic subjects. Data indicates over 74/87% of students in the consortium registered for one or more CTE courses in the 2023-2024 school year. This evidence demonstrates that the consortium is successful in their efforts with ESEA, and the consortium will continue as such.

Narrative 5: Special Populations

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

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

NEED A: Course Offerings	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Data collected from Element #1 provided good initial information on performance and enrollment for students of special populations into CTE programs. Also examined were potential processes and structural procedures that may or may not encourage students of special populations to participate in CTE courses. This included a review of outreach materials, advising practices, accommodation processes, and recruitment processes. This involved consultation with administrators, educators, counselors, students, parents, and special population groups.</p> <p>High school teachers, students, and administrators identify class schedule constraints and time conflicts as the main reason that CTE areas have trouble expanding their offerings and adding POS. 32% of students state that CTE courses conflict with other courses they must take which eliminates the opportunity to take classes of interest. 28% of students say they are interested in programs that are not available at their school, especially Ag, Business, FCS and Health Science.</p> <p>84% of administrators believe class schedule constraints and time conflicts are holding back our CTE programs and not allowing students to explore their interest areas.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Support purchase of industry-standard equipment so students see the relevance of what is in the workplace today is available at their school as well. Providing all students the ability to work on industry-standard equipment that is safer may allow more students an opportunity to take courses in CTE. • Professional development would be available to any CTE instructor who would like to learn more about supporting special populations. We would encourage instructors to reach out to their SPED department to generate ideas on ways to support our special population in SPED. • Promote CTE courses and programs to all students. Understanding that there is a lack of knowledge on CTE courses, instructors would be encouraged to generate ideas on how we can better support CTE through promotion. Ideas include CTE night, creating a website for each school to share what is happening in their building, and work with industry partners. • Support career exploration opportunities throughout the school that would include CTE courses. We also need to work on making the connection between skills students have (even outside of CTE) and how it can translate to a career. • Encourage schools to be creative with scheduling to find time for students to explore their interests in classes. While it is tough as we have a lot of singleton classes, we could look at options going forward to make the barriers to taking those classes less. 					

3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> Decrease in administrators and instructors saying that scheduling conflicts are a barrier. We would like that number to drop by 5% or more every year. Post program placement of students within special pops definitions increase by 5%.

NEED B: Special Populations	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>The Central Lakes Perkins Consortium is within 2.1% of the state average for participants and concentrators.</p> <p>Total Secondary 2023 CL Participants: 3,754 (4,003 in 2022) (3,825 in 2021) 45.5% of all participants are Economically Disadvantaged (36.2% in 2022) (39.9% in 2021) 42.6% of all participants are Nontraditional (40.8% in 2022) (40% in 2021) 51% of all participants were female (52% in 2022) (51% in 2021) 44% of all participants were taking a course in Human Services (46% in 2022) (45% in 2021) followed by 32% for Business/Finance/Marketing (36% in 2022) (35% in 2021)</p> <p>Total Secondary 2023 CL Concentrators: 2,596 (2,391 in 2022) (2,182 in 2021) 43.2% of all participants are Economically Disadvantaged (41.6% in 2022) (44.9% in 2021) 52.9% of all participants are Nontraditional (51.4% in 2022) (49.3% in 2021) 41% of all participants were female (40% in 2022) (39.9% in 2021) 49.8% of all participants were taking a course in Human Services (47% in 2022) (46% in 2021) and 59.7% for Business/Finance/Marketing (64% in 2022) (66% in 2021).</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> Support purchase of industry-standard equipment so students see the relevance of what is in the workplace today is available at their school as well. Providing all students the ability to work on industry-standard equipment that is safer may allow more students an opportunity to take courses in CTE. Professional development would be available to any CTE instructor who would like to learn more about supporting special populations. We would encourage instructors to reach out to their SPED department to generate ideas on ways to support our special population in SPED. Promote CTE courses and programs to all students. Understanding that there is a lack of knowledge on CTE courses, instructors would be encouraged to generate ideas on how we can better support CTE through promotion. Ideas include CTE night, creating a website for each school to share what is happening in their building, and work with industry partners. 					

<ul style="list-style-type: none"> • Support career exploration opportunities throughout the school that would include CTE courses. We also need to work on making the connection between skills students have (even outside of CTE) and how it can translate to a career. • Encourage schools to be creative with scheduling to find time for students to explore their interests in classes. While it is tough as we have a lot of singleton classes, we could look at options going forward to make the barriers to taking those classes less. •
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> • Decrease in administrators and instructors saying that scheduling conflicts are a barrier. We would like that number to drop by 5% or more every year. • Post program placement of students within special pops definitions increase by 5%. • Special population economically disadvantaged participation in CTE courses up to 46% or higher • Special population nontraditional increases by 2% • Special population female concentrators to 42% or higher

4. Provide additional narrative to address the following:
 - a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?
 - b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?
 - c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?
 - d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

4a, b, c, and d. In reviewing the data from our CLNA process, we determined that the special populations of focus where we can create the most impact are economically disadvantaged students and nontraditional students. Barriers for these students were identified as: funding, basic needs such as food, housing, childcare, transportation, and physical and mental health.

We will use multiple approaches to support career exploration, enrollment, retention and success for special populations in CTE programs. We will provide support for career days, career fairs, career exploration events, visits to business and industry sites, customized career exploration support through career videos, virtual visits, and visits by advisory board members will inform and create interest in career fields that are high-skill, high-wage, or high-demand occupations. We are also supporting more visits to the college campuses where students can be embedded with current students and faculty to experience classes, career opportunities, and what a college program is like. We will focus on creating outreach campaigns for these special populations and career exploration and placement content that represent successful stories from individuals from these special populations.

At the postsecondary level, CLC is utilizing a case management advising model that will provide additional outreach and proactive advising support for students. CLC has also created a Basic

Needs Hub and Wellness Hub that will provide food and other necessities for students and mental health supports. While Perkins funds will not be used for these efforts, they are critical strategies to reduce the barriers faced by students.

At the secondary level, many students do not recognize non-traditional career fields as options. Health careers hold multiple opportunities for male students. Funds will support opportunities for students to engage in outreach and collaboration in non-traditional areas via planned events, career exploration activities, and promotion of career pathways.

One example on the postsecondary side is that the Central Lakes Perkins Consortium will plan and facilitate the “Girls in Trades” event that was very successful in pre-COVID years. This event brought high school students to the college to work with current students and faculty to better understand the career opportunities available for them and meet non-trad students enrolled in the programs.

Secondary

The 22 school districts in the consortium are public schools and subject to state and federal laws. These laws mandate nondiscrimination and provide equal educational opportunities for all students. School districts do not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, gender identity and expression, or age. The school districts also make reasonable accommodations for students with disabilities. We can also encourage WBL SPED to have program approval and access funds to allow for more opportunities for their students.

Legal references may include:

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Minn. Stat. 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)

42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)

20 U.S.C. 1681 *et seq.* (Title IX of the Education Amendments of 1972)

42 U.S.C. 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)

Postsecondary

Central Lakes College follows and adheres to Minnesota State College and University policies. Policy 1B is the Equal Education and Employment Opportunity Policy: *Minnesota State Colleges and Universities and Central Lakes College are committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin,*

disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression or membership or activity in a local commission as defined by law.

CLC also follows MinnState policy 1B.1: Equal Opportunity and Nondiscrimination in Employment and Education. Policy 1B.1 states: *Subpart A. Equal opportunity for students and employees. Minnesota State Colleges and Universities has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education.*

Subpart B. Nondiscrimination. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on familial status or membership or activity in a local commission as defined by law is prohibited.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or familial status is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination /harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State Colleges and Universities will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

The system office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to, its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

This policy supersedes all existing system, college, and university equal opportunity and nondiscrimination policies.

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.

Narrative 6: Work-Based Learning

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

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

NEED A: Graduation and Work-Based Learning	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>From 2021-2023 Secondary:</p> <ul style="list-style-type: none"> -Graduation rate has stayed steady and is within the SDPL. -Graduation rate among economically disadvantaged has been stable and similar to the state average. -Graduation rate among nontraditional students has increased slightly, but it is below the state average. -Reading proficiency has been steady or a slight increase. Our percentage is above the SDPL. -Math proficiency has some fluctuations, but the last reporting year was the highest percentage over the 3 years; Our percentage is above the SDPL. -Post-program placement dipped in 2022 but has rebounded to an increase over 4%. We are still below the SDPL. -Nontraditional concentration has been consistent, and is above the SDPL. -Work-Based Learning has increased significantly in 2023 and we remain above the SDPL. <p>From 2021-2023 Postsecondary:</p> <ul style="list-style-type: none"> -Retention and placement has remained steady and is well above the SDPL. -Earned recognized credential remains above the SDPL. -Nontraditional enrollment has fallen slightly but remains above the SDPL. <p>1S1- 4-year graduation rate- CL- 92.38%/ State- 93.29%</p> <p>100% of our consortium exceeded the SDPL.</p> <p>8 of 22 schools exceeded the state average.</p> <p>https://docs.google.com/spreadsheets/d/1G86oizrMonKDAczO-TPgafoeMFv1jY0soGljMSDJZfo/edit?usp=sharing</p> <p>Graduation rates continue to be similar to the rest of the state. Special education and economically disadvantaged students are graduating at a lesser rate than the entire consortium. Non-traditional students are graduating at a lower rate than other subgroups. Regardless, these numbers are higher than the SDPL for those groups.</p>					
2. Strategies to address need:					

<ul style="list-style-type: none"> • Support purchase of industry-standard equipment • Professional development would be available to any CTE instructor who would like to learn more about supporting special populations. We would encourage instructors to reach out to their SPED department to generate ideas on ways to support our special population in SPED. • Work to make sure all consortium schools have access to an approved work-based learning program. • Work with licensed WBL SPED to be aware of opportunities students may have.
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> • Increase of more than 16 schools offering WBL. • Increase in student WBL participation and remain ahead of SDL • We currently sit at 19.82% of CTE concentrators participating in WBL. We would like to increase this percentage by 1-2% every year.

1. Provide additional narrative to address the following:
 - a. Describe the current Work-Based Learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
 - b. Describe how your consortium will partner with employers to develop or expand Work-Based Learning programs for all CTE students, including special populations, at both the secondary and postsecondary levels.
 - c. Describe how your consortium will invest financial resources to increase Work-Based Learning opportunities at the secondary and postsecondary levels.

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.

1a, b, and c.

Secondary

The POS worksheet indicates that 16 of the districts in the consortium have Work-Based Learning opportunities. Students in these districts can earn academic credit and on-site job skills. Several of the districts have school stores and greenhouses that allow for experiential learning as they apply skills and knowledge learned in the classroom to these enterprises. Some consortium's districts cannot offer WBL at business and industry sites, given their rural settings and geographic locations. So, they may offer experiential learning through entrepreneurial courses. In several of the districts, integrated CTE programs work across disciplines to run the business. Preliminary discussions have occurred at the Northwest Regional Perkins Consortia level to seek opportunities for these to become recognized WBL experiences. More time is needed for this to come to fruition. Other districts have work release programs where learning not recognized for credit is used for development of skills needed to be successful in the workplace. Survey responses gathered in the CLNA process indicated districts that have WBL, experiential learning, and entrepreneurial courses offer these opportunities to all students at registration to become enrolled in the courses/programs.

We will continue to work with districts who do not currently have a WBL program in place to understand their barriers and provide them with opportunities to grow a WBL program.

Postsecondary

CLC affords students numerous opportunities to complete field observations and internships during a student's academic experience. Internships are available for credit in nearly every program at CLC. Internship classes for credit are required in the following programs and degrees:

AGRO 1150: Agronomy Internship – required for the agronomy diploma;

CDEV 2210: Internship – required for the early childhood education transfer pathway, and, the early childhood education diploma;

CULA 1128: Internship I – required in the first semester of the culinary arts certificate;

CULA 1131: Internship II – required in the second semester of the culinary arts certificate;

CULA 1134: Internship III – required in the second semester of the culinary arts certificate;

DENT 1150: Dental Internship – required in the summer of the dental assisting diploma and AAS;

DHET 1130: Diesel Internship – required in the third semester of the diesel equipment technician AAS;

GDES 2352: Shop Internship – required in the third semester of the graphic design media technologies diploma;

HORT 1345: Internship – required in the fourth semester of the sustainable landscaping diploma, and, the second semester of the sustainable greenhouse production diploma;

HSER 2155: Internship – required in the fourth semester of the human services AAS;

MCAB 1113: Meat Cutting Internship – required for the meat cutting & butchery certificate;

RAST 2390: Internship, or, RAST 2399: Independent Study – required in the fifth semester of the robotics / automated systems technology diploma and AAS;

VPRO 2350: Videography Internship – required in the third semester of the online media specialist diploma and the videography production AAS;

Numerous programs also offer non-required internships and field experiences for students to gain skills and perspective on what the career is actually like in practice.

Secondary Work-Based Learning programs are available at 17 of our 22 consortium districts. WBL settings are found in manufacturing, business, equipment repair, and culinary arts. WBL has been an area of growth for the consortium. The secondary reserve budget will reflect investment in growing this mostly through assisting with work-based learning endorsements

and professional development. Survey responses gathered in the CLNA process indicated districts that have WBL offer this opportunity to all students enrolled in the courses/programs.

It is important to know that it is nearly impossible for every student to have access to the WBL opportunity, especially if in-school WBL opportunities are not counted as valid WBL experiences. Employers cannot handle the volume of providing every single student with some type of WBL opportunity. We strongly advocate for counting school-based WBL opportunities, such as a school store, as valid WBL experiences to help achieve the goal of having every student have access to a WBL opportunity. We work very creatively to try and provide every student a WBL opportunity while not overwhelming our employers.

In addition to WBL classes and internships, the consortium partners with Sourcewell Career Pathways programs, Workplace Connections, and other programs to provide informational interviews, job shadowing, and other work-based experiences for students.

The Central Lakes Perkins Consortium will invest financial resources to assist secondary teachers with time away from the classroom to work on the WBL certification. Financial support for these efforts can be found in Narrative 8 and in development of new programs tab in the reserve secondary budget.

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A: Outreach and Engagement	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

The parent survey identified large gaps in knowledge and marketing of the CTE programs at consortium schools.

45% of parents could not identify if their student's school offers a CTSO, Work-Based Learning, job shadowing or internship.

42% of parents know their student's school offers Work-Based Learning.

50% of parents could not identify any part of their student's classroom, labs or equipment.

Parents are not able to identify a pathway from high school to postsecondary.

Parents want to learn more about the CTE courses offered in schools.

Parents are frustrated with required courses taking opportunities away from CTE courses.

2. Strategies to address need:

- Promotion and outreach via student school portals, conferences, events.
- Professional development for instructors to help with engaging parents and community partners.
- Encourage Articulated College Credit, PSEO, College in Schools which parents tend to understand the value (dollars) of taking such courses.
- Work with CLC and post-secondary instructors to assist with promoting their programs.

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

- More Articulated College Credit classes utilizing CLC instructors collaborating with high school instructors to help with knowledge base and curriculum.
- Increase in student enrollment in college credit bearing classes can be promoted to showcase the courses at the post-secondary level and the necessary skills needed. This can also help with CLC instructors meeting with high school instructors and their students to discuss more about the benefit of post-secondary.
- Increase in CTE course enrollment through saving money with post-secondary options available at the high school.

1. Provide additional narrative to address the following:
 - a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

Central Lakes College (CLC) is committed to providing high quality educational experiences and access to learners still enrolled in high school. High school students may earn college credit through Central Lakes College by choosing one or more of the following options:

- College in the Schools, or CIS;
- Post-Secondary Enrollment Options, or PSEO; and,
- Credit for Prior Learning, or CPL.

CLC honors Advanced Standing Articulation Agreements, or Articulated College Credit, which awards credit for prior learning to high school students who participate in certain Career Technical Education (CTE) courses. CLC instructors collaborate with participating high school instructors to identify course competencies that are common at both the high school and college levels. Advanced Standing courses are taught by high school instructors. CLC uses the CTE CreditMN website for this process.

As a consortium, we continue to evaluate the long-term value of Articulation Agreements with the changing environment of support for early college and the historical low utilization of the agreements compared to the amount of time, energy, and funding put into creating them. In many areas, it is a struggle for high school CTE classes to truly replicate the time students spent working on a particular piece of equipment to be equivalent to the high amount of time spent at the college level. This is due to both time and equipment constraints at the high school level.

The Central Lakes consortium school districts have a wide array of advanced-level classes. The majority of consortium schools have Advanced Placement offerings. Other industry-certified credential examples may include:

- Aitkin High School: ServSafe certification and Minnesota Department of Health food manager certification;
- Brainerd High School: *Aviation-Private Pilot Ground School* class that prepares students to sit for the FAA Private Pilot written exam;
- Brainerd High School: National Career Readiness certification;
- Browerville High School: First Aid & CPR class that allows students to receive certification;
- Browerville High School: Certified Nursing Assistant class, and students are qualified to take the Minnesota Board of Health Nursing Assistant Test for certification;
- Crosby-Ironton High School: ServSafe Food Handler certification;
- Isle High School: Microsoft Office Specialist certification;
- Little Falls High School: CDL licensure
- Long Prairie-Grey Eagle High School: ServSafe certification;
- Menahga High School: Following Minnesota Department of Health HCCC/Nursing Assistant curriculum. Upon completion of the course, students are qualified to take the Minnesota Board of Health Nursing Assistant Test for CNA certification;
- Menahga High School: Minnesota Emergency Medical Responder certification;
- Pequot Lakes High School: *Fundamentals of Aviation* course that prepares students to take the FAA Private Pilot written exam;
- Pierz High School: Certified Nursing Assistant class, and students are qualified to take the Minnesota Board of Health Nursing Assistant Test for certification;
- Pillager High School: National Career Readiness certification;
- Pillager High School: ServSafe Food Handler certification;
- Pillager High School: *ProStart II-IV* courses that allow the students to take the National Restaurant Association ProStart exam to earn a Certificate of Achievement;
- Sebeka High School: CLEP exam for *Business Law* class;
- Sebeka High School: *Computer Applications* course and students may take the coordinating CLEP Test for college credit;
- Staples-Motley High School: ServSafe certification;
- Staples-Motley High School: American Heart Association First Aid & CPR certification;
- Staples-Motley High School: Minnesota Board of Health Nursing Assistant Test for CNA certification.

Narrative 8: Support to Professionals

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

1234

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

NEED A: Equipment	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
CTE equipment and learning spaces need upgrading to standard equipment and technology. 74% of high school students say that the equipment in their school is up to date. 70% of teachers believe their facilities and equipment reflect current industry and workplace practices, but most teachers believe they could use equipment that is upgraded to industry standard. High school teachers and administrators identified equipment as their first preference for where Perkins and CTE levy/revenue dollars are spent.					
2. Strategies to address need:					
<ul style="list-style-type: none">• Support purchase of industry-standard equipment• Professional development					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none">• Purchasing industry-standard equipment• Proper use of equipment					

NEED B: Professional Development	This Need is in Element(s):
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1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Using much of the information collected in Elements 1 & 2, existing and potential POS were examined to determine if they met the needs of students and employers. Multiple exit and entry points were identified, along with:</p> <p>Our consortium continues to struggle with expanding POS in Health Sciences. The lack of qualified and licensed instructors/teachers has made it difficult to expand into more schools. We currently have only 2 of our 22 high schools offering a Health Science course and that instructor is shared between those 2 schools.</p> <p>Information Technology and Computer Science is another area where many of our teachers are not trained in teaching. Minnesota is currently last in offering these courses to students at only 21%.</p> <p>Teachers identify the inability to collaborate with other content teachers due to our smaller school sizes and feel there are not enough opportunities for professional development opportunities for them to learn about new topics, course options, and learn best practices. High school teachers identified professional development as their second priority for where Perkins and CTE levy/revenue dollars are spent. Administrators report they want to expand CTE offerings but struggle with retaining CTE staff, hiring qualified CTE staff and providing the necessary equipment to expand. We feel that the lack of professional development hinders the ability to learn about new opportunities for students.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Invest in equipment and technology to provide positive classroom experiences which may encourage teacher retainment • Provide professional development to aid teachers in meeting licensure requirements • Offer and promote Professional development opportunities • Collaboration with Sourcewell • Explore potential of content meetings and networking • Use of consortium resource Google drive 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Participation in development opportunities • Continued use and building of consortium resource Google drive • Licensure 					

4. Provide additional narrative to address the following:
- Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.
 - Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

4a and b. The Central Lakes Consortium has included teaching/training as one of our programs of study to be funded. Education careers are one of the most in-demand in our region, according to DEED Labor Market Information. In addition to spending funds and supporting this

as a program of study, we are working with the Lakes Country Education Coop to provide support to teachers to add licenses and endorsements. The Lakes Country Education Coop provides information to assist our instructors on the various paths available. Example resources are available as well all at no cost to the consortium. Secondary supplemental funding requests are budgeted in professional development to enable instructors to request a substitute teacher for time away from classrooms to work on licensure, program approval, and attend professional development opportunities. At the postsecondary level, we created a new short-term certificate in early childhood education to provide a pathway for new individual to enter the field quickly with accelerated training. This certificate will also stack into further education career training if individuals would like to continue their training. We also work closely with Sourcewell and their “Live here, Teach Here” Campaign to recruit teachers into the region.

Secondary: Our consortium coordinator works closely with districts who have instructors teaching out of field to remind them of the need to update these as required. OFP have seen a steady increase in our consortium which can be a great way to keep our CTE courses alive. We will collaborate with Lakes Country Service Coop to assist our instructors with viable ways to licensure. Funds to support these are in Narrative 8 and in reserve funds under development of new programs of study.

The consortium continues to support professional development to ensure we have licensed teachers. We will partner with the Lakes Country Education Coop to provide support and funding to teachers to complete their licensure through the portfolio process. More information can be found at: <https://www.lcsc.org/site/Default.aspx?PageID=831>.

Narrative 9: Performance Gaps

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

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

NEED A: Math and Reading Scores	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>2S1- Reading- CL- 43.85% /State- 50.91%</p> <p>Of those reporting data, 94% of consortium schools exceeded the SDPL</p> <p>5 consortium schools exceeded the state average</p> <p>-Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state.</p> <p>-Special populations for special education, economically disadvantaged, and nontraditional have similar scores between consortium and state.</p> <p>2S2- Math- CL- 31.37%/ State- 36.36%</p> <p>Of those reporting data, 70% of consortium schools exceeded the SDPL</p> <p>5 consortium schools exceeded the state average</p> <p>-Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state,</p> <p>-Nontraditional students at the state level have a higher percentage than our consortium.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Support purchase of industry-standard equipment which engages students and promotes their interest in learning. • Professional development for instructors interested in learning more about math and reading integration into the CTE classroom. • Integrating math and reading into CTE curriculum utilizing resources online that may not require additional professional development, but may have a cost factor. • Collaborate with Sourcewell for industry-recognized certifications, i.e. Snap On. These types of opportunities specifically assist with math and measurement skills. This will include precision measuring and can lead to a student certification. • Central Lakes College – integrated math tutor for CTE departments. Funds are in place for this strategy, but logistics have yet to be determined. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • CLC – programs that are utilizing the integrated math tutor. The exact CTE departments utilizing integrated math tutors has yet to be determined. • Increase in math and reading scores / proficiency or grades • Available funds for academic and technical skills 					

NEED B: Course Offerings	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Data collected from Element #1 provided good initial information on performance and enrollment for students of special populations into CTE programs. Also examined were potential processes and structural procedures that may or may not encourage students of special populations to participate in CTE courses. This included a review of outreach materials, advising practices, accommodation processes, and recruitment processes. This involved consultation with administrators, educators, counselors, students, parents, and special population groups.</p> <p>High school teachers, students, and administrators identify class schedule constraints and time conflicts as the main reason that CTE areas have trouble expanding their offerings and adding POS. 32% of students state that CTE courses conflict with other courses they must take which eliminates the opportunity to take classes of interest. 28% of students say they are interested in programs that are not available at their school, especially Ag, Business, FCS and Health Science.</p> <p>84% of administrators believe class schedule constraints and time conflicts are holding back our CTE programs and not allowing students to explore their interest areas.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Support purchase of industry-standard equipment so students see the relevance of what is in the workplace today is available at their school as well. Providing all students the ability to work on industry-standard equipment that is safer may allow more students an opportunity to take courses in CTE. • Professional development would be available to any CTE instructor who would like to learn more about supporting special populations. We would encourage instructors to reach out to their SPED department to generate ideas on ways to support our special population in SPED. • Promote CTE courses and programs to all students. Understanding that there is a lack of knowledge on CTE courses, instructors would be encouraged to generate ideas on how we can better support CTE through promotion. Ideas include CTE night, creating a website for each school to share what is happening in their building, and work with industry partners. • Support career exploration opportunities throughout the school that would include CTE courses. We also need to work on making the connection between skills students have (even outside of CTE) and how it can translate to a career. • Encourage schools to be creative with scheduling to find time for students to explore their interests in classes. While it is tough as we have a lot of singleton classes, we could look at options going forward to make the barriers to taking those classes less. • Be sure that cost does not become a barrier to taking any CTE courses through encouraging scholarships or sponsorships within the school or community. 					
3. Measurable Outcomes (report results in next APR):					

-
- | |
|---|
| <ul style="list-style-type: none">• Increase in participants and concentrators• Increase in math and reading scores / proficiency or grades• Post program placement of students within special pops definitions |
|---|

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

- a. What specific student group(s) were identified as having significant disparities or performance gaps?
- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?

4a and b. This consortium's CLNA identified economically disadvantaged students as the main area of focus. This presents the largest opportunity for impact. We also have gaps for students of color, students with disabilities, and nontraditional students.

Secondary

Secondary initiatives include collaboration with Sourcewell to create workshops and in-services for CTE teachers, counselors, and others. For these events, the consortium would hope to hear from current practitioners and researchers in the field as they share innovative ideas, best practices, and results-oriented actions.

The coordinator will work with each district to review performance gap data and will work with districts to develop strategies to reduce and eliminate gaps. We hope to provide additional resources to our instructors on incorporating more math and reading into their courses. This addition comes from reviewing standardized test scores and industry recommendations.

Providing professional development at the local level with each content area to include strategies to increase success with special populations will take place. We may look at outside additional resources to help with identifying ways our schools can implement this. Best practices from other teachers in the consortium can also be shared. Data will be used to determine if some schools are having more success with special populations than other schools and we would dive deeper into what is working for that district that could be replicated at other schools.

Secondary initiatives include collaboration with Sourcewell to create workshops and in-services for CTE teachers, counselors, and others. For these events, the consortium would hope to hear from current practitioners and researchers in the field as they share innovative ideas, best practices, and results-oriented actions.

Postsecondary

CLC has implemented a case management advising model that includes more proactive outreach to students. CLC has a Basic Needs Hub to support our students in obtaining food, cooking skills, housing, and other basic needs. (More than 50% of students at CLC are food insecure.) CLC has also developed a Wellness Hub that will include mental health first aid services, counseling opportunities, telepsychiatry support, stress-management strategies, and other supports.

The Central Lakes Perkins Consortium continues to support part of a Student Life Assistant position that focuses on delivering student life and multicultural programming to ensure the needs of a diverse student population are met. The position will also support the Basic Needs Hub and the Multicultural Center.

At both the secondary and postsecondary level, we will support professional development opportunities for faculty and staff about equity and inclusion and opportunities to understand the lived experiences of our students. We will also develop CTE information and outreach materials specifically for special populations to try and increase participation in and completion of CTE programs.

As part of our improvement plan for 3S1, we are also budgeting funding for transportation for group tours to the college to connect with CTE programs, career exploration activities, and more efforts to support economically disadvantaged students to make the transition to college.

Narrative 10: Consortium Governance

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

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

NEED A: Administration the Perkins V Grant	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
Continued need for funding of secondary and postsecondary coordinators, including secondary coordinator traveling to all schools twice per year. Time is needed to work with liaisons and leadership team to identify goals and communicate information for all CTE instructors.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Collaboration between schools and business / industry partners • Support professional development • Meetings with liaisons and leadership team • Provide networking opportunities within consortium 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Meetings with Perkins Coordinators, liaison team, and leadership team • School visits • Networking via content area 					

1. Provide additional narrative to address the following:
 - a. Describe your consortium's formal governance structure, including:
 - How the consortium leadership is organized
 - Processes used for making financial decisions
 - Processes and structures in place to ensure secondary and postsecondary collaboration
 - Communication systems in place to ensure all consortium members are continually informed.
 - Note any areas of governance that are being developed or improved.

1. The consortium has a liaison team made up of one CTE instructor per K-12 district and postsecondary faculty and administration. District members are selected by their district peers to serve as the liaison. The liaison team meets at least four times per academic year. These meetings include the Perkins Secondary Coordinator and Postsecondary Coordinator. This group reviews data and provides input on consortium priorities. The liaisons serve as the communicators for the consortium and take the information back to their districts for dissemination. The liaison team chooses up to ten members to sit on the leadership team.

The leadership team is the governance arm of the consortium. The leadership team provides oversight and review to supplemental funding requests on behalf of the consortium. It meets a minimum of three times per academic year and all meetings include the Perkins Secondary Coordinator and Postsecondary Coordinator.

Process to review supplemental funding requests:

Every secondary CTE instructor teaching in an approved program of study is invited to submit requests for supplemental funding with the understanding that submissions must meet criteria for funding.

The following factors are considered when reviewing funding requests:

- Is this one of the priorities for funding identified as part of the CLNA process?
- Does the request advance equity of access to all career areas?
- Does the request support the implementation of new courses/curriculum/ programs in the district?
- Which POS were weak across the consortium and need investment to improve?
- Does the request support programs in getting up to industry-standard?
- Financial need is greater than the district can provide?
- Students benefit from the opportunity to use industry standard equipment/technology?
- The potential to increase student numbers in CTE courses in the district?
- Advisory committee recommendations for funding priorities?
- Does the request address a performance gap?

After review and approval by the leadership team, the requests are returned to the instructors for completion and required supporting documents for submission to MDE for approval.

The Central Lakes Perkins Consortium utilizes email for communication, along with a Google website of resources. The consortium relies on the leaders to help communicate information to the liaisons, too.

Narrative 11: Reserve Funds

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

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

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

NEED A: POS Opportunities	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
We reviewed in-depth information on the labor market from Real Time Talent, DEED, the local chamber of commerce, and local employers. The greatest employment opportunities were identified for our region and compared to existing POS. POS class sizes, courses, and student disaggregated data and interest were considered. Course alignment, sequencing, rigor, and dual enrollment opportunities were examined in relation to scope. Quality indicators included looking at course materials, work-based learning opportunities, certificates, and degrees available.					

On average, we have more AFNR, Business, FCS, Manufacturing and Construction programs than other consortia. We lag in the number of programs for Health Science and WBL SPED. We've seen an increase in the number of schools adding a WBL Diversified program throughout this year and we expect at least 75% of our schools to have a WBL Diversified program in place by the end of 2024-2025 school year.

The interest from districts and industry in adding programs has significantly been around Health Science and Transportation Operations/Maintenance. DEED data and news articles also show the need for an increase in computer science and software development, which we lack tremendously in our consortium. We are fortunate to have articulation agreements available in all three areas (Health Science, Transportation Operations/Maintenance, Computer Science) through Central Lakes College, so the pathway is available. Growth is hindered by the lack of programs and instructors at the secondary level. Only 9% of our secondary schools offer Health Science, 14% offer Transportation Careers, and while we have Business and Trade & Industry programs eligible to teach Computer Science/Development, schools are not offering it.

Partnership opportunities include working with local hospitals and clinics in Little Falls, Brainerd, Crosby, Pillager, Breezy Point, Pine River, Motley, Wadena, Verndale, Pierz and Staples.

Little Falls was awarded a grant by the Minnesota Legislature to implement a CDL and aviation program into their high school which included the purchase of a flight simulator and truck simulator. Funding included the purchase of curriculum, simulators, instructor costs, professional development, and career exploration opportunities. Representative Ron Kresha, who sponsored the bill/grant, is helping implement the program and is looking for additional funding for other districts.

Reserve Category: ☐ Performance Gaps ☒ Develop or Improve POS/CTE programs

2. Strategies to address need:

- Support purchase of industry-standard equipment that will assist with new programs of study in health science, transportation, and information technology. Money is needed to help develop programs that some districts may not have available to them or we are able to partner with them to start a program.
- Professional development is necessary if we want new programs of study to be successful. Instructors have been provided information on licensing, summer professional development, and online resources to aid in starting a program.
- Collaboration between schools and business / industry partners to gain access and insight on the most important skills needed. Industry will be vital to making any of these main programs viable. Some of our schools are using actual hospital staff to help with the learning of a health science program. That support will need to continue or schools will need to employ more health science teachers. Transportation programs have access to online resources and the Center for Transportation Excellence as a starting point. Information Technology programs can receive assistance with programming supplemental curriculum, but may also need more specific training from those currently in the industry.

5. Measurable Outcomes (report results in next APR):

- Plan and execute college instructor visit each high school to share and encourage the creation or extension of programs of study.
- Share information on the processes of starting a program of study to allow more schools to offer more courses and programs.
- Noted increase in collaborative events with Sourcewell who can provide additional training, resources and equipment to help with creating a program. We would work with the Brainerd Chamber of

Commerce to provide information on careers in health science, transportation and information technology as they have already created a program through Bridges Career Academy.

1. Provide additional narrative to address the following:
 - a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.
 - b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

1a and b. Funding will be used to support new programs of study in therapeutic services (healthcare) careers, transportation careers by supporting equipment, technology, and professional development for industry-standard training.

In an effort to address performance gaps, we will target specific career exploration activities and events, and virtual career exploration tools for special populations. The goal is to reach more special populations with information about careers and CTE pathways that can help them enter those careers. We will also develop an outreach campaign for special populations to increase awareness of and recruit into CTE program and increase retention and completion. The virtual career exploration activities and the outreach campaign specifically for special populations will also allow us to better connect with parents of students, who our CLNA data showed lacked an understanding of CTE and the career options available to their children.

Perkins-Funded Positions

Submit the following with your application materials:

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

Required Documentation

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

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

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	FY 25 Basic	FY 25 Reserve	Secondary & Postsec Subtotals
Secondary Allocation:	\$262,432.22	\$69,584.84	\$332,017.06
Postsecondary Allocation:	\$194,526.62	\$69,584.84	\$264,111.46
Total Consortium Allocation:	\$456,958.84	\$139,169.68	\$596,128.52

INSERTING ADDITIONAL ROWS

To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):

1. Right-click on the row number of a empty row in the section for which additional rows are needed.
2. From the popup menu, select "Copy"
3. Right-click the same row again
4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

Data entry on the four "Funding" tabs includes the following reminders:

1. Do NOT change any information in rows 1 - 3.
2. Cells highlighted in YELLOW require data entry.
3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.
4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

Amount reported on the Summary Spreadsheet will auto-populate from other tabs in this Workbook. DO NOT enter any data on this spreadsheet.

Rows 47-52 allow you to compare your budget request totals to the allocation amounts entered above on this Instructions tab.

1. If the amount reported on the "Budget Over/Short" row is \$0...your request is equal to your allocation. This is the goal--Congratulations!
2. If the amount reported on the "Budget Over/Short" row is shown in **BLACK** text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to **increase** your requests as needed to reach the goal of \$0 yet to be allocated.
3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of \$0 yet to be allocated.

STEP-BY-STEP INSTRUCTIONS FOR COMPLETION OF THE BUDGET WORKBOOK

STEP #1	Enter the Secondary and Postsecondary Basic and Reserve totals from your consortium allocation letter in the yellow cells above.
	Enter Budget Line Items on the Basic Funding SEC 428 Worksheet. A. Enter the consortium name in cell A1. B. Select appropriate UFARS code using arrow to the right of the cell. C. Enter a description of the item.

STEP #2	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #3	<p>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #4	<p>Complete the Budget Narrative SEC worksheet</p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #5	<p>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #6	<p>Look at Rows 48 and 50 of the Summary Worksheet; dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>

Central Lakes	Basic Funding--Secondary: \$262,432.22
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(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
110 Administration/Supervision	Full-Time Coordinator, Finance Officer, Payroll Specialist Salaries										\$90,685.00	\$90,685.00
140 Licensed Classroom Teacher	Consortium Liaisons and Leaders Meeting Participation										\$8,500.00	\$8,500.00
170 Non Instructional Support	Payroll Specialist Support										\$1,488.86	\$1,488.86
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,673.86	\$100,673.86
210 FICA/Medicare	Full-Time Coordinator, Finance Officer & Payroll Specialist										\$7,051.30	\$7,051.30
214 PERA (Public Employees Retirement Association)	Finance Officer & Payroll Specialist										\$578.54	\$578.54
218 TRA (Teachers Retirement Association)	Full-Time Coordinator										\$6,545.61	\$6,545.61
220 Health Insurance	Full-Time Coordinator, Finance Officer & Payroll Specialist										\$8,743.20	\$8,743.20
230 Life Insurance	Full-Time Coordinator, Finance Officer & Payroll Specialist										\$97.20	\$97.20
235 Dental Insurance	Payroll Specialist										\$8.40	\$8.40
240 Long Term Disability Insurance	Full-Time Coordinator, Finance Officer & Payroll Specialist										\$197.46	\$197.46
250 Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	Full-Time Coordinator, Finance Officer & Payroll Specialist										\$1,109.76	\$1,109.76
251 Employer-Sponsored Health Reimbursement Arrangements (HRA)	Finance Officer & Payroll Specialist										\$130.00	\$130.00
270 Workers Compensation	Full-Time Coordinator, Finance Officer & Payroll Specialist										\$396.98	\$396.98
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,858.45	\$24,858.45
303 Federal Subawards and Subcontracts - Amount up to \$25,000	N2: Equipment and technology for POS and professional development instructor training N4: TSAs N7: CTE CreditMN N8: Professional development for instructors and CTSOs		\$105,569.91		\$2,346.26			\$953.74	\$18,000.00			\$126,869.91
329 Postage and Parcel Services	USPS Costs										\$30.00	\$30.00
366 Travel, Conventions and Conferences	Coordinator travel, liaison and leadership travel, and meeting costs. Liaisons and leaders meeting mileage reimbursement										\$10,000.00	\$10,000.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$105,569.91	\$0.00	\$2,346.26	\$0.00	\$0.00	\$953.74	\$18,000.00	\$0.00	\$10,030.00	\$136,899.91
401 Supplies and Materials - Non Instructional											\$0.00	\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
500's Capital/Equipment											\$0.00	\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]—No more than 5% of Total (Enter amount in YELLOW cell at right)												\$0.00
FY 25 Proposed Budget		\$0.00	\$105,569.91	\$0.00	\$2,346.26	\$0.00	\$0.00	\$953.74	\$18,000.00	\$0.00	\$135,562.31	\$262,432.22

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported under each narrative:

[illegible]

Central Lakes

Reserve Funding--Secondary: \$69,584.84

Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Science & Transportation	
140 Licensed Classroom Teacher	Funds to support time for professional development	\$15,000.00		\$15,000.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$15,000.00	\$0.00	\$15,000.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	CTE career exploration and performance gaps: \$9,500; College and career exploration for special populations: \$6,000; Professional development to expand WBL access: \$4,000. Professional development and curriculum to implement reading and math strategies into CTE: \$2,000 Equipment and technology needs in support of program development for health careers, transportation careers, information technology and education programs and other programs in development: \$27,084.84.	\$48,584.84	\$6,000.00	\$54,584.84
				\$0.00
300's Services/Subawards	SUBTOTAL	\$48,584.84	\$6,000.00	\$54,584.84
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
FY 25 Proposed Budget		\$63,584.84	\$6,000.00	\$69,584.84

1000

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.	X	X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.	X	X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X
Support integration of academic skills into CTE programs and programs of study.	X	X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	X
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 APR report.	X	X
Not applicable.		

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures (100s and 200s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

All expenditures are included in Narrative 10:

UFARS 110 Administration/Supervision: Administration of grant objectives by full-time secondary coordinator and finance officer.\$90,685.00

UFARS 140 Licensed Classroom Teacher: District liaisons and leaders' stipends for attending Perkins meetings \$8,500.00

UFARS 170 Non-Instructional Support: Payroll support for grant administration \$1,488.86

UFARS 210 FICE/Medicare: Benefit for full-time coordinator, teachers and support staff \$7,051.30

UFARS 214 PERA: Support staff benefits \$578.54

UFARS 218 TRA: Full-time coordinator retirement benefit \$6,545.61

UFARS 220 Health Insurance: For full-time coordinator and support staff benefits \$8,743.20

UFARS 230 Life Insurance: For full-time coordinator and support staff benefits \$97.20

UFARS 235 Dental Insurance: Support staff benefit \$8.40

UFARS 240 Long-Term Disability Insurance: For full-time coordinator and support staff benefits \$197.46

UFARS 250 Tax Sheltered Annuities/MN Deferred Compensation Plan (403b): For full-time coordinator and support staff benefits \$1,109.76

UFARS 251 Tax Advantage Employer-Sponsored Health Arrangements (HRA): For support staff benefits \$130.00

UFARS 270 Workers Compensation: For full-time coordinator and support staff benefits \$396.98

*Describe how your consortium plans to use your Perkins award on **Services and Subawards expenditures (300s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Narrative 2: \$105,569.91 to support the number one priority identified in the CLNA, and the highest ranking priority identified in the CLNA; Equipment and technology related professional development to run the equipment

Narrative 4: \$2,500.00 TSAs identified in the CLNA provides industry standard evidence of learning. TSAs are aligned to our priority fund POS but are offered to all approved POS.

Narrative 7: \$800.00 for CTE CreditMN maintenance

Narrative 8: \$18,000 for support for professional development activities and for CTSO opportunities. This is identified in the CLNA.

Narrative 10: \$10,030 for consortium governance. Funding related to postage and professional conferences

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

NA

Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

NA

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.

NA

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

UFARS 140: \$15,000 to support time for teachers to participate in professional development opportunities

UFARS 303:

\$9,500.00 for CTE career exploration and performance gaps;

\$8,500.00 for career exploration for special populations;

\$4,000.00 for professional development for work-based learning to expand access to more students;

\$2,000.00 for professional development and curriculum to implement reading and math strategies into CTE;

\$22,084.84 used for Equipment and technology needs in support of program development for health careers, transportation careers, information technology and education programs and other programs in development: .

Central Lakes

Basic Funding--Postsecondary: \$194,526.62

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Postsecondary Perkins Program Specialist / Coordinator	Salary and fringe for consortium governance & program implementation										\$74,553.00	\$74,553.00
Articulation stipends	Funding for faculty participation in articulation agreement development							\$1,000.00				\$1,000.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$74,553.00	\$75,553.00
Equipment	Equipment for Programs of Study development		\$105,000.00									\$105,000.00
Equipment	SUBTOTAL	\$0.00	\$105,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$105,000.00
Career exploration	Outreach & career exploration events for special populations					\$7,000.00				\$3,519.88		\$10,519.88
CTE CreditMN	CTE CreditMN subscription = required							\$953.74				\$953.74
Travel	Travel to meetings & conferences										\$1,150.00	\$1,150.00
Membership dues	ACTE, MACTA, and MnACTE memberships for up to 5 people										\$350.00	\$350.00
TSAs	Industry-recognized certification tests for CLC's Accounting classes				\$1,000.00							\$1,000.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$953.74	\$0.00	\$3,519.88	\$1,500.00	\$13,973.62
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)												\$0.00
FY 25 Proposed Budget		\$0.00	\$105,000.00	\$0.00	\$1,000.00	\$7,000.00	\$0.00	\$1,953.74	\$0.00	\$3,519.88	\$76,053.00	\$194,526.62

Place an "X" in the cells to the right to identify which use(s) of funds
from Section 135 of Perkins V are supported under each narrative:

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
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.					X		X		X	X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.							X		X	
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X					X			
Support integration of academic skills into CTE programs and programs of study.				X			X			
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		X		X						
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 APR report.					X				X	X
Not applicable.	X		X			X		X		

Central Lakes

Reserve Funding--Postsecondary: \$69,584.84

Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Science	
Student Life Assistant	20% of salary and fringe for Student Life Assistant to support students, increase student retention & completion. Year three of three for funding.	\$14,623.00		\$14,623.00
Personnel	SUBTOTAL	\$14,623.00	\$0.00	\$14,623.00
Equipment	Equipment for new Program of Study: Dental Hygiene.		\$39,961.84	\$39,961.84
Equipment	SUBTOTAL	\$0.00	\$39,961.84	\$39,961.84
Special Populations Outreach	Outreach and promotion for special populations to increase awareness of, and recruit students into, CTE programs. Increase retention and completion. Develop new, and enhance existing, outreach channels to reach students.	\$10,000.00		\$10,000.00
Early Alert Software	Supporting CLC's case management advising model. Year two of three for funding.	\$5,000.00		\$5,000.00
Non-Personnel	SUBTOTAL	\$15,000.00	\$0.00	\$15,000.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
FY 25 Proposed Budget		\$29,623.00	\$39,961.84	\$69,584.84

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.	X	
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.	X	
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X
Support integration of academic skills into CTE programs and programs of study.	X	
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	
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 APR report.	X	X
Not applicable.		

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Narrative 10 = 70% of salary and fringe for postsecondary Perkins Program Specialist / Coordinator. \$74,553.00. Membership funds are for travel for meetings (\$1,150) and conferences for the Postsecondary Coordinator and for consortium memberships (\$350) to MACTA, ACTE, and MnACTE. Required as part of the Perkins grant and professional development for consortium leadership.

Narrative 7 = Stipends for CLC faculty to participate in Articulated College Credit meeting and networking. \$1,000.00.

*Describe how your consortium plans to use your Perkins award on **Equipment expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Narrative 2 = Equipment for Programs of Study. \$105,000.00. Roundabout January of each year, CLC's Vice President of Administrative Services, Ms. Kari Christiansen, emails faculty for their next fiscal year equipment and technology requests. Requests are submitted via an online form. From there, VP Christiansen compiles a spreadsheet of the requests. Once the request deadline closes, she reviews the requests to assess which ones may qualify for Perkins funding. From there, the Postsecondary Perkins Coordinator, Ms. Lisa M. Hanson, evaluates the requests. She cross-checks them with the Perkins Operational Guide, ensuring that they qualify as allowable expenses. Based on equipment and technology requests for FY 25, the following CLC departments may receive Perkins funds: Nursing, Graphic Design, Diesel Equipment Technician, Heavy Equipment Operations & Management, Marine & Powersports, Robotics / Automated Systems Technology, and Video Production.

POSTSECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

Narrative 4 = Industry-recognized certification tests for CLC's Accounting classes. \$1,000.00

Narrative 5 = Outreach & career exploration events for special populations. \$7,000.00. Potential funding opportunities include events with CLC Admissions Office, like Girls in Trades; mailings, social media outreach, and other events.

Narrative 7 = CTE CreditMN subscription: \$953.74

Narrative 9 = Outreach & career exploration events for special populations. \$3,519.88. Potential funding opportunities include events with CLC Admissions Office, like Girls in Trades; mailings, social media outreach, and other events.

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (Administration)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

Narrative 11 = 20% of salary and fringe for Student Life Assistant to support students, increase student retention & completion. Year three of three for funding. \$14,623.00.

Narrative 11 = Equipment for new and innovative program: Dental Hygiene. \$39,961.84 In 2023, the Minnesota Dental Association reported a shortage in dental hygienists and assistants that has resulted in reduction of hours and impacts in access to dental services due to lack of staff availability. The Minnesota Department of Health Lead Workforce has also reported that retiring dental professionals are outpacing new ones, a challenge that has been ongoing since 2011. Minnesota is home to only 10 dental hygiene training and education programs, with most only admitting 12-24 students per year. The closest program to CLC is located 60 miles away in St. Cloud, which admits 14 students per year. As lack of access to oral health care continues to plague Minnesotans, the local dental community recently approached CLC requesting that the college establish an oral hygiene program due to the severe shortage of professionals, and persistent ongoing concern related to the lack of dental services in the area. As a result, CLC hopes to launch a Dental Hygiene Program in the Fall of 2025, serving 15 students per year.

Narrative 11 = Outreach and promotion for special populations to increase awareness of, and recruit students into, CTE programs. Increase retention and completion. Develop new, and enhance existing, outreach channels to reach students. \$10,000.00. The Perkins Postsecondary Coordinator will collaborate with the CLC Admissions Office to plan outreach activities. Outreach activities may include mailings, events, professional development, Bridges Career Exploration Day, or more.

Narrative 11 = Early Alert Software = \$5,000. Funding year two of three.

Consortium Plan: Budget Summary 2022-2023

<div>Central Lakes</div> <div>FY 25 (July 1, 2024 - June 30, 2025)</div> <div>Budget by Application Narratives</div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$105,569.91		\$105,569.91
	Postsecondary		\$105,000.00	\$105,000.00
	Total	\$105,569.91	\$105,000.00	\$210,569.91
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$2,346.26		\$2,346.26
	Postsecondary		\$1,000.00	\$1,000.00
	Total	\$2,346.26	\$1,000.00	\$3,346.26
Narrative 5: Special Populations	Secondary	\$0.00		\$0.00
	Postsecondary		\$7,000.00	\$7,000.00
	Total	\$0.00	\$7,000.00	\$7,000.00
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 7: Early College	Secondary	\$953.74		\$953.74
	Postsecondary		\$1,953.74	\$1,953.74
	Total	\$953.74	\$1,953.74	\$2,907.48
Narrative 8: Support for Professionals	Secondary	\$18,000.00		\$18,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$18,000.00	\$0.00	\$18,000.00
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$3,519.88	\$3,519.88
	Total	\$0.00	\$3,519.88	\$3,519.88
Narrative 10: Governance	Secondary	\$135,562.31		\$135,562.31
	Postsecondary		\$76,053.00	\$76,053.00
	Total	\$135,562.31	\$76,053.00	\$211,615.31
Narrative 11: Reserve Funds	Secondary	\$69,584.84		\$69,584.84
	Postsecondary		\$69,584.84	\$69,584.84
	Total	\$69,584.84	\$69,584.84	\$139,169.68
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
PLAN TOTALS	Secondary	\$332,017.06		\$332,017.06
	Postsecondary		\$264,111.46	\$264,111.46
	Total	\$332,017.06	\$264,111.46	\$596,128.52

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$262,432.22	\$69,584.84	\$332,017.06
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$194,526.62	\$69,584.84	\$264,111.46

Budget Over /Short	\$0.00	\$0.00	\$0.00
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Position Number	Position Title	First & Last Name	% of Time with Perkins Responsibilities	Secondary, Postsecondary, or Both	Date of Initial Position Funding (MM/DD/YYYY)	Total Budget Amount	Funded thru Basic, Reserve, or Both	Narrative(s) in Which Funding Reported	Notes on Position Creation, Changes in Funding %, Changes in Responsibilities, etc.
1	Perkins Secondary Coordinator	Mike Kaluza	100%	Secondary	7/1/2023	\$107,214.88	Basic	10	No change from previous two-year plan
2	Perkins Program Specialist / Coordinator	Lisa M. Hanson	70%	Postsecondary	11/22/2021	\$74,553	Basic	10	No change from previous two-year plan
3	Secondary Finance Officer	Jordan Anderson	3%	Secondary	7/1/2010	\$7,777.45	Basic	10	No change from previous two-year plan
4	Secondary Payroll Specialist	Jesse Ashbaugh	1%	Secondary	7/1/2010	\$937.98	Basic	10	No change from previous two-year plan
5	Student Life Assistant	Nick Wiesmann	20%	Postsecondary	7/1/2023	\$14,623	Reserve	11	No change from previous two-year plan. FY 25 is the last year of funding for this person.

For Office Use Only:
DO NOT REMOVE THESE ROWS
FROM YOUR FINAL REPORT

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) RESULTS & PRIORITIES

To be submitted with the FY 25 Local Application

Consortium Name:	Central Lakes
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Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

- Key partners involved in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.

Briefly describe the process used to complete the CLNA (type your summary in the space below):

In deciding on the questions to be asked in the CLNA, we took a comprehensive approach to create questions that will lead us to identifying the needs of our consortia.

We reviewed the previous CLNA to look for questions that we may want to use again, especially if we were able to gain usable feedback. Some of the questions were removed as they no longer applied, and we revised some of the questions for better clarity. In identifying new questions, we used a variety of data sources such as:

- Meetings with our regional Perkins Coordinators group
- Employment data from the Minnesota Department of Employment and Economic Development (DEED)
- RealTime Talent presentation on high-demand, high-skill and high-pay occupations
- Data from media sources on employment demand, CTE careers, and initiatives from the Minnesota legislature.

Once all questions were determined, we used a test group to access and complete the survey for students and teachers. On Wednesday, December 13, survey links were sent to secondary administration, secondary counselors, and secondary teachers. We asked that administration and teachers forward the parent survey and industry survey to advisory groups and community stakeholders as they have more direct access to those individuals. Secondary teachers were provided directions on how to complete the survey for themselves and how to distribute the survey to their students. We set a deadline of Friday, December 22 for all secondary administration, secondary counselors, secondary teachers and secondary students to complete the surveys. We extended the time for secondary parents and industry to Friday, January 12. Post-secondary staff and student surveys were distributed in January at the beginning of the new semester.

What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, 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 individuals 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 partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Secondary CTE Students		All 22 high schools
Postsecondary CTE Students		Central Lakes College Brainerd & Staples campuses
Secondary Administrators		All 22 high schools
Secondary Guidance Counselors		All 22 high schools
Secondary Teachers including Special Education Teachers with WBL Licenses		All 22 high schools
Secondary & Postsecondary Business Partners		Business & industry partners
Postsecondary Faculty, Administration & Staff		Central Lakes College Brainerd & Staples campuses
MN Regional Perkins Coordinators Group	Coordinators	Secondary & Postsecondary
Carson Gorecki	DEED Regional Labor Market Analyst	Secondary & Postsecondary
Erin Olson	RealTime Talent Senior Director of Strategic Research	Secondary & Postsecondary
Ron Kresha	Minnesota State Representative	Legislature & Business
Troy Haugen & Cindy Bailey	Lakes Country Service Coop Perkins Coordinator	Perkins Coordinators
Jill Murray & Leah Bott	Lake Superior Perkins Consortium	Perkins Coordinators
Carrie Hanson	Runestone Perkins Consortium	Perkins Coordinator
Advisory Boards		Secondary & Postsecondary CTE Industry Advisory Boards

Prioritizing Needs (Optional)

The form below may be used to assign a numerical prioritization of the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete Priority rows depending on the number identified.

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1							
Priority 2							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students							
Priority 1							
Priority 2							
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1							
Priority 2							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1							
Priority 2							
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1							
Priority 2							

Narrative Tracking Matrix (Optional)

The form below may be used to begin to assign potential narratives to the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete rows depending on the number of needs identified for each element.

Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)
 2 = Programs of Study (POS)
 3 = Workforce Innovation Opportunity Act (WIOA)
 4 = Integrated Academic & Technical Skills (Skills)

5 = Special Populations (Pops)
 6 = Work-based Learning (WBL)
 7 = Early Postsecondary Credit Opportunities (PS)
 8 = Support to Professionals (Prof)

9 = Performance Gaps (Gaps)
 10 = Consortium Governance (Gov)
 11 = Reserve Funds (Res)

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A: Math and Reading	X			X					X		
Need B: Post- Program Placement	X		X				X				
Need C: Graduation and Work-Based Learning	X				X	X					
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: Gaps in POS	X	X		X					X		
Need B: POS Opportunities		X							X		
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: Equipment	X	X						X	X		X
Need B: Outreach and Engagement	X	X					X				
Need C: Professional Development	X	X							X		X
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Professional Development	X	X						X	X		X
Need B: Licensure								X			
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Course Offerings	X	X				X			X		
Need B: Special Populations	X				X						

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of [*Minnesota's Comprehensive Local Needs Assessment Guide*](#).

- Performance Indicator data can be found in these sources:
 - Secondary Secure Reports
 - Postsecondary Power BI Reports
 - Annual Consortium Indicator Report on the [Perkins Consortia webpage](#)

In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A: Math and Reading Scores

2S1- Reading- CL- 43.85% /State- 50.91%

Of those reporting data, 94% of consortium schools exceeded the SDPL

5 consortium schools exceeded the state average

-Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state.

-Special populations for special education, economically disadvantaged, and nontraditional have similar scores between consortium and state.

2S2- Math- CL- 31.37%/ State- 36.36%

Of those reporting data, 70% of consortium schools exceeded the SDPL

5 consortium schools exceeded the state average

-Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state,

-Nontraditional students at the state level have a higher percentage than our consortium.

E1-Need B: Post Program Placement

Improvement plan for 3S1: Post-Program Placement.

State- 53.65%

2 year- 16.83%

4 year- 35.22%

Employment- 2.79%

CL- 47.33%

2 year- 22.41%

4 year- 23.46%

Employment- 2.41%

We experienced an increase in the percentage of students in a post-program placement over the last year. We exceeded the state's average of 2-year placement. Central Lakes' 4-year placement is below the state average and employment % is similar. Special Populations demonstrates a slightly lower percentage than the state average. This is a continued area of improvement going forward.

4S1- Non-Traditional- CL- 31.08%/ State- 26.91%

Of those reporting data, 94% of consortium schools exceeded the SDPL.

9 consortium schools exceeded the state average.

-All special populations percentages for the consortium were higher than the state.

5S1- WBL- CL- 19.82%/ State- 9.65%

Of those reporting data, 100% of consortium schools exceeded the SDPL.

9 consortium schools exceeded the state average.

-The consortium have similar or higher percentages in special population for the state.

E1-Need C: Graduation and Work-Based Learning

From 2021-2023 Secondary:

- Graduation rate has stayed steady and is within the SDPL.
- Graduation rate among economically disadvantaged has been stable and similar to the state average.
- Graduation rate among nontraditional students has increased slightly, but it is below the state average.
- Reading proficiency has been steady or a slight increase. Our percentage is above the SDPL.
- Math proficiency has some fluctuations, but the last reporting year was the highest percentage over the 3 years; Our percentage is above the SDPL.
- Post-program placement dipped in 2022 but has rebounded to an increase over 4%. We are still below the SDPL.
- Nontraditional concentration has been consistent, and is above the SDPL.
- Work-Based Learning has increased significantly in 2023 and we remain above the SDPL.

From 2021-2023 Postsecondary:

- Retention and placement have remained steady and is well above the SDPL.
- Earned recognized credential remains above the SDPL.
- Nontraditional enrollment has fallen slightly but remains above the SDPL.

1S1- 4-year graduation rate- CL- 92.38%/ State- 93.29%

100% of our consortium exceeded the SDPL.

8 of 22 schools exceeded the state average.

<https://docs.google.com/spreadsheets/d/1G86oizrMonKDAczO-TPgafoeMFv1jY0soGljMSDJZfo/edit?usp=sharing>

Graduation rates continue to be similar to the rest of the state. Special education and economically disadvantaged students are graduating at a lesser rate than the entire consortium. Non-traditional students are graduating at a lower rate than other subgroups. Regardless, these numbers are higher than the SDPL for those groups.

ELEMENT #2: PROGRAM SIZE, SCOPE, AND QUALITY TO MEET THE NEEDS OF ALL STUDENTS

Refer to the **Guidance to Assess Element Two** section of [*Minnesota's Comprehensive Local Needs Assessment Guide*](#).

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 six State-Recognized Programs of Study offered within a consortium is 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 (\$47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in [DEED's Occupation in Demand index](#) and/or through the Comprehensive Local Needs Assessment

In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS

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

E2-Need A: POS Gaps and In-Demand Occupations

Pipeline instructors from secondary to postsecondary. More communication is needed about what is expected at postsecondary level. As we look at FY23 concentrator numbers at the postsecondary level, areas such as Information Technology, Education, Family and Community Services, Hospitality and Tourism (outside of Food/Beverage), and Marketing had the lowest. Increasing communication and opportunities between secondary and postsecondary could help students understand the path towards careers.

Example: For Information Technology, while we already lack secondary courses, those opportunities students do have continue to be stand alone. Out of our 22 schools, we do not see any “intermediate” courses in this subject. Education courses, if offered, are typically for one semester only, and it is unclear if there are opportunities outside of Human Services including Work-Based Learning or internships for most education courses. For our business teachers, most of the schools do not focus on marketing courses and stay within topics of Business Management and Accounting courses. A popular CTSO in our consortium, BPA, does not include much for marketing integration which could be a reason for not offering more marketing courses.

Health Science, Construction, Agribusiness Systems, Production, and Facility and Mobile Equipment Maintenance had higher number of concentrators at the postsecondary level than other areas. Health Science and Facility and Mobile Equipment Maintenance remain low in opportunities at our secondary level while the other programs listed continue with high levels of interest. The CLNA identified Health Science and Transportation and Information Technology as lacking supply of workers in our region. We will need to work with schools and industry to help our secondary schools in providing opportunities and instruction for our teachers to feel comfortable teaching in those areas.

In analyzing the concentrators at the postsecondary level and comparing those numbers to other consortia, numbers tend to come in lower for many of our programs. Out of all consortia, Central Lakes has the third lowest number of concentrators. A few of our programs with higher concentrators than most other consortia are in Production and Facility and Mobile Equipment Maintenance.

Central Lakes POS’s available are similar to other consortia throughout the state.

A significant investment in Perkins postsecondary funds is being utilized to purchase equipment in the new Dental Hygiene program. FY24 Reallocation dollars were put into the program to help with its success. We hope to increase the number of concentrators in the Health Science Therapeutics pathway. CLC is utilizing Perkins funds for Dental Hygiene because of the high need: In 2023, the Minnesota Dental Association reported a shortage in dental hygienists and assistants that has resulted in reduction of hours and impacts in access to dental services due to lack of staff availability. The Minnesota Department of Health Lead Workforce has also reported that retiring dental professionals are outpacing new ones, a challenge that has been ongoing since 2011. Minnesota is home to only 10 dental hygiene training and education programs, with most only admitting 12-24 students per year. The closest program to CLC is located 60 miles away in St. Cloud, which admits 14 students per year. As lack of access to oral health care continues to plague Minnesotans, the local dental community recently approached CLC requesting that the college establish an oral hygiene program due to the severe shortage of professionals, and persistent ongoing concern related to the lack of dental services in the area. As a result, CLC hopes to launch a Dental Hygiene Program in the Fall of 2025, serving 15 students per year.

E2-Need B: POS Opportunities

We reviewed in-depth information on the labor market from Real Time Talent, DEED, the local chamber of commerce, and local employers. The greatest employment opportunities were identified for our region and compared to existing POS. POS class sizes, courses, and student disaggregated data and interest were considered. Course alignment, sequencing, rigor, and dual enrollment opportunities were examined in relation to scope. Quality indicators included looking at course materials, work-based learning opportunities, certificates, and degrees available.

On average, we have more AFNR, Business, FCS, Manufacturing, and Construction programs than other consortia. We lag in the number of programs for Health Science and WBL SPED. We've seen an increase in the number of schools adding a WBL Diversified program throughout this year and we expect at least 75% of our schools to have a WBL Diversified program in place by the end of 2024-2025 school year.

The interest from districts and industry in adding programs has significantly been around Health Science and Transportation Operations/Maintenance. DEED data and news articles also show the need for an increase in computer science and software development, which we lack tremendously in our consortium. We are fortunate to have articulation agreements available in all three areas (Health Science, Transportation Operations/Maintenance, Computer Science) through Central Lakes College, so the pathway is available. Growth is hindered by the lack of programs and instructors at the secondary level. Only 9% of our secondary schools offer Health Science, 14% offer Transportation Careers, and while we have Business and Trade & Industry programs eligible to teach Computer Science/Development, schools are not offering it.

Partnership opportunities include working with local hospitals and clinics in Little Falls, Brainerd, Crosby, Pillager, Breezy Point, Pine River, Motley, Wadena, Verndale, Pierz and Staples.

Little Falls was awarded a grant by the Minnesota Legislature to implement a CDL and aviation program into their high school which included the purchase of a flight simulator and truck simulator. Funding included the purchase of curriculum, simulators, instructor costs, professional development, and career exploration opportunities. Representative Ron Kresha, who sponsored the bill/grant, is helping implement the program and is looking for additional funding for other districts.

<https://secure.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=400>

ELEMENT #3: PROGRESS TOWARDS IMPLEMENTATION OF CTE PROGRAMS OF STUDY

Refer the **Guidance to Assess Element Three** section of [*Minnesota's Comprehensive Local Needs Assessment Guide*](#).

In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A: Equipment

CTE equipment and learning spaces need upgrading to standard equipment and technology. 74% of high school students say that the equipment in their school is up to date. 70% of teachers believe their facilities and equipment reflect current industry and workplace practices, but most teachers believe they could use equipment that is upgraded to industry standard. High school teachers and administrators identified equipment as their first preference for where Perkins and CTE levy/revenue dollars are spent.

E3-Need B: Outreach and Engagement

The parent survey identified large gaps in knowledge and marketing of the CTE programs at consortium schools.
45% of parents could not identify if their student's school offers a CTSO, Work-Based Learning, job shadowing or internship.
42% of parents know their student's school offers Work-Based Learning.
50% of parents could not identify any part of their student's classroom, labs or equipment.
Parents are not able to identify a pathway from high school to postsecondary.
Parents want to learn more about the CTE courses offered in schools.
Parents are frustrated with required courses taking opportunities away from CTE courses.

E3-Need C: Professional Development

Using much of the information collected in Elements 1 & 2, existing and potential POS were examined to determine if they met the needs of students and employers. Multiple exit and entry points were identified, along with:

Our consortium continues to struggle with expanding POS in Health Sciences. The lack of qualified and licensed instructors/teachers has made it difficult to expand into more schools. We currently have only 2 of our 22 high schools offering a Health Science course and that instructor is shared between those 2 schools.

Information Technology and Computer Science is another area where many of our teachers are not trained in teaching. Minnesota is currently last in offering these courses to students at only 21%.

Teachers identify the inability to collaborate with other content teachers due to our smaller school sizes and feel there are not enough opportunities for professional development opportunities for them to learn about new topics, course options, and learn best practices. High school teachers identified professional development as their second priority for where Perkins and CTE levy/revenue dollars are spent. Administrators report they want to expand CTE offerings but struggle with retaining CTE staff, hiring qualified CTE staff and providing the necessary equipment to expand. We feel that the lack of professional development hinders the ability to learn about new opportunities for students.

ELEMENT #4: IMPROVING RECRUITMENT, RETENTION, AND TRAINING OF CTE PROFESSIONALS, INCLUDING UNDERREPRESENTED GROUPS

Refer to the **Guidance to Assess Element Four** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](#).

In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS

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

E4-Need A: Professional Development

49% of CTE high school teachers in our consortia have 5 or less years of teaching experience and 18% have 21 or more years.
58% of CTE high school teachers in our consortia have a Tier 4 license which the remainder spread-out between Tier 1, 2, 3 and OFP.

When we have almost half of our CTE teachers with less than 5 years experience and 42% not at Tier 4, there is an increased need for supporting these professionals to stay in teaching. Again, teachers identified professional development as their second choice for where Perkins dollars should be spent.

Nearly all administrators state that they are willing to approve most professional development outside their building. The issue comes down to cost and lost time that would have been spent in the classroom lab.

Most CTE high school teachers report that attending PLC's at their school do not provide the content or guidance to be more effective in their areas. CTE teachers identify the need for professional development in pedagogy, content, community / business partnerships and certifications to help them continue to be effective teachers and have the resources available to be successful.

E4-Need B: Teacher Licensure

Educator shortage areas and projections of current and future staffing needs were identified at both the secondary and postsecondary levels. The ever-changing landscape of PELSB was monitored and taken into account. Alternative licensing options at the secondary level were explored and utilized. Postsecondary credential criteria were reviewed. Aiding in this analysis was the input gathered from secondary and postsecondary administrators, educators, and employers. Area trends were also referenced. One of the main concerns administrators have is retaining CTE staff and replacing CTE staff in the future. Multiple CTE positions went unfilled this year or there were very limited options when hiring. With fewer higher education programs offering CTE license areas, more districts are having to focus efforts on obtaining Tier 1 teachers with no pedagogy or teaching experience. Many districts are continuing to post jobs requiring licenses that no longer exist (industrial technology, vocational) making it even more difficult to hire.

ELEMENT #5: PROGRESS TOWARDS EQUAL ACCESS TO CTE PROGRAMS FOR ALL STUDENTS

Refer to the **Guidance to Assess Element Five** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](#).

In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

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

E5-Need A: Course Offerings

Data collected from Element #1 provided good initial information on performance and enrollment for students of special populations into CTE programs. Also examined were potential processes and structural procedures that may or may not encourage students of special populations to participate in CTE courses. This included a review of outreach materials, advising practices, accommodation processes, and recruitment processes. This involved consultation with administrators, educators, counselors, students, parents, and special population groups.

High school teachers, students, and administrators identify class schedule constraints and time conflicts as the main reason that CTE areas have trouble expanding their offerings and adding POS. 32% of students state that CTE courses conflict with other courses they must take which eliminates the opportunity to take classes of interest. 28% of students say they are interested in programs that are not available at their school, especially Ag, Business, FCS and Health Science.

84% of administrators believe class schedule constraints and time conflicts are holding back our CTE programs and not allowing students to explore their interest areas.

E5-Need B: Special Populations

The Central Lakes Perkins Consortium is within 2.1% of the state average for participants and concentrators.

Total Secondary 2023 CL Participants: 3,754 (4,003 in 2022) (3,825 in 2021)

45.5% of all participants are Economically Disadvantaged (36.2% in 2022) (39.9% in 2021)

42.6% of all participants are Nontraditional (40.8% in 2022) (40% in 2021)

51% of all participants were female (52% in 2022) (51% in 2021)

44% of all participants were taking a course in Human Services (46% in 2022) (45% in 2021) followed by 32% for Business/Finance/Marketing (36% in 2022) (35% in 2021)

Total Secondary 2023 CL Concentrators: 2,596 (2,391 in 2022) (2,182 in 2021)

43.2% of all participants are Economically Disadvantaged (41.6% in 2022) (44.9% in 2021)

52.9% of all participants are Nontraditional (51.4% in 2022) (49.3% in 2021)

41% of all participants were female (40% in 2022) (39.9% in 2021)

49.8% of all participants were taking a course in Human Services (47% in 2022) (46% in 2021) and 59.7% for Business/Finance/Marketing (64% in 2022) (66% in 2021).



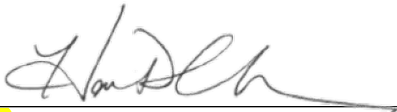
STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>4/25/2024</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

District Name: _____	
District Number/Type: _____	
Superintendent's Name – (Print): _____	
Signature	Date
email: _____	
Phone: _____	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: **Central Lakes**

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Aitkin Public Schools</u>	
District Number/Type: <u>0001-01 PK-12 Public School</u>	
Superintendent's Name – (Print): <u>Daniel J. Stifter</u>	
Signature <u></u>	Date <u>3-11-24</u>
email: <u>dstifter@isd#1.org</u>	
Phone: <u>218-927-7100</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: **Central Lakes**

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Bertha-Hewitt Public School</u>	
District Number/Type: <u>0786 - 01</u>	
Superintendent's Name - (Print): <u>Eric Koep</u>	
Signature <u>Eric Koep</u>	Date <u>March 11, 24</u>
email: <u>eric.koep@isd786.org</u>	
Phone: <u>218-924-2500</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Brainerd Public Schools</u>	
District Number/Type: <u>ISD #181</u>	
Superintendent's Name – (Print): <u>Heidi Hahn</u>	
Signature <u>Heidi Hahn</u>	Date <u>3.12.2024</u>
email: <u>heidi.hahn@isd181.org</u>	
Phone: <u>218.454.6916</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____

College President's Name (Print): _____

Signature

Date

email: _____

Phone: _____

District Name: Browerville Public School

District Number/Type: 787-01

Superintendent's Name – (Print): Scott Vedbraaten

Scott Vedbraaten 3/11/24
Signature Date

email: svedbraaten@browerville.k12.mn.us

Phone: 320 594 8140

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Crosby-Ironton School District</u>	
District Number/Type: <u>102 - Public</u>	
Superintendent's Name – (Print): <u>Jamie Skjeveland</u>	
Signature <u>Jamie Skjeveland</u>	Date <u>3/11/24</u>
email: <u>jskjeveland@ci.k12.mn.us</u>	
Phone: <u>218-545-0800</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>FRESHWATER EDUCATION DISTRICT</u>	
District Number/Type: <u>6004-61</u>	
Superintendent's Name – (Print): <u>ERIC N. WEBER</u>	
	<u>3/11/24</u>
Signature	Date
email: <u>eweber@fed.k12.mn.us</u>	
Phone: <u>218-629-6001</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Henning</u>	
District Number/Type: <u>ISD # 545</u>	
Superintendent's Name – (Print): <u>Melissa Sparks</u>	
Signature <u>Melissa Sparks</u>	Date <u>3/11/24</u>
email: <u>msparkshenning.k12.mn.us</u>	
Phone: <u>218-583-2921</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>ISLE INDEPENDENT SCHOOL DIST. #0473</u>	
District Number/Type: <u>0473-01</u>	
Superintendent's Name – (Print): <u>DEAN KAPSNER</u>	
	<u>3/11/24</u>
Signature _____	Date _____
email: <u>dkapsner@isle.k12.mn.us</u>	
Phone: <u>(320) 676-3146</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: **Central Lakes**

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Long Prairie - Grey Eagle PS</u>	
District Number/Type: <u>#2793</u>	
Superintendent's Name - (Print): <u>Daniel Ludvigson</u>	
<u>Daniel Ludvigson</u>	<u>3-11-2024</u>
Signature _____	Date _____
email: <u>dludvigson@Lpge.k12.mn.us</u>	
Phone: <u>320-357-3605</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: **Central Lakes**

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Manly #821</u>	
District Number/Type: <u>#821</u>	
Superintendent's Name – (Print): <u>JASON KJS</u>	
Signature <u>[Signature]</u>	Date _____
email: <u>jkg@manly.k12.mn.us</u>	
Phone: <u>681-334-3732</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: **Central Lakes**

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Onamia Schools</u>	
District Number/Type: <u>4480</u>	
Superintendent's Name – (Print): <u>JJ Volz</u>	
Signature <u>JJ Volz</u>	Date <u>3-16-24</u>
email: <u>jvolz@onamia.k12.mn.us</u>	
Phone: <u>320-532-6701</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Peguet Lakes School District</u>	
District Number/Type: <u>186</u>	
Superintendent's Name – (Print): <u>KURT Stumpf</u>	
Signature <u>Kurt Stumpf</u>	Date <u>3/11/24</u>
email: <u>Kstumpf@isd186.org</u>	
Phone: <u>218-838-7779</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: **Central Lakes**

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Pierz</u>	
District Number/Type: <u>District 484</u>	
Superintendent's Name – (Print): <u>George Weber</u>	
Signature <u>George Weber</u>	Date <u>3-11-2024</u>
email: <u>gweber@pierzschoools.org</u>	
Phone: <u>320-468-6458 ext. 1902</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Pillager Public School</u>	
District Number/Type: <u>0116-01</u>	
Superintendent's Name – (Print): <u>Michael Malmberg</u>	
Signature <u>Michael Malmberg</u>	Date <u>3/12/24</u>
email: <u>m.malmberge@isd116.org</u>	
Phone: <u>218-746-2100</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Pine River-Backus Schools</u>	
District Number/Type: <u>ISD 2174-01</u>	
Superintendent's Name – (Print): <u>Jonathan Clark</u>	
Signature  _____	Date <u>3-11-24</u>
email: <u>jclark@prbschools.org</u>	
Phone: <u>218-587-8081</u>	

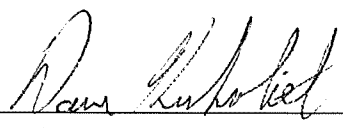
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Sebekka Public School</u>	
District Number/Type: <u>820</u>	
Superintendent's Name – (Print): <u>Dave Kerkvliet</u>	
 Signature _____	<u>3/11/24</u> Date _____
email: <u>dkerkvliet@gg.sebekka.k12.mn.us</u>	
Phone: <u>218-837-5101</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Staples-Motley</u>	
District Number/Type: <u>2170</u>	
Superintendent's Name – (Print): <u>Shane Tappe</u>	
	<u>3/12/2024</u>
Signature	Date
email: <u>shane.tappe@isd2170.k12.mn.us</u>	
Phone: <u>218-894-5400</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: **Central Lakes**

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Swanville School District</u>	
District Number/Type: <u># 486</u> <u>public</u>	
Superintendent's Name – (Print): <u>Travis J. Hensch</u>	
Signature <u></u>	Date <u>3/11/24</u>
email: <u>Thensch@Swanville.K12.MN.US</u>	
Phone: <u>320-547-5100</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Upsala Area Schools</u>	
District Number/Type: <u>0487-01</u>	
Superintendent's Name – (Print): <u>Vern Capelle</u>	
	
March 11, 2024	
Signature	Date
email: <u>vcapelle@upsala.k12.mn.us</u>	
Phone: <u>320-573-2174</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Verndale Public School</u>	
District Number/Type: <u>0818-01</u>	
Superintendent's Name – (Print): <u>Jeannie Mayer</u>	
	3/11/2024
Signature	Date
email: <u>jmayer@verndaleschool.org</u>	
Phone: <u>218-445-5184</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: **Central Lakes**

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Wadena - Deer Creek

District Number/Type: 2155

Superintendent's Name - (Print): Lee Westrum

Lee Westrum 3-11-21
Signature Date

email: westrum@wdc2155.k12.mn.us

Phone: 218-632-2176

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Little Falls Community Schools</u>	
District Number/Type: <u>0482-01</u>	
Superintendent's Name – (Print): <u>Greg Johnson</u>	
Signature <u>Greg Johnson</u>	Date <u>3/18/24</u>
email: <u>gjohnson@lfalls.k12.mn.us</u>	
Phone: <u>320-632-2001</u>	

(Duplicate as needed)