

Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	Great River
Total Award Budget:	\$899,841.15

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.

St. Cloud Technical & Community College	0912 Milaca Public School District
0745 Albany Public School District	0882 Monticello Public School District
0876 Annandale Public School District	0333 Ogilvie Public School District
0726 Becker Public School District	0741 Paynesville Public School District
0727 Big Lake Public School District	0883 Rockford Public School District
0877 Buffalo-Hanover-Montrose Public School	0750 Rocori Public School District
0879 Delano Public School District	0485 Royalton Public School District
0051 Foley Public School District	0748 Sartell-St. Stephen School District
0738 Holdingford Public School District	0047 Sauk Rapids-Rice Public Schools
2687 Howard Lake-Waverly-Winsted	0742 St. Cloud Public School District
0739 Kimball Public School District	0885 St. Michael-Albertville School District
0881 Maple Lake Public School District	0966 Wright Technical Center
0740 Melrose Public School District	

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 (SY2021-22)	Prior Year's # of Postsecondary Concentrators (2022 cohort)
Restaurants and Food Beverage Services	Both	N	N	Y	1300	18
Marketing Management	Both	Y	Y	Y	1693	82
Therapeutic Services	Both	Y	Y	Y	208	163
Family and Community Services	SR	N	Y	Y	161	30
Visual Arts*	Both	Y	Y	Y	1032	0
Facility & Mobil Equipment Maintenance	Both	Y	Y	Y	296	67
Production	Both	Y	Y	Y	663	82
Construction	Both	Y	Y	Y	1053	168
Plant Systems*	Both	N	Y	Y	434	0
Power Structural & Technical Systems*	Both	Y	Y	Y	271	0
Animal Systems*	SR	Y	Y	Y	374	0
Emergency and Fire Management Services	Funding	Y	Y	Y	119	13

*Postsecondary-aligned options for skill and credential development not present at Consortium partner

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: Establish a successful hybrid Health Science program of study to increase secondary CTE concentrators in Health Science	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"/>	2X	3X	4 <input type="checkbox"/>	5X
<p>The consortium proposes creating a working Health Sciences hybrid program in partnership with SCTCC. The following programs may be open to consideration at GRPC secondary and postsecondary institutions based on local labor market demand. The theory content of the Nursing Assistant program would be completed by students online, with a SCTCC instructor traveling to schools to deliver the in-person components of the Nursing Assistant program. Prioritization and identification of areas for program creation, further alignment, or investment should also be made with employer, community, faculty, staff, and student input. Preliminary analysis of labor market supply and demand suggest sufficient labor market demand in the following program areas for new program development or concurrent enrollment option creation. For Health Science Technology programs, the consortium seeks to identify an industry partner to provide support in finding Health Sciences instructors, which has been the most significant barrier to creation of the hybrid program to date. In order to ensure the success of the hybrid health science program, the consortium proposes continued investment in and support of existing health science programs including equipment, curriculum, and other necessary materials to support student transition into the workforce.</p> <p>The consortium will work to explore the expansion of health science programs based on labor market data, if resources and staff allow.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Continue to collaborate with local healthcare professionals (including long-term care facilities, hospitals, CentraCare) to establish a hybrid health science program • Continue to support existing health sciences programs to maintain and increase the number of students in the health sciences career cluster • Support the upgrade of equipment and technology to meet industry standards in existing Health Science cluster programs • Continue to coordinate with SCTCC in establishing the hybrid health sciences program • Support student organizations • Support career exploration summer camps for students 5th – 12th grade 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Complete development of hybrid health sciences concurrent enrollment course by June 1, 2025 to allow for course offered in Spring 2026. • Increase number of participants in health sciences programs by 2%. 					

NEED B: Invest in technology and opportunity for early college courses in Engineering, Manufacturing, and Technology programs of study	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 X	3 X	4 <input type="checkbox"/>	5 X

The Consortium aims to invest in industry-standard equipment, technology, and materials to allow for a smooth transition of secondary and postsecondary students to employment.

To ensure success of existing engineering, manufacturing, and technology programs of study, the Consortium proposes continued investment in and support of existing programs, including equipment, curriculum, and other necessary materials and instructor professional development to support program success and student outcomes.

If resources and staff allow for possible growth of existing programs, the labor market data suggests growth of the following existing programs:

- Architecture & Construction – Carpentry – Finishing (concurrent with SCTCC Carpentry program)
- Science, Technology, Engineering, & Mathematics – Robotics & Automation Technology (Mechanical Engineers) (concurrent with SCTCC program)
- Transportation, Distribution, & Logistics – Auto Body Mechanics (concurrent with SCTCC Auto Body Collision Technician program)
- Transportation, Distribution, & Logistics – Auto Mechanics (concurrent with SCTCC Automotive Service Technician program)

2. Strategies to address need:

- Re-establish and strengthen concurrent enrollment options within the Engineering, Manufacturing, and Technology cluster
- Support the upgrade of equipment and technology to meet industry standards in existing Engineering, Manufacturing, and Technology cluster programs
- Support student organizations
- Maintain and expand relationships with industry partners in the Great River region

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

- SCTCC meet with GRPC Secondary partners to develop or resurrect concurrent enrollment options within Engineering, Manufacturing, and Technology cluster by end of May 2025.

NEED C: Expand career exposure for students in Business, Management, and Administration programs of study		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"/>	2X	3X	4 <input type="checkbox"/>	5X
<p>In order to ensure that Business, Management, and Administration programs of study continue to provide access to high-wage, high-skill, high-demand careers, the Consortium will work to expand student access to Business, Management, and Administration career exploration and exposure activities to a variety of Business, Management, and Administration careers.</p> <p>Business, Management, and Administration postsecondary programs have a lower rate of students earning credentials at the end of their program (2P1). In order to better understand the reasons for lower credential earning, the Consortium needs to explore barriers as to why students are not completing their credentials in Business, Management, and Administration programs. Postsecondary concentrators preparing for Hospitality and Tourism careers have the lowest postsecondary retention and placement rate (1P1). Secondary Business, Management, and Administration programs are a pathway to postsecondary programs and to improve completion of postsecondary Business, Management, and Administration program-completion, the Consortium proposes continued support of secondary programs as well.</p>						
2. Strategies to address need:						
<ul style="list-style-type: none"> • Strengthen relationships between secondary and postsecondary Business, Management, and Administration cluster program • Support student organizations in the Business, Management, and Administration cluster • Continue to support upgraded equipment, technology, and curriculum to meet industry standards • Maintain and expand relationships with industry partners in the Great River region • Support career exploration summer camps for students 5th – 12th grade 						
3. Measurable Outcomes (report results in next APR):						

<ul style="list-style-type: none"> Increased number of postsecondary participants and concentrators in the Business, Management, and Administration cluster by 1% Increased number of postsecondary industry credentials earned in the Business, Management, and Administration cluster by 1%.
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NEED D: Expand Education and Training and Law Enforcement/EMR secondary programs and expand exposure of postsecondary Paramedicine program within the Human Services programs of study	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"/>	2X	3X	4 <input type="checkbox"/>	5X
<p>Analysis of local labor market demand reveals significant unmet local needs for early childhood educators, law enforcement, and emergency medical services professionals in the Great River region. The Consortium proposes support of secondary early childhood programs with the goal of growing earned postsecondary early childhood education credentials.</p> <p>All of the following existing programs have significant local talent needs and are high-skill and high-wage as well:</p> <p>Secondary</p> <ul style="list-style-type: none"> Law, Public Safety, Corrections, & Security – Law Enforcement Careers/EMR <p>Postsecondary</p> <ul style="list-style-type: none"> Law, Public Safety, Corrections, & Security – Paramedicine (Paramedic/EMT) Education & Training – Elementary Education Foundations Transfer Pathway 					
2. Strategies to address need:					
<ul style="list-style-type: none"> Strengthen relationships between secondary and postsecondary Education and Training and Law Enforcement/EMR programs Support student organizations in the Education and Training and Law Enforcement/EMR programs Continue to support upgraded equipment, technology, and curriculum to meet industry standards Maintain and expand relationships with industry partners in the Great River region Support career exploration summer camps for students 5th – 12th grade 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Increased number of participants and concentrators in the Education and Training and Law Enforcement/EMR programs Increased number of industry credentials earned in the Education and Training and Law Enforcement/EMR programs Established EMT program with partnership between SCTCC, ISD 742, and industry partners 					

NEED E: Grow program enrollment through continued support of state-recognized and other programs of study	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"/>	2X	3X	4X	5X
<p>Support of state-recognized programs of study identified in E3 Needs A, B, C, and D (above). The Consortium program offerings increased by 2% from the prior school year and uniquely titled courses increased by 3% from the prior school year as well. Unique student program enrollment also increased from the prior school year (increase of 16%). The consortium proposes continued support for non-state-recognized programs of study as well, specifically agriculture programs.</p> <p>Continued support for Arts, Communication and Information Systems and our 3 Agriculture, Food & Natural Resources POS this includes support for teacher recruitment and retention, industry-standard equipment and curriculum and support of teacher and student involvement in student organizations. Many agriculture programs serve as a gateway to engineering, manufacturing and technology programs and numerous other career fields.</p>					
2. Strategies to address need:					

<ul style="list-style-type: none"> • Support student organizations in the CTE programs • Support career exploration summer camps for students 5th – 12th grade • Exploration of concurrent enrollment courses related to our programs of study • Continue to support upgraded equipment, technology, and curriculum to meet industry standards • Maintain and expand relationships with industry partners in the Great River region • Addressing the needs identified above (Needs A, B, C, and D) • Improve teacher recruitment and retention in CTE programs
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> • Increased participants and concentrators in CTE programs by 2%

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.

Within GRPC, we will add courses in Meat cutting in the Agriculture program at Rocori High School. The Meats and Eats class at ROCORI high school (Program code 019901, course code 82) is part of ROCORI's program approval and should fall under animal sciences program of study. Sartell High School will be adding an Advanced Marketing class in their Business and Marketing program. This class will utilize DECA Competitive Events as well as the MN Business and Marketing frameworks to guide their curriculum. We will also be adding Law Enforcement, EMR/EMT courses in the St. Cloud School district with SCTCC looking at ways to partner with this addition. We will be developing a program of study for our Law Enforcement and EMT course.

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

We will continue working with counselors, CTE staff and ESL teachers to promote new and existing CTE courses. This will be a specific agenda item at our workshops for secondary counselors at SCTCC. SCTCC will continue to update imagery and translations for student service and program materials and videos.

NOTE: Consortia must identify at least six State-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium.

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

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

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

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

NEED A: Grow program enrollment through continued support of state-recognized and other programs of study	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"/>	3x	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Support of state-recognized programs of study identified in E3 Needs A, B, C, and D (above). The Consortium program offerings increased by 2% from the prior school year and uniquely titled courses increased by 3% from the prior school year as well. Unique student program enrollment also increased from the prior school year (increase of 16%). The consortium proposes continued support for non-state-recognized programs of study as well, specifically agriculture programs. Continued support for Arts, Communication and Information Systems and our 3 Agriculture, Food & Natural Resources POS this includes support for teacher recruitment and retention, industry standard equipment and curriculum and support of teacher and student involvement in student organizations. Many agriculture programs serve as a gateway to engineering, manufacturing and technology programs and numerous other career fields.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> Continued consortium representation on CareerSolutions Workforce board (i.e. MOU and Youth Council) Continue support of Exploring Potential Interests and Careers (EPIC) initiatives. Gather data from EPIC initiative participants on career choice. Utilizing program advisory boards to identify industry needs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Continue to host 3500 – 4000 regional secondary students at the EPIC Student Day event. 					

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.
 - Collaborate with the EPIC Board and consortium school districts on attending/participating in EPIC initiatives, as well as, pre and post student surveys.
 - SCTCC has a well developed academic advising office with multiple academic advisors available to assist current, past and future students. SCTCC also has

a designated Academic Advisor who has a portion of their time dedicated to advising concurrent enrollment students.

- SCTCC offers numerous CTE program related summer camps to students to assist with career exploration and develop interests in CTE, which includes partnering with industry.
 - GRPC Board members continue to sit on CareerSolutions MOU and Youth Council Boards.
 - Sharing results of our CLNA with secondary, postsecondary, and other relative advisory boards, administration, industry partners.
 - Our secondary schools use MCIS or a similar platform for part of their Advisor/Advisee programming for career exploration and high school to work or education readiness. Each of our secondary schools has a unique plan for career guidance and academic counseling.
 - Secondary and postsecondary Programs that participate in Student Organizations also have a career exploration component to their activities.
 - SCTCC utilizes Focus2, which is designed to guide students through an intuitive career and education decision making model
- b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.
- EPIC initiatives help identify and educate participants on these.
 - sharing CLNA findings with secondary and postsecondary administration and staff.
- c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- GRPC representation on CareerSolutions MOU and Youth Council boards, which also include representatives of Pre-ETS and DEED VRS.

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.

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)

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	10000
3.	Postsecondary Subtotal	10000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	5000
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	15000
6.	Secondary Subtotal	20000
7.	TOTAL	30000

NEED A: Improve outcomes in mathematics achievement	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Increase student achievement in mathematics. ISD742 will create and pilot a program implementing a curriculum for Algebra 1 students. This curriculum will integrate real-world, career-oriented applications of mathematical concepts, fostering a deeper understanding and engagement with the subject matter. By leveraging standardized testing data from eighth-grade mathematics courses, we can identify students who may benefit from alternative pedagogical approaches tailored to their unique learning styles. The mathematics proficiency rate for GRPC secondary concentrators identifying as Black was 27.56 percentage points lower than that of the overall secondary GRPC concentrators. In SY2021-22, achievement towards the target rate (9.53%) varies by group. Asian GRPC secondary concentrators exceeded the overall goal by 48.8 percentage points, while Hispanic GRPC secondary concentrators exceeded the target rate by 1.09 percentage points. The GRPC mathematics proficiency target rate is 9.53%. GRPC secondary concentrators preparing for nontraditional fields exceeded the overall target by 27.76 percentage points while GRPC secondary concentrators who are English language learners fell short by 7.49 percentage points.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Develop career-oriented Algebra 1 math curriculum • Identify students who would best benefit from this approach • Identify the teacher who not only has the math content knowledge but CTE background 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Increased mathematics proficiency rates 					

NEED B: Improve outcomes for Black, Hispanic, Female, and Special Education students in the Business, Management, and Administration pathway	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
<p>In order to ensure that Business, Management, and Administration programs of study continue to provide access to high-wage, high-skill, high-demand careers, the Consortium will work to expand student access to Business, Management, and Administration career exploration and exposure activities to a variety of Business, Management, and Administration careers. Business, Management, and Administration postsecondary programs have a lower rate of students earning credentials at the end of their program (2P1). In order to better understand the reasons for lower credential earning, the Consortium needs to explore barriers as to why students are not completing their credentials in Business, Management, and Administration programs. Postsecondary concentrators preparing for Hospitality and Tourism careers have the lowest postsecondary retention and placement rate (1P1). Secondary Business, Management, and Administration programs are a pathway to postsecondary programs and to improve completion of postsecondary Business, Management, and Administration program-completion, the Consortium proposes continued support of secondary programs as well. Female students are underrepresented by 0.4 percentage points in GRPC secondary Business, Management, and Administration CTE courses. Similarly, Black and Hispanic CTE students are underrepresented respectively by 0.4 percentage points. Secondary CTE students receiving special education services are underrepresented by 4.5 percentage points in the Business, Management, and Administration pathways.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Support field trips and classroom activities with industry partners that reflect the race, gender and ethnicity of underrepresented populations. • Updating imagery and translation of documents relative to these programs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Increased completion, earned credentials in Business, Management, and Administration pathway by 1% 					

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
 - Creating and piloting career-integrated algebra 1 curriculum
 - Continue to teach and monitor effectiveness of geometry math
 - 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)
 - Updating imagery and translation of materials will assist the students in seeing themselves in these fields, as well as, having student service materials in their language will guide them to resources they may not have known were available.

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: Improve Four Year Graduation rates for English language learners (Secondary)	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
There were 4-year graduation rate gaps for CTE students who are English language learners. Graduation rates for English language learners lag behind target rates by just over 17% (RealTime Talent Report, 2023, Element 1, p. 8). ISD742 will explore training EL teachers in the value and impact of CTE programs. Exploring possible barriers that keep EL students out of programs and seeing what to do to overcome those barriers. (ie, safety, language, etc..)					
2. Strategies to address need:					
<ul style="list-style-type: none"> Identify theories why EL students are not graduating. Provide additional training of EL teachers for CTE programs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Increased graduation rates for English language learners 					

NEED B: Increase earned Postsecondary Credentials for underrepresented populations (i.e. Black and Hispanic students).	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 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
SCTCC will work on better understanding why Black and Hispanic students are not earning postsecondary credentials and explore ways to overcome those. In an effort to increase retention and thus completion rates SCTCC will continue translating student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish-speaking students and Somali-speaking students). By providing materials in additional languages, the Consortium seeks to increase accessibility for non-English speaking students. If students see materials in their native language, they will be better aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Provide translation for student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish and Somali) Coordinate efforts with the TRIO programs that provide support for first generation immigrant student to ensure support for SCTCC Black and Hispanic students 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Identify list of which student services materials and video closed captioning will be translated into Spanish and Somali and then prioritize and develop translation timeline by October 2024. Meet with TRIO coordinator by end of September 2024 to coordinate support for identified underrepresented students. Continue to meet every other month through June 2024 to ensure work is on track and brainstorm additional ways to support these students. 					

NEED C: Increase the number of non-traditional secondary and post-secondary students in CTE programs.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
<p>According to our Consortium Course Annual Reports, there is an underrepresentation of female students enrolled in CTE programs at both the secondary level overall, and across several programs at the postsecondary levels, with the gap growing slightly wider in SY2022 (7,867 unduplicated female secondary students enrolled in CTE compared to 8,573 male secondary students, Element 2, page 28). The 2022 Postsecondary CTE Participant Enrollment Report provided by Minnesota State shows that while there are more female total CTE participants enrolled (874 female and 738 male) as of the 2022 reporting year, a much smaller share of female students are concentrators (36.5% of female CTE students compared to 62.5% of male CTE students). Female CTE enrollment at the postsecondary level lags in Arts, Communications, and Information Systems (21 female students), Engineering, Manufacturing, and Technology (42 students), and Agriculture, Food, and Natural Resources (64 students)--primarily in programs that are non-traditional for female students by gender. At GRPC secondary schools, students identifying as White are overrepresented by 0.8 percentage points based on the calculation with unduplicated counts. In GRPC CTE programs, secondary students identifying as Hispanic are underrepresented by 0.5 percentage points, as Black by 0.1 percentage points, and with Multiple Races by 0.2 percentage points. These gaps are based on unduplicated count of students enrolled in CTE courses. GRPC secondary CTE students identified as Black and Hispanic have lower rates of concentrators than that for overall CTE enrollment when these rates are calculated based on duplicated count of CTE course enrollment, representing the gaps of 12.9 and 10.0 percentage points, respectively.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Update imagery and translations relative to the non-traditional student as explained above for CTE programs. • Professional development for counselors, i.e. a working session during the annual Counselor Breakfast or other related opportunities • Work with industry partners to bring in representative employees of these groups, i.e. EPIC Career Day event, classroom speakers, job fairs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Identify list of which materials and video closed captioning will have updated imagery and be translated into Spanish and Somali and prioritize them to develop timeline of project by October 2024. • Host annual Counselor Breakfast in Spring Semester 2025. • Increase in non-traditional secondary and post-secondary students in CTE programs by 0.5% 					

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?
 - a. Improve Four Year Graduation rates for English language learners (Secondary)
 - b. Exploring possible barriers that keep EL students out of programs and seeing what to do to overcome those barriers. (ie, safety, language, etc..)
- b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

- a. In an effort to increase retention and thus completion rates SCTCC will continue translating student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish and Somali)
- b. If students see materials in their native language, they will be better aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services.
- c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?
 - a. SCTCC's plan to continue to translate materials into Somali and Spanish and add imagery that represents those populations will better promote these careers and make students more aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services
- d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?
 - a. Increase earned Postsecondary Credentials for underrepresented populations (i.e. Black and Hispanic students). SCTCC work on better understanding why Black and Hispanic students are not earning postsecondary credentials and explore ways to overcome those

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: Improve program quality for work-based learning (5S3)	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1X	2X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5X
<p>The Consortium offers CTE programs that offer extended learning opportunities in programs of study, including work-based learning opportunities, experiential learning, and field trips.</p> <p>The work-based learning participation rates for GRPC secondary concentrators identifying as Asian and multiple races were 3.17 and 7.34 percentage points, respectively, lower than that of the overall secondary GRPC concentrators. Particular effort will be paid to improving secondary concentrator participation rates for these groups.</p>					
<p>2. Strategies to address need:</p> <ul style="list-style-type: none"> • Develop micro internship and internship courses <ul style="list-style-type: none"> ◦ Collaborate with industry to create internship opportunities for students to bridge the gap between education and industry. • Implement strategies to promote students to more WBL opportunities. 					
<p>3. Measurable Outcomes (report results in next APR):</p> <ul style="list-style-type: none"> • Have 2 students in ISD 742 complete micro internships by the end of the 2024 – 2025 academic year • Increased participation rates in Work Based Learning opportunities for these specific groups: Asian from 3.17 to 3.25 and multiple races from 7.34 to 7.5. 					

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. Page 21-22 of the FY23 Grant Application.
 - Our consortium is offering CTE specific professional development for current and aspiring secondary CTE teachers. In doing so we hope to encourage additional work based learning opportunities for economically disadvantaged and underserved populations.
 - Great River Perkins Consortium (GRPC) CTE programs offer extended learning opportunities in programs of study, including work-based learning, experiential learning opportunities, and field trips.
 - In the past, this extended learning has been in-person activities, including apprenticeships, class presentations, field trips, internships, job shadows, mentorships, and mock interviews.

- All Extending learning activities reported by Wright Technical Center/Buffalo regional high schools spanned all career fields, such as youth apprenticeships, job shadows, and internships.
 - SCTCC's Area Manufacturing Project Manager will continue to assist with identifying work-based learning opportunities for students. (No Perkins funding tied to this.)
 - Additionally, multiple industries financially support this initiative to help students gain access to advanced equipment.
 - Throughout the consortium we will continue to support programs of study that include work-based learning opportunities in both formal (approved WBL coursework) and informal (student-run school stores, student orgs, classroom presentations, field trips, etc.) settings. While our overall work-based learning performance indicators exceed our target, we will continue to monitor our individual subgroups that did not meet our target.
 - Wright Tech Center has 178 students in their On-the-job training (OJT) program. This unique program allows students the opportunity to make the workplace their classroom. Students are allowed to leave school to go to their job and earn money while learning people skills, technical knowledge and countless other workplace competencies which can't be taught in the classroom. Students also attend class one afternoon per week at Wright Technical Center. Students are required to work at least 10 hours/week and bring their pay stubs to class. The primary objective of OJT is to provide students with the necessary skills and knowledge to enable them to be successful in the workplace.
- 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.
- Wright Tech Center currently has 34 students in Youth Apprenticeship programming. Youth Apprenticeship takes career exploration to the next level and allows high school students an opportunity to learn highly technical skills from a trained worksite mentor and get paid. Students spend a designated amount of time learning the skill from the mentor and are then allowed to progress on their own until they reach the industry standard for that skill. It is the goal of youth apprenticeship to expose students to a wide variety of workplace departments and maximize their career exposure. Wright Tech's program will provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students work 10+ hours per week during the school year and are encouraged to work during the summer, depending on business needs. Availability is dependent on the local employer needs and mentoring capability.
 - Due to the fact that Work-Based Learning is a required component of State Recognized Programs of Study, we will continue to support WBL opportunities and strongly encourage our consortium schools to do the same.

- Although Wright Tech Center's PAES lab is not funded with Perkins funds, it is used as a ladder towards full employment. By students demonstrating success in the PAES lab, they are able to enroll in work experiences in lesser supervised areas, according to the individual student need.
 - Continue to partner with program advisory committees and work experience teachers to grow the program.
- c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.
- CTE Core Workshop to assist in developing teacher leaders in the area of work-based learning. We hope by increasing the number of work-based learning teachers, more students will have access to work-based learning opportunities, which will help us reach our targets.
 - The development of the Area Manufacturing Project Manager position at SCTCC, it is expected that they assist with identifying additional work-based learning opportunities within the manufacturing programs and our industry partners.

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

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A: Increase post-secondary credentials earned in Health Science and Business, Management, and Administration programs of study	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 checked="" type="checkbox"/>
<p>Establish a successful hybrid Health Science program of study to increase secondary CTE concentrators in Health Science</p> <p>The consortium proposes creating a working Health Sciences hybrid program in partnership with SCTCC. The following programs may be open to consideration at GRPC secondary and postsecondary institutions based on local labor market demand. The theory content of the Nursing Assistant program would be completed by students online, with a SCTCC instructor traveling to schools to deliver the in-person components of the Nursing Assistant program. Prioritization and identification of areas for program creation, further alignment, or investment should also be made with employer, community, faculty, staff, and student input. Preliminary analysis of labor market supply and demand suggest sufficient labor market demand in the following program areas for new program development or concurrent enrollment option creation. For Health Science Technology programs, the consortium seeks to identify an industry partner to provide support in finding Health Sciences instructors, which has been the most significant barrier to creation of the hybrid program to date. In order to ensure the success of the hybrid health science program, the consortium proposes continued investment in and support of existing health science programs including equipment, curriculum, and other necessary materials to support student transition into the workforce.</p> <p>The consortium will work to explore the expansion of health science programs based on labor market data, if resources and staff allow.</p> <p>Expand career exposure for students in Business, Management, and Administration programs of study</p> <p>In order to ensure that Business, Management, and Administration programs of study continue to provide access to high-wage, high-skill, high-demand careers, the Consortium will work to expand student access to Business, Management, and Administration career exploration and exposure activities to a variety of Business, Management, and Administration careers.</p> <p>Business, Management, and Administration postsecondary programs have a lower rate of students earning credentials at the end of their program (2P1). In order to better understand the reasons for lower credential earning, the Consortium needs to explore barriers as to why students are not completing their credentials in Business, Management, and Administration programs. Postsecondary concentrators preparing for Hospitality and Tourism careers have the lowest postsecondary retention and placement rate (1P1). Secondary Business, Management, and Administration programs are a pathway to postsecondary programs and to improve completion of postsecondary Business, Management, and Administration program-completion, the Consortium proposes continued support of secondary programs as well.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Continue work with secondary partners on the development of the hybrid health science concurrent enrollment program • Explore possible concurrent enrollment offerings in the business, management and administration programs 					
3. Measurable Outcomes (report results in next APR):					

<ul style="list-style-type: none"> Complete development of hybrid health sciences concurrent enrollment course by June 1, 2025 to allow for course offered in Spring 2026. development of a concurrent enrollment course in the business, management and administration programs by June 1, 2025 to allow for course offered in Spring 2026.
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NEED B: Continue to support articulated college credit and concurrent enrollment and to explore creative options for secondary students earning postsecondary credits	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 checked="" type="checkbox"/>
Increase earned Postsecondary Credentials for secondary students. SCTCC work on better understanding why secondary students are not earning postsecondary credentials and explore ways to overcome those.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Hosting of annual articulated college credit meetings with SCTCC and secondary partners Support of existing and exploration of potential new Discovery Academy (concurrent enrollment) offerings Connecting CTE staff regularly with the teaching and learning coordinator for the district (or someone else fully focused on courses and credit, education, and concurrent enrollment) can help identify where possibilities for new course offerings might link. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Host Articulated College Credit Meeting for postsecondary and secondary instructors by December 1, 2024 Develop a plan for how to increase participation in Spring of FY25 and Fall of FY26 Discovery Academy (concurrent enrollment) offerings by December 1, 2024 					

4. Provide additional narrative to address the following:

- a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?
 - o SCTCC offers Discovery Academy (concurrent enrollment) and Articulated College Credit options for our secondary partners. We are looking at ways to increase Discovery Academy offerings, especially within the above mentioned areas.

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: Retaining and training of CTE Professionals	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 checked="" type="checkbox"/>	5 <input type="checkbox"/>
Retaining and training of CTE Professionals. The data shows that a number of new teachers are leaving the field within 3 - 5 years, in order to retain them we will spend staff development dollars on training, and professional development; examples may include SCTCC Faculty led Professional Development Workshops for secondary CTE Teachers, exploring development of a secondary CTE teacher mentorship program, helping CTE faculty attend professional development through CTSOs. The requirements for credentialing CTE faculty at the high school level has been a major challenge for concurrent enrollment programs, SCTCC and GRPC will continue to ensure that high school teachers reach credentialing standards. This has helped for teachers credentialing degrees, we have encountered CTE staff teaching articulated classes to become credentialed in any certification areas as possible. We will continue to partner with Study.com, which boasts a 93% pass rate for teachers' MTLE tests after they participate in the modules.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • SCTCC faculty develop and lead training and professional development opportunities for secondary teachers. • Develop a secondary CTE teacher mentorship program • Assist new teachers in reaching CTE credentialing standards • Continue to partner with Study.com • Support professional development opportunities for SCTCC faculty • Encourage secondary CTE teachers in years 1 – 3 to participate in TIP program. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Identify number of CTE faculty positions open for FY25 by July 31, 2024 • Evaluate with Human Resources, VP of Academic Affairs and Deans the success of searches for those positions by the end of Fall Semester 2024 (December 31, 2024). • Identify list of GRPC CTE teachers in years 1- 3 by November 1, 2024 to promote TIP program • Evaluate number of GRPC CTE teachers in year 1 – 3 who participated in TIP program by June 30, 2025 					

NEED B: Recruiting CTE Professionals	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 checked="" type="checkbox"/>	5 <input type="checkbox"/>
As evidenced through a number of factors and/or data points CTE teachers, secondary and post secondary, are in high demand and low supply. We will continue our process of growing our own, by recruiting business partners, former students and current non-CTE teachers into the area of CTE. We will continue outreach to underrepresented populations who may not think teaching is not their path. Continued support of Exploration Potentials Interest in Careers activities, i.e. EPIC Student Day, EPIC for Influencers, etc.					
2. Strategies to address need:					

- Develop marketing strategies to reach and entice qualified faculty for CTE programs
- Recruiting business partners, former students and current non-CTE teachers into the area of CTE.
- Continued support of EPIC initiative job fairs, classroom speakers

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

- Meet with Human Resources, VP of Academic Affairs, Marketing and Deans to brainstorm marketing strategies for hiring qualified faculty by July 31, 2024.
- Host EPIC Student Day on October 25, 2024 and Job Fair by April 30, 2025.

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.
 - We will continue our process of growing our own, by recruiting business partners, former students and current non-CTE teachers into the area of CTE
 - We will continue outreach to underrepresented populations who may not think teaching is not their path
 - Continued support of Exploration Potentials Interest in Careers activities, i.e. EPIC Student Day, EPIC for Influencers, etc.
- 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.
 - In order to retain them we will spend staff development dollars on training, and professional development; examples may include SCTCC Faculty led Professional Development Workshops for secondary CTE Teachers, exploring development of a secondary CTE teacher mentorship program, helping CTE faculty attend professional development through CTSOs.
 - We will continue to partner with Study.com, which boasts a 93% pass rate for teachers' MTLE tests after they participate in the modules.

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: Increase non-traditional CTE enrollment for secondary and postsecondary students	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"/>
According to our Consortium Course Annual Reports, there is an underrepresentation of female students enrolled in CTE programs at both the secondary level overall, and across several programs at the postsecondary levels, with the gap growing slightly wider in SY2022 (7,867 unduplicated female secondary students enrolled in CTE compared to 8,573 male secondary students, Element 2, page 28). The 2022 Postsecondary CTE Participant Enrollment Report provided by Minnesota State shows that while there are more female total CTE participants enrolled (874 female and 738 male) as of the 2022 reporting year, a much smaller share of female students are concentrators (36.5% of female CTE students compared to 62.5% of male CTE students). Female CTE enrollment at the postsecondary level lags in Arts, Communications, and Information Systems (21 female students), Engineering, Manufacturing, and Technology (42 students), and Agriculture, Food, and Natural Resources (64 students)--primarily in programs that are non-traditional for female students by gender.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Update imagery of CTE program materials to include non-traditional models • Work with industry partners to bring in representative employees of these groups, i.e. EPIC Career Day event, classroom speakers, job fairs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Identify list of which materials and video closed captioning will have updated imagery and be translated into Spanish and Somali and prioritize them to develop timeline of project by October 2024. 					

NEED B: Increase representation of students of color	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 checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
At GRPC secondary schools, students identifying as White are overrepresented by 0.8 percentage points based on the calculation with unduplicated counts. In GRPC CTE programs, secondary students identifying as Hispanic are underrepresented by 0.5 percentage points, as Black by 0.1 percentage points, and with Multiple Races by 0.2 percentage points. These gaps are based on unduplicated count of students enrolled in CTE courses. GRPC secondary CTE students identified as Black and Hispanic have lower rates of concentrators than that for overall CTE enrollment when these rates are calculated based on duplicated count of CTE course enrollment, representing the gaps of 12.9 and 10.0 percentage points, respectively. GRPC concentrators who identify as Black and Hispanic fell short of the overall earned credential rate for GRPC postsecondary concentrators by 24.582 and 11.15 percentage points, respectively.					
2. Strategies to address need:					

<ul style="list-style-type: none"> ● Provide translation for student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish and Somali) ● Coordinate efforts with the TRIO programs that provide support for first generation immigrant student to ensure support for SCTCC Black and Hispanic students
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> ● Increased BIPOC students enrolling in CTE programs/obtaining credentials by 1%.

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?
 - female students underrepresented across postsecondary levels
 - Overrepresentation of white students across GRPC secondary schools
- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?
 - SCTCC is updating imagery to include females in careers with low female representation.
 - Work to include female class speakers representing careers not traditionally held by females

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: Creation and maintenance of CLNA	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 X	3 X	4 X	5 X
Facilitate completion of a Comprehensive Local Needs Assessment (CLNA) not less than every two years and prior to submission of the local consortium application for Perkins V funding. The CLNA can be limited to the consortium or can be regional in scope					
2. Strategies to address need:					
<ul style="list-style-type: none"> Contract with RealTime Talent for assistance with compiling, analyzing and reporting of necessary data. Continue to work with local stakeholders to gather, compile and report necessary data. Report CLNA findings to stakeholders. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Completed CLNA 					

NEED B: Communication with stakeholders	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 X	3 X	4 X	5 X
Continue to emphasize communication with all stakeholders in the completion of the CLNA, as well as, the execution of the grant.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Continue with in-person group and email communication and site visits whenever necessary 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Shared completed CLNA with stakeholders by December 31, 2024 					

4. Provide additional narrative to address the following:
 - a. Describe your consortium's formal governance structure, including:
 - How the consortium leadership is organized,
- Great River Perkins Consortium Governance:

The Great River Consortium has a strong and viable leadership structure of a five member governing board that meets monthly to plan, develop, coordinate, and problem solve all aspects of the grant. Four members of the governing board each serve as Secondary Perkins Coordinator for multiple school districts to assure that the smaller schools have a voice at the table. The number of school districts each coordinator is responsible for are: 1, 2, 7, and 13 schools. After a review of policies and procedures in the fall of 2018 the GRPC Governing Board added another layer of transparency and accountability by separating the duties of our consortium leader and fiscal host. All secondary expenditures are now approved by each coordinator, then approved by the consortium leader and then approved and paid by our fiscal host. All transactions are entered into a google spreadsheet and shared with all Governing Board members. All secondary expenditures and requests are discussed for approval at our monthly meeting. St. Cloud Technical & Community College has one member on the GRPC Governing Board representing postsecondary's interest in the grant. This postsecondary member works collaboratively with SCTCC administration to meet the needs of the postsecondary stakeholders.

The consortium continues to utilize data gathered from our CLNA, as well as information from DEED and our local advisory committees to make informed decisions that meet the needs of our stakeholders. All schools have a voice at the table through their respective coordinators. Coordinators seek input from member school superintendents and Principals. Our recent completion of our CLNA and our conclusions from that summary have helped guide our recent decisions on programs and expenditures.

Coordinators attend SCTCC's articulation meetings in the Fall to gather input and assist in advising CTE teachers with innovative and upcoming programming. The GRPC Secondary Perkins Coordinators work with their respective school districts to monitor and evaluate local district needs, assist districts with the expansion and improvement of CTE programs. Perkins coordinators serve as the primary resource for districts with respect to Perkins processes for fiscal and programs of study planning. Coordinators work with their respective schools to develop wish lists and spending plans in the spring of the year. Each school submits a prioritized list of requests for the upcoming year. The GRPC Governing Board reviews the requests and approves expenditures. Each school works with their coordinator to approve individual expenditures and process reimbursement requests. Our Perkins budget is fluid and allows us to help fund major initiatives as they arise in each district. Schools do not receive a set amount each year. Their budgets for the year are based on their prioritized requests. This allows us to spend more money on a school with a particular need during a budget year. Our focus with our reserve funds has been our small rural schools, as well as our CTE programs with large concentrators.

All expenditures are tracked in a shared GRPC Data sheet so that each coordinator can see where and how each school is spending their Perkins dollars. This data is reviewed monthly at the GRPC Gov. Board meetings. Each coordinator also tracks the spending for the districts we work with. Our work on the fiscal side is done with building Principals and Superintendents with input from their finance department. Each high school Principal is our main contact and decision maker on the use of Perkins funds in their building.

We have a committed Advisory Board of high school administration who meet annually for reporting and feedback. Working with leadership from multiple districts, productive partnership discussions continue for additional career and course exposure for all students in an effective, collaborative way.

Our consortium includes a very diverse group of schools in terms of size, ethnicity, and socioeconomic factors. Each school is represented on our advisory board with either a principal or superintendent. This is part of our process to ensure that each school has a voice in the grant. Furthermore, the governing board works extremely hard to focus on our smaller schools, helping them spend Perkins dollars in a way that is most efficient for their schools. This work is done by our Perkins coordinators working individually with each school. Our “Multiple Coordinator Structure” in the GRPC was created specifically to ensure that small schools and small programs have similar input in the consortium and the grant. Due to the fact that we do not have one person who holds the Perkins grant implementation as a full time job, we feel we seek input and make collaborative decisions wisely and accurately.

SCTCC committed to a full-time, permanent Director of K-12 Initiatives and filled this position in October 2018. It’s been very helpful to finally have some consistency and leadership in this position from SCTCC.

- Processes used for making financial decisions,
 - governing board meets collaboratively to set budget and approve expenditures.
- Processes and structures in place to ensure secondary and postsecondary collaboration, and
 - Secondary and postsecondary coordinators meet regularly to work collaboratively on Perkins initiatives, budgets and expenditures.
- Communication systems in place to ensure all consortium members are continually informed.
 - Regular meetings (in-person and virtual) as well as email communication
 - Secondary coordinators make regular site visit to meet with individual school stakeholders; postsecondary coordinator works on the SCTCC campus and meets regularly with postsecondary stakeholders.
- Note any areas of governance that are being developed or improved.

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: Expand EMR/EMT program of study, including partnership between SCTCC, District 742, and Wright Technical Center	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 checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified the need to expand its EMR/EMT program of study to District 742 and grow the existing program at Wright Technical Center in partnership with SCTCC. To ensure that student and instructor knowledge is up to date, the Consortium will support the purchase or upgrade of industry-standard equipment as well as utilizing or recruiting an instructor to teach an EMR/EMT course. An ambulance bay for District 742 will also support the expansion of the program of study and allow students to be better prepared to gain entry into this field. SCTCC will support the development of this program of study by exploring ways to partner with secondary programs. There is demand for careers related to these programs of study. There is a high shortage of talent in the Human Services career field and this field accounts for 14% of the region's total employed population and includes forecasted shortages in public safety (RealTime Talent 2024 CLNA Report, Element 2, p.146).</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>To address this need, the Consortium aims to:</p> <ul style="list-style-type: none"> • Develop an expansion of the EMR/EMT program by • Utilize an existing instructor (or recruit) or establish the proportion of the salary for an existing instructor to teach an EMR/EMT course. • Develop a plan for building out an ambulance bay for District 742 • Build an ambulance bay for District 742 • Support purchase and/or upgrade of industry-standard equipment • Explore partnership opportunities with SCTCC 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Hired/retained EMR/EMT instructor by September 3, 2024 • Creation of ambulance bay by March 1, 2025 					

NEED B: Continued work on strengthening the health sciences program of study	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 checked="" type="checkbox"/>

The consortium proposes creating a working Health Sciences hybrid program in partnership with SCTCC. The following programs may be open to consideration at GRPC secondary and postsecondary institutions based on local labor market demand. The theory content of the Nursing Assistant program would be completed by students online, with a SCTCC instructor traveling to schools to deliver the in-person components of the Nursing Assistant program. Prioritization and identification of areas for program creation, further alignment, or investment should also be made with employer, community, faculty, staff, and student input. Preliminary analysis of labor market supply and demand suggest sufficient labor market demand in the following program areas for new program development or concurrent enrollment option creation. For Health Science Technology programs, the consortium seeks to identify an industry partner to provide support in finding Health Sciences instructors, which has been the most significant barrier to creation of the hybrid program to date. In order to ensure the success of the hybrid health science program, the consortium proposes continued investment in and support of existing health science programs including equipment, curriculum, and other necessary materials to support student transition into the workforce.

In the GRPC region, there is a critical talent shortage and high entry-level turnover in the Health Science Technology career field, with shortages across nursing careers. This is also one of the highest demand career fields in the GRPC region, with a very low unemployment rate of 1.9%, as local talent availability has continued to tighten (RealTime Talent 2024 CLNA Report, Element 2, p.131). Over the next five years, over half of the current positions currently filled will need to be replaced in entry-level Health Science Technology careers and there is a forecasted growth of 0.7% annually over the next five years.

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

2. Strategies to address need:

- Continue development of a hybrid health science offering
- Work towards increasing the number of BIPOC students earning credentials in the Health Science programs.
- Support of health sciences career exploration summer camp (St. Cloud Scrubs)
- Continue to collaborate with local healthcare professionals (including long-term care facilities, hospitals, CentraCare) to establish a hybrid health science program.
- Continue to support existing health sciences programs to maintain and increase the number of students in the health sciences career cluster.
- Support the upgrade of equipment and technology to meet industry standards in existing Health Science cluster programs.
- Support student organizations

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

- Complete development of hybrid health sciences concurrent enrollment course by June 1, 2025 to allow for course offered in Spring 2026.

NEED C: Auto Tech	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 X	3 X	4 <input type="checkbox"/>	5 X
<p>Over 30% of the total employed population in the GRPC region is employed in the Engineering, Manufacturing, and Technology career field as of 2023Q2 (RealTime Talent 2024 CLNA Report, Element 2, p.188). This career field is also projecting a growth of 0.2% over the next five years in the GRPC region. There are expected talent shortages in the GRPC region in this career field, including occupations related to Auto Tech such as Maintenance and Repair Workers, and Automotive Service Technicians and Mechanics. The region also continues to have an undersupply of credentialed Automotive Service Technicians, with an estimated award gap of at least 27 Automotive Service Technicians projected (RealTime Talent 2024 CLNA Report, Element 2, p.195).</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					

<ul style="list-style-type: none"> • Better connect secondary students to post-secondary options – Discovery Academy Auto program at Apollo • Industry standard equipment • Support of automotive career exploration summer camp (NitroX, Get To Know Your Auto)
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> • Increase number Discovery Academy Auto at Apollo students by 2% for Academic Year 2024 - 2025

4. Provide additional narrative to address the following:

- a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.
 - i. BIPOC students, specifically refugees or refugee children earning credentials via our Nursing Refugee program.
- 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.
 - i. Post secondary will be utilizing funds toward development of a hybrid health sciences program, as well as, support of increasing BIPOC students earning health sciences credentials. Support of the Nursing Refugee program at SCTCC.

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:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$497,433.78	\$74,141.98	\$571,575.76
Postsecondary Allocation:	\$254,123.41	\$74,141.98	\$328,265.39
Total Consortium Allocation:	\$751,557.19	\$148,283.96	\$899,841.15

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>

Narrative Funding--Secondary

[illegible][illegible]

Great River

Reserve Funding--Secondary

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
			Law Enforcement and public Safety	
140 Licensed Classroom Teacher	Law Enforcement and Public Safety - Continuation of position, Additional resources		\$14,000.00	\$14,000.00
140 Licensed Classroom Teacher	EMR/EMT - Increased position, Additional resources		\$14,000.00	\$14,000.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$28,000.00	\$28,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$0.00	\$0.00
401 Supplies and Materials - Non Instructional	Collaboration and communication with GRPC schools to encourage new and innovative program improvements.		\$30,000.00	\$30,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$30,000.00	\$30,000.00
530 Other Equipment Purchased	To address the CLNA identified high demand to increase Health Science areas and expansion across the consortium.		\$16,141.98	\$16,141.98
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$16,141.98	\$16,141.98
895 Federal and Nonpublic Indirect Cost (Chargeback)--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		\$0.00	\$74,141.98	\$74,141.98

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.		
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.		
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.*

Fiscal Host Administration/Cordinator, Fiscal Host - WTC Fiance Office

*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.*

Consortium coordination and support is a necessary component of not only administering the grant but directing and facilitating the work plan for the secondary consortium partners. Administration/Supervision for pre-approvals, reimbursements and consortium management including all budgeting. Non-Instructional Support for the fiscal management provided by the finance office at Wright Technical Center. CLNA work with RealTime Talent, The GRPC Consortium will support the use of Career Technical Student Organizations (CTSOs) as opportunities for students to develop technical and leadership skills that will enable success in their career paths. Industry Collaboration for CTE program growth, Promoting Career and Technical Student Organizations. Updating equipment necessary for articulation and concurrent enrollment based on industry standards and recommendations. Industry specific supplies, projects and expenses including equipment to improve POS (Please refer to CLNA framework and POS spreadsheet for our prioritized POS spending.) CareerOne summer program support with Career Solutions and SCTCC. Career exploration activities with the EPIC Career Event, CareerOne and other vendors site visits. Through the use of TSAs, we will ensure alignment of courses with industry recommendations and credentials that can lead to post-secondary and/or career-direct opportunities. Counselor career path workshop. Advisory meetings for each consortium school at least twice per year. These meetings allow our industry partners to give specific input as to the funding priorities for our 10 programs of study. CTEcreditmn.com, Supporting articulation along with High School and College partnership. The dollars provide equipment, student transportation travel, conventions, professional development. Instructional and non-instructional materials to enhance CTE programs with industry standards. Articulation and TSA expenses. Professional Development for new and existing CTE teachers, focusing on pedagogy, curriculum, and retention. Regional Consortium Coordinator Meetings, Travel/conferences for Governing Board. Subs for conferences and travel. Consortium focus on professional development for math & reading remediation and workshops for CTE. PD for new and existing CTE teachers focusing on pedagogy, curriculum, and retention.

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.*

The use of MCIS as a career exploration tool for interested secondary programs. WTC utilizes publications, postage, displays, demonstrations and exhibits to market/communicate the support of programs of the member districts and region while supporting parent knowledge of opportunities in Career and Technical Education. Collaboration and communication with GRPC schools to encourage new and innovative program improvements

*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.*

Updating equipment and expand career and technical offerings at Wright Technical Center Center in collaboration with WTC Member District Schools. This proves necessary for articulation and concurrent enrollment based on industry standards and recommendations. Industry specific supplies, projects and expenses including equipment to improve POS (see CLNA Framework and POS spreadsheet for our funding priorities). To address the CLNA identified high demand to increase Health Science areas and expansion across the consortium

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.

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.

St. Cloud - Law Enforcement and Public Safety - Continuation of position, EMR/EMT - Increased position and additional resources. To address the CLNA identified high demand to increase Health Science areas and expansion across the consortium. Collaboration and communication with GRPC schools to encourage new and innovative program improvements

Focus2	assists students in career exploration				\$2,074.00								\$2,074.00
CLNA Contract	RealTime Talent contract to work on GRPC CLNA	\$8,000.00											\$8,000.00
NACEP/MnCEP	institutional memberships for NACEP and MnCEP (national and Minnesota concurrent enrollment professional organizaion); costs for attending the annual/semi annual and other meetings for those faculty/staff working with concurrent enrollment courses							\$1,808.00	\$5,000.00				\$6,808.00
Outreach	outreach and support of EPIC, the area career exploration event. Outreach efforts to special populations in regards to CTE program, focusing first on CLNA finding of health sciences and manufacturing, then roll out to other CTE programs, including upating imagery and translations for related materials			\$2,500.00		\$17,500.39					\$2,500.00		\$22,500.39
TSA/CTSOs	support technical skills assessment and career and tec student organizations		\$10,000.00										\$10,000.00
Consortium Meetings	meeting for SCTCC faculty and secondary instructors regarding CTE programs; hosting annual counselor workshop		\$3,000.00										\$3,000.00
Recruit and retain CTE faculty	assist with recruitment of CTE facutly; professional development opportunities for SCTCC CTE Faculty to assist in retention of								\$20,000.00				\$20,000.00
Workshop development and implementation	curriculum development and materials, participation in the workshop		\$15,000.00										\$15,000.00
Summer Camps	support CTE related summer camps		\$7,500.00					\$7,500.00					\$15,000.00
Non-Personnel	SUBTOTAL	\$8,000.00	\$35,500.00	\$2,500.00	\$2,074.00	\$17,500.39	\$0.00	\$9,308.00	\$25,000.00	\$2,500.00	\$0.00		\$102,382.39

Great River

Reserve Funding--Postsecondary

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 Sciences	
Director of K12 Initiatives	development and coordination of initiatives		\$19,103.76	\$19,103.76
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$19,103.76	\$19,103.76
equipment	assist with keeping equipment up to industry standards		\$14,331.12	\$14,331.12
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$14,331.12	\$14,331.12
workshop development and implementation	curriculum development and materials, participation in the workshop		\$12,000.00	\$12,000.00
professional development for SCTCC faculty	professional development opportunities for SCTCC CTE faculty, first priority for health science related faculty		\$15,000.00	\$15,000.00
Scrubs Camp	support health science related summer camp (Scrubs)		\$10,000.00	\$10,000.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$37,000.00	\$37,000.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,707.10
2024-2025 Proposed Budget		\$0.00	\$70,434.88	\$74,141.98

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.		
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.*

Salary and fringe for the following positions include: Administrative Assistant for Academic Advising & K12 Initiatives (\$21,153.27) this position supports the Director of K12 Initiative as well as the Academic Advising office and supports all areas of Perkins work but has been identified Narrative 10 because the work encompasses all aspects of Perkins. Academic Advisor (\$19,918.08) will be working with CTE and concurrent enrollment students (all concurrent enrollment offerings through SCTCC are CTE) so is identified for Narratives 2 and 7. Accounting Officer (\$11,257.27) works with the fiscal areas of the Perkins grant and have been identified specifically for Narrative 10. Director of K12 Initiatives is the Perkins Coordinator for SCTCC but also works closely with our regional K12 partners (\$57,311.28) Narrative 10 as well as Reserve Funding (\$19,103.76).

*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.*

Equipment dollars (\$16,000) will go towards equipment to keep CTE programs up to industry standards (Narrative 4), starting with programs within health sciences and manufacturing as they are listed in our CLNA as the two areas with high wage, high skill and in-demand careers and are SRPOS 3, SRPOS 6, SRPOS 7 and POS 8, . If funds remain then moving on to other CTE programs and SRPOS/POS. We are also planning on funding equipment needs (\$13,394.62) for our Discovery Academy (concurrent enrollment) program to ensure those courses have industry standard equipment (Narrative 7).

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.*

Contract with RealTime Talent to assist in the GRPC CLNA (\$8,000) in Narrative 1. Support for TSA and CTSO activities (\$10,000 for CTSO Advisor travel, lodging and meals that include staff/faculty development activities for licensed CTE staff/faculty) in Narrative 2. We will resume holding consortium meetings, i.e. Articulated College Credit, High School Counselor meetings, etc. (\$3,000) in Narratives 2. These meetings are working lunches so we provide food. SCTCC (organizational) membership to NACEP and MnCEP and costs associated with attending those and/or other professional development meetings (\$6,808) in Narratives 7 and 8. Outreach and support of EPIC (\$2,500) Narrative 3, the area career exploration event. Outreach efforts to special populations in regards to CTE program, focusing first on CLNA finding of health sciences and manufacturing, then roll out to other CTE programs, including updating imagery and translations for related materials in Narratives 5 and 9 (\$20,000.39). Funding Focus2Career (\$2,074) an online career exploration opportunity for our students in Narrative 4. Provide funds for the SCTCC Summer Camps (\$15,000) to provide CTE related (i.e. Scrubs, NitroX, Vex/Robotics, etc) experiences for younger community members in the summer for Narratives 2 and 7. These summer camp will also help with career exploration and building interest in CTE programs. Funds will be used for presenter and mentor stipends, field trip transportation and marketing materials in English, Spanish and Somali. We have had success over the past year with our SCTCC Faculty Developed Workshops for High School Tech Ed instructors and are expanding those offerings in FY25 (\$15,000) with a focus on our program of study areas (Narrative 2). Professional development opportunities for SCTCC CTE Faculty to assist in retention of faculty (\$20,000) and will look for ways we might be able to utilize ways to assist with recruitment of CTE faculty (Narrative 8).

*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.*

Costs associated with: Developing the local application. Supervising local application activities. Supervising Perkins-funded staff. Ensuring compliance with applicable Federal laws. Supporting and developing local data systems for Perkins (this does not include data collection and analysis). Professional development for Perkins administrators. (\$12,706.17)

*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.*

A portion of the Director of K12 Initiatives salary will be supported with these funds as that position will be working closely on the development and implementation of POS (\$19,103.76). Purchasing of industry standard equipment relative to the Health Sciences program of study (\$14,331.12). SCTCC will develop and host workshops (\$12,000.00) for Secondary Health Science and/or Tech Ed teachers to assist in refreshing and/or bringing their skills up to speed in CTE areas. This training will allow high school instructors to bring skills and information back to their classrooms. These funds will pay faculty stipends for development and presentation of materials and training of high school teachers, as well as, transportation costs for any field trips to industry partners. Funds will also be available for SCTCC CTE faculty to participate in Professional Development (\$15,000.00). We will continue working on the development of a new Health Sciences Initiative in which GRPC schools would be able to send their students to a co-op Nursing Assistant course that has online theory and in-person lab instruction. Support of health science related summer camp which serves as career exploration for middle and high school students (\$10,000.00). Funds will be used to pay stipends for presenters and mentors as well as transportation to/from field trips. Administration--Federal and Nonpublic Indirect Cost (\$3,707.10)

Consortium Plan: Budget Summary 2022-2023

<div>Great River</div> <div>July 1, 2024 - June 30, 2025 (FY25)</div> <div>Budget by Application Narratives</div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$14,000.00		\$14,000.00
	Postsecondary		\$8,000.00	\$8,000.00
	Total	\$14,000.00	\$8,000.00	\$22,000.00
Narrative 2: Programs of Study	Secondary	\$314,112.98		\$314,112.98
	Postsecondary		\$45,459.04	\$45,459.04
	Total	\$314,112.98	\$45,459.04	\$359,572.02
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$41,520.80		\$41,520.80
	Postsecondary		\$2,500.00	\$2,500.00
	Total	\$41,520.80	\$2,500.00	\$44,020.80
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$8,000.00		\$8,000.00
	Postsecondary		\$18,074.00	\$18,074.00
	Total	\$8,000.00	\$18,074.00	\$26,074.00
Narrative 5: Special Populations	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$17,500.39	\$17,500.39
	Total	\$1,000.00	\$17,500.39	\$18,500.39
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	\$6,800.00		\$6,800.00
	Postsecondary		\$32,661.66	\$32,661.66
	Total	\$6,800.00	\$32,661.66	\$39,461.66
Narrative 8: Support for Professionals	Secondary	\$38,000.00		\$38,000.00
	Postsecondary		\$25,000.00	\$25,000.00
	Total	\$38,000.00	\$25,000.00	\$63,000.00
Narrative 9: Performance Gaps	Secondary	\$20,000.00		\$20,000.00
	Postsecondary		\$2,500.00	\$2,500.00
	Total	\$20,000.00	\$2,500.00	\$22,500.00
Narrative 10: Governance	Secondary	\$54,000.00		\$54,000.00
	Postsecondary		\$102,428.32	\$102,428.32
	Total	\$54,000.00	\$102,428.32	\$156,428.32
Narrative 11: Reserve Funds	Secondary	\$74,141.98		\$74,141.98
	Postsecondary		\$74,141.98	\$74,141.98
	Total	\$74,141.98	\$74,141.98	\$148,283.96
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$0.00		\$0.00
	Postsecondary		\$16,413.27	\$16,413.27
	Total	\$0.00	\$16,413.27	\$16,413.27
PLAN TOTALS	Secondary	\$571,575.76		\$571,575.76
	Postsecondary		\$328,265.39	\$328,265.39
	Total	\$571,575.76	\$328,265.39	\$899,841.15

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$497,433.78	\$74,141.98	\$571,575.76
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$254,123.41	\$74,141.98	\$328,265.39
Budget Over /Short	\$0.00	\$0.00	\$0.00

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

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

Consortium Name:	Great River
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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):

The Great River Perkins Consortium (GRPC) contracted with RealTime Talent (RTT) to support the elaboration of Elements 1, 2, and 3 of the Comprehensive Local Needs Assessment (CLNA) for this reporting year. For FY23 and FY24 RTT provided analysis of student performance data, labor market information, and program size, scope, and quality information including the design and analysis of a secondary student interest survey. We sought input from consortium members (parents, students, teachers and administrators), local workforce center, as well as local advisory committees and industry partners.

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
GRPC Board Members	Board Members	<ul style="list-style-type: none"> 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 special populations²;
RealTime Talent	Research Analysts & Senior Director of Strategic Research	<ul style="list-style-type: none"> Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
St. Cloud Technical & Community College	Vice Presidents, Deans, CTE Faculty, and staff	<ul style="list-style-type: none"> Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
Local CTE Advisory Boards	CTE Advisory Board Members	<ul style="list-style-type: none"> Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries; Parents and students;
Central Minnesota Jobs & Training Services - CMJTS	CMJTS - Trades Programs	<ul style="list-style-type: none"> Representatives of special populations³; 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);

² 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.

³ *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.*

Name	Title	Group Represented
CareerOne/CareerSolutions Members	Career Solutions	<ul style="list-style-type: none"> • Any other individuals that the eligible agency may require the eligible recipient to consult. • Representatives of special populations⁴; • 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 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;

⁴ 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.

Name	Title	Group Represented
EPIC Board	Secondary and Post-Secondary Administrators, GRPC Board Member, Business and Industry Representatives	<ul style="list-style-type: none"> ● 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 populations⁵; ● 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);

⁵ 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.

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							
Priority 3							
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							
Priority 3							
Priority 4							
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)	5 = Special Populations (Pops)	9 = Performance Gaps (Gaps)
2 = Programs of Study (POS)	6 = Work-based Learning (WBL)	10 = Consortium Governance (Gov)
3 = Workforce Innovation Opportunity Act (WIOA)	7 = Early Postsecondary Credit Opportunities (PS)	11 = Reserve Funds (Res)
4 = Integrated Academic & Technical Skills (Skills)	8 = Support to Professionals (Prof)	

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: Improve Post Program Placement rates for Hispanic, American Indian, and students with multiple races.	x										
Need B: Increase Graduation Rate of English Learners.	X				X				X		
Need C: ADD											
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: Increase non-traditional CTE enrollment for Secondary and Post Secondary Students in CTE programs	X								X		
Need B: Increase Representation of Students of color	X								X		
Need C: sarah has somethign she wants to add here- increasing awareness and ease of CTE Pathways by secondary and post-secondary working together to create articulated pathways											
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: Establish a successful hybrid Health Science program of study to increase secondary CTE concentrators in Health Science	X	X						X			
Need B: invest in technology and opportunity for early college courses in Engineering, Manufacturing, and Technology programs of study	X	X						X			
Need C: Expand career exposure for students in Business, Management, and Administration programs of study	X	X						X			
Need D: Expand Education and Training and Law Enforcement/EMR secondary programs and expand exposure of postsecondary Paramedicine program within the Human Services programs of study	X	X									
Need E: Grow program enrollment through continued support of state-recognized and other programs of study											
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Recruitment of CTE Professionals								X			

Prioritized Needs / Barriers:	Narratives to Address the Need										
Need B: Retaining and training of CTE Professionals											
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Increase secondary graduation rate for CTE, focused on barriers of EL Learners in CTE Programs											
Need B: Increase earned Postsecondary Credentials (Black and Hispanic students)											x
Need C: Increase nontraditional Student Enrollment by career cluster: Education, Training, Architecture, and Construction											
Need D: Increase the number of non-traditional secondary and post-secondary students in CTE programs.											
Need E: Increase representation of students of color in CTE across the consortium											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 PowerBI 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:

Improve Post Program Placement rates for Hispanic, American Indian, and students with multiple races. GRPC secondary concentrators identifying as Hispanic, American Indian, and with multiple races have the lowest post-program placement rates of all GRPC CTE concentrators by race and ethnicity, 50% and 43.75%, respectively. The post-program placement rate for GRPC secondary concentrators identifying as Hispanic, American Indian, and with multiple races was 5.8 and 12.05 percentage points, respectively, less than that of the overall secondary GRPC concentrators. At the postsecondary level, GRPC concentrators who identify as Black and Hispanic fell short of the overall rate by 3.61 and 0.25 percentage points, respectively.

E1-Need B: Increase Graduation Rate of English Learners. The four-year graduation rate gaps are the greatest between GRPC secondary concentrators who are English language learners compared that of the overall secondary GRPC concentrators, 54.99 percentage points lower than the overall rate. In SY2021-22, GRPC secondary concentrators who are English language learners fell short of the overall target rate (56.53%) by 17.06 percentage points. **There were 4-year graduation rate gaps for CTE students who are English language learners. Graduation rates for English language learners lag behind target rates by just over 17% (RealTime Talent Report, 2023, Element 1, p. 8). ISD742 will explore training EL teachers in the value and impact of CTE programs. Exploring possible barriers that keep EL students out of programs and seeing what to do to overcome those barriers. (ie, safety, language, etc..)**

E1-Need C: Increase student achievement in mathematics. ISD742 will create and pilot a program implementing a curriculum for Algebra 1 students. This curriculum will integrate real-world, career-oriented applications of mathematical concepts, fostering a deeper understanding and engagement with the subject matter. By leveraging standardized testing data from eighth-grade mathematics courses, we can identify students who may benefit from alternative pedagogical approaches tailored to their unique learning styles. The mathematics proficiency rate for GRPC secondary concentrators identifying as Black was 27.56 percentage points lower than that of the overall secondary GRPC concentrators. In SY2021-22, achievement towards the target rate (9.53%) vary by group. Asian GRPC secondary concentrators exceeded the overall goal by 48.8 percentage points, while Hispanic GRPC secondary concentrators exceeded the target rate by 1.09 percentage points. The GRPC mathematics proficiency target rate is 9.53%. GRPC secondary concentrators preparing for nontraditional fields exceeded the overall target by 27.76 percentage points while GRPC secondary concentrators who are English language learners fell short by 7.49 percentage points.

E1-Need D

E1-Need E

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: Increase the number of non-traditional secondary and post-secondary students in CTE programs. According to our Consortium Course Annual Reports, there is an underrepresentation of female students enrolled in CTE programs at both the secondary level overall, and across several programs at the postsecondary levels, with the gap growing slightly wider in SY2022 (7,867 unduplicated female secondary students enrolled in CTE compared to 8,573 male secondary students, Element 2, page 28). The 2022 Postsecondary CTE Participant Enrollment Report provided by Minnesota State shows that while there are more female total CTE participants enrolled (874 female and 738 male) as of the 2022 reporting year, a much smaller share of female students are concentrators (36.5% of female CTE students compared to 62.5% of male CTE students). Female CTE enrollment at the postsecondary level lags in Arts, Communications, and Information Systems (21 female students), Engineering, Manufacturing, and Technology (42 students), and Agriculture, Food, and Natural Resources (64 students)--primarily in programs that are non-traditional for female students by gender.

E2-Need B: Increase representation of students of color in CTE across the consortium. At GRPC secondary schools, students identifying as White are overrepresented by 0.8 percentage points based on the calculation with unduplicated counts. In GRPC CTE programs, secondary students identifying as Hispanic are underrepresented by 0.5 percentage points, as Black by 0.1 percentage points, and with Multiple Races by 0.2 percentage points. These gaps are based on unduplicated count of students enrolled in CTE courses. GRPC secondary CTE students identified as Black and Hispanic have lower rates of concentrators than that for overall CTE enrollment when these rates are calculated based on duplicated count of CTE course enrollment, representing the gaps of 12.9 and 10.0 percentage points, respectively. GRPC concentrators who identify as Black and Hispanic fell short of the overall earned credential rate for GRPC postsecondary concentrators by 24.582 and 11.15 percentage points, respectively.

E2-Need C: Increase awareness and ease of CTE pathways and programs of study through establishing a clear transition between secondary and postsecondary.

E2-Need D

E2-Need E

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

Refer to 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: Establish a successful hybrid Health Science program of study to increase secondary CTE concentrators in Health Science

The consortium proposes creating a working Health Sciences hybrid program in partnership with SCTCC. The following programs may be open to consideration at GRPC secondary and postsecondary institutions based on local labor market demand. The theory content of the Nursing Assistant program would be completed by students online, with a SCTCC instructor traveling to schools to deliver the in-person components of the Nursing Assistant program. Prioritization and identification of areas for program creation, further alignment, or investment should also be made with employer, community, faculty, staff, and student input. Preliminary analysis of labor market supply and demand suggest sufficient labor market demand in the following program areas for new program development or concurrent enrollment option creation. For Health Science Technology programs, the consortium seeks to identify an industry partner to provide support in finding Health Sciences instructors, which has been the most significant barrier to creation of the hybrid program to date. In order to ensure the success of the hybrid health science program, the consortium proposes continued investment in and support of existing health science programs including equipment, curriculum, and other necessary materials to support student transition into the workforce.

The consortium will work to explore the expansion of health science programs based on labor market data, if resources and staff allow.

E3-Need B: Invest in technology and opportunity for early college courses in Engineering, Manufacturing, and Technology programs of study

The Consortium aims to invest in industry-standard equipment, technology, and materials to allow for smooth transition of secondary and postsecondary students to employment.

To ensure success of existing engineering, manufacturing, and technology programs of study, the Consortium proposes continued investment in and support of existing programs including equipment, curriculum, and other necessary materials and instructor professional development to support program success and student outcomes.

If resources and staff allow for possible growth of existing programs, the labor market data suggests growth of the following existing programs:

- Architecture & Construction – Carpentry – Finishing (concurrent with SCTCC Carpentry program)
- Science, Technology, Engineering, & Mathematics – Robotics & Automation Technology (Mechanical Engineers) (concurrent with SCTCC program)
- Transportation, Distribution, & Logistics – Auto Body Mechanics (concurrent with SCTCC Auto Body Collision Technician program)
- Transportation, Distribution, & Logistics – Auto Mechanics (concurrent with SCTCC Automotive Service Technician program)

E3-Need C: Expand career exposure for students in Business, Management, and Administration programs of study

In order to ensure that Business, Management, and Administration programs of study continue to provide access to high-wage, high-skill, high-demand careers, the Consortium will work to expand student access to Business, Management, and Administration career exploration and exposure activities to a variety of Business, Management, and Administration careers.

Business, Management, and Administration postsecondary programs have a lower rate of students earning credentials at the end of their program (2P1). In order to better understand the reasons for lower credential earning, the Consortium needs to explore barriers as to why students are not completing their credentials in Business, Management, and Administration programs. Postsecondary concentrators preparing for Hospitality and Tourism careers have the lowest postsecondary retention and placement rate (1P1). Secondary Business, Management, and Administration programs are a pathway to postsecondary programs and to improve completion of postsecondary Business, Management, and Administration program-completion, the Consortium proposes continued support of secondary programs as well.

E3-Need D: Expand Education and Training and Law Enforcement/EMR secondary programs and expand exposure of postsecondary Paramedicine program within the Human Services programs of study

Analysis of local labor market demand reveals significant unmet local needs for early childhood educators, law enforcement, and emergency medical services professionals in the Great River region. The Consortium proposes support of secondary early childhood programs with the goal of growing earned postsecondary early childhood education credentials.

All of the following existing programs have significant local talent needs and are high-skill and high-wage as well:

Secondary

- Law, Public Safety, Corrections, & Security – Law Enforcement Careers/EMR

Postsecondary

- Law, Public Safety, Corrections, & Security – Paramedicine (Paramedic/EMT)
- Education & Training – Elementary Education Foundations Transfer Pathway

E3-Need E Grow program enrollment through continued support of state-recognized and other programs of study

Support of state-recognized programs of study identified in E3 Needs A, B, C, and D (above).

The Consortium program offerings increased by 2% from the prior school year and uniquely titled courses increased by 3% from the prior school year as well. Unique student program enrollment also increased from the prior school year (increase of 16%). The consortium proposes continued support for non-state-recognized programs of study as well, specifically agriculture programs.

Continued support for Arts, Communication and Information Systems and our 3 Agriculture, Food & Natural Resources POS this includes support for teacher recruitment and retention, industry standard equipment and curriculum and support of teacher and student involvement in student organizations. Many agriculture programs serve as a gateway to engineering, manufacturing and technology programs and numerous other career fields.

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: Recruiting CTE Professionals As evidenced through a number of factors and/or data points CTE teachers, secondary and post secondary, are in high demand and low supply. We will continue our process of growing our own, by recruiting business partners, former students and current non-CTE teachers into the area of CTE. We will continue outreach to underrepresented populations who may not think teaching is not their path. Continued support of Exploration Potentials Interest in Careers activities, i.e. EPIC Student Day, EPIC for Influencers, etc.

E4-Need B: Retaining and training of CTE Professionals. The data shows that a number of new teachers are leaving the field within 3 - 5 years, in order to retain them we will spend staff development dollars on training, and professional development; examples may include SCTCC Faculty led Professional Development Workshops for secondary CTE Teachers, exploring development of a secondary CTE teacher mentorship program, helping CTE faculty attend professional development through CTSOs. The requirements for credentialing CTE faculty at the high school level has been a major challenge for concurrent enrollment programs, SCTCC and GRPC will continue to ensure that high school teachers reach credentialing standards. This has helped for teachers credentialing degrees, we have encountered CTE staff teaching articulated classes to become credentialed in any certification areas as possible. We will continue to partner with Study.com, which boasts a 93% pass rate for teachers' MTLE tests after they participate in the modules.

E4-Need C :

E4-Need D

E4-Need E

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: Improve Four Year Graduation rates for English language learners (Secondary)

There were 4-year graduation rate gaps for CTE students who are English language learners. Graduation rates for English language learners lag behind target rates by just over 17% (RealTime Talent Report, 2023, Element 1, p. 8). St. Cloud schools will explore training EL teachers in the value and impact of CTE programs. Exploring possible barriers that keep EL students out of programs and seeing what to do to overcome those barriers. (ie, safety, language, etc..)

E5-Need B: Increase earned Postsecondary Credentials for underrepresented populations (i.e. Black and Hispanic students). SCTCC work on better understanding why Black and Hispanic students are not earning postsecondary credentials and explore ways to overcome those. In an effort to increase retention and thus completion rates SCTCC will continue translating student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish and Somali). If students see materials in their native language, they will be better aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services.

E5-Need C: Increase nontraditional student enrollment by career cluster: Education, Training, Architecture, and Construction lowest program enrollment. SCTCC hosts a secondary high school counselor workshop, which would be an opportunity to educate counselors on the need to recruit students for those programs. SCTCC's plan to continue to translate materials into Somali and Spanish and add imagery that represents those populations will better promote these careers and make students more aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services. By updating imagery that represents those populations will further help the student "see themselves" in those careers.

E5-Need D: **Increase the number of non-traditional secondary and post-secondary students in CTE programs.** According to our Consortium Course Annual Reports, there is an underrepresentation of female students enrolled in CTE programs at both the secondary level overall, and across several programs at the postsecondary levels, with the gap growing slightly wider in SY2022 (7,867 unduplicated female secondary students enrolled in CTE compared to 8,573 male secondary students, Element 2, page 28). The 2022 Postsecondary CTE Participant Enrollment Report provided by Minnesota State shows that while there are more female total CTE participants enrolled (874 female and 738 male) as of the 2022 reporting year, a much smaller share of female students are concentrators (36.5% of female CTE students compared to 62.5% of male CTE students). Female CTE enrollment at the postsecondary level lags in Arts, Communications, and Information Systems (21 female students), Engineering, Manufacturing, and Technology (42 students), and Agriculture, Food, and Natural Resources (64 students)--primarily in programs that are non-traditional for female students by gender.

E5-Need E: **Increase representation of students of color in CTE across the consortium.** At GRPC secondary schools, students identifying as White are overrepresented by 0.8 percentage points based on the calculation with unduplicated counts. In GRPC CTE programs, secondary students identifying as Hispanic are underrepresented by 0.5 percentage points, as Black by 0.1 percentage points, and with Multiple Races by 0.2 percentage points. These gaps are based on unduplicated count of students enrolled in CTE courses. GRPC secondary CTE students identified as Black and Hispanic have lower rates of concentrators than that for overall CTE enrollment when these rates are calculated based on duplicated count of CTE course enrollment, representing the gaps of 12.9 and 10.0 percentage points, respectively.

[illegible]



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.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: St. Cloud Technical & Community College

College President's Name (Print): Lori Kloos



Signature

4-22-24

Date

email: lkloos@setec.edu

Phone: 320.308.5017

District Name: _____

District Number/Type: _____

Superintendent's Name -- (Print): _____

Signature

Date

email: _____

Phone: _____

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Albany Area Schools</u>	
District Number/Type: <u>745</u>	
Superintendent's Name – (Print): <u>TRAVIS OKERLUND</u>	
Signature  _____	Date <u>4/4/24</u>
email: <u>tokerdund@district745.org</u>	
Phone: <u>320-845-5050</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Wright Technical Center

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Annandale Public Schools

District Number/Type: 876

Superintendent's Name – (Print): Tim Prom

Tim Prom _____
Signature Date 4/23/24

email: tprom@isd876.org

Phone: 320 274 5602 ext 0617

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name:	Becker Public School District
District Number/Type:	0726-01
Superintendent's Name – (Print):	Jeremy Schmidt
	4-8-24
Signature	Date
email:	jschmidt@isd726.org
Phone:	763-261-4502

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Buffalo-Hanover-Montrose Schools

District Number/Type: 0877-01

Superintendent's Name – (Print): Scott Thielman



4-30-2024

Signature _____ Date _____

email: sthielman@bhmschools.org

Phone: 763-682-8707

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

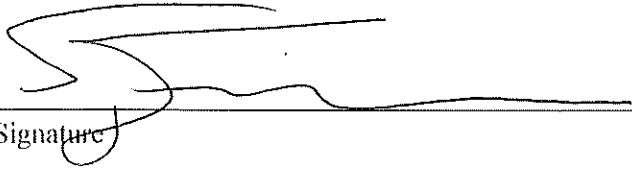
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Big Lake schools</u>	
District Number/Type: <u>727</u>	
Superintendent's Name – (Print): <u>Timothy D. Truelsenbach</u>	
Signature  _____	Date <u>4/24/24</u>
email: <u>T.truelsenbach@biglakeschools.org</u>	
Phone: <u>763-262-2536</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: _____	Delano Public Schools
District Number/Type: _____	879
Superintendent's Name – (Print): _____	Matthew W. Schoen
Signature _____	4-4-24
email: _____	Matt.Schoen@delanoschools.org
Phone: _____	763-972-3365

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Great River

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

District Name: <u>Foley Public Schools</u>	
District Number/Type: <u>ISD #57</u>	
Superintendent's Name – (Print): <u>Trish M. Perry</u>	
Signature  _____	Date <u>4/15/2024</u>
email: <u>t.perry @ kpps. ISD 57. org</u>	
Phone: <u>320-968-8661</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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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.

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____


email: _____

Phone: _____

District Name: Hazard Lake - Waverly - Winnetka

District Number/Type: 2687

Superintendent's Name - (Print): Nate Walbrun

Signature  Date 4/4/24

email: nwalbrun@hazard.wv.k12.mn.us

Phone: 320-543-4660

(Duplicate as needed)



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.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: <u>Great River</u>	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Holdingford</u>	
District Number/Type: <u>0738</u>	
Superintendent's Name – (Print): <u>Chris Swenson</u>	
Signature	Date
email: <u>Chris.Swenson@isd738.org</u>	<u>4-16-24</u>
Phone: <u>320-746-4308</u>	

(Duplicate as needed)



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.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>St. Cloud Area School District</u>	
District Number/Type: <u>0742/01</u>	
Superintendent's Name - (Print): <u>Amy Skaalerud</u>	
Executive Director of Finance + Business Services	
<u>Amy Skaalerud</u> Signature	<u>4/29/24</u> Date
email: <u>amy.skaalerud@isd742.org</u>	
Phone: <u>320-370-8010</u>	

(Duplicate as needed)



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.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Great River Regional

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Kimball Schools

District Number/Type: D739, public

Superintendent's Name – (Print): Erik Widvey

EL _____ 4/17/24
Signature Date

email: erik.widvey@kimball.k12.mn.us

Phone: 320 398 7700

(Duplicate as needed)



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.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____


email: _____

Phone: _____

District Name: Maple Lake Public Schools

District Number/Type: # 881

Superintendent's Name - (Print): Mike Rowe

 _____
Signature _____ Date 4/4/24

email: rowem@maplelake.k12.mn.us

Phone: 320-963-3114

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Melrose Area High School

District Number/Type: 740-01

Superintendent's Name – (Print): Gregory A. Winter

Gregory A. Winter 4/15/24
Signature Date

email: gwinter@isd740.org

Phone: (320) 256-5160

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Milaca Public Schools</u>	
District Number/Type: <u>ISD #912</u>	
Superintendent's Name – (Print): <u>David Wedin</u>	
<u>D. Wedin</u>	<u>4/15/2023</u>
Signature	Date
email: <u>david.wedin@milaca.k12.mn.us</u>	
Phone: <u>320-982-7191</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: _____	Ogilvie Public Schools - District #333
District Number/Type: _____	0333/01
Superintendent's Name - (Print): _____	Kathy J. Belsheim
Signature _____	Kathy J. Belsheim
	4/15/2024
email: _____	kbelshelm@ogilvie.k12.mn.us
Phone: _____	320-272-5000

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name:

College: _____	
College President's Name (Print): _____	

Signature	Date

email:

Phone:

District Name:	Monticello Public Schools
District Number/Type:	Independent School District No. 882
Superintendent's Name – (Print):	Eric Olson
Revised February 2020	



STATEMENT OF ASSURANCES & CERTIFICATIONS

4-24-2024

Signature

Date

email:

eric.olson@monticello.k12.mn.us

Phone:

763-272-2000

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

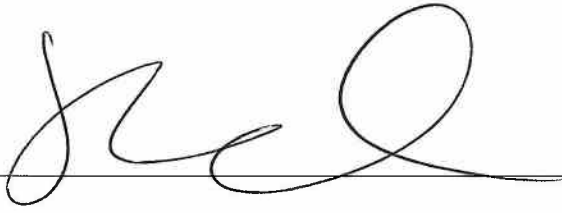
1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
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.
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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.

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name:	<u>Paysonville Area Schools</u>
District Number/Type:	<u>0741-01</u>
Superintendent's Name – (Print):	<u>Janell Bullard</u>
Signature 	Date <u>4/30/24</u>
email:	<u>jbullard@isd741.org</u>
Phone:	<u>320-243-3410</u>

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Great River

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

District Name: <u>Rockford Area Schools</u>	
District Number/Type: <u>883 / ISD</u>	
Superintendent's Name – (Print): <u>Dr. Jeffery P. Riddlehoover</u>	
Signature <u>[Signature]</u>	Date <u>4-8-24</u>
email: <u>riddlehooverj@rockford.k12.mn.us</u>	
Phone: <u>763.477.7512</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.

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Consortium Name: Great River

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

District Name: <u>ROCORI School District</u>	
District Number/Type: <u>750 / 01</u>	
Superintendent's Name – (Print): <u>Kevin Enerson</u>	
Signature <u>Kevin Enerson</u>	Date <u>5/15/24</u>
email: <u>enersonk@rocori.k12.mn.us</u>	
Phone: <u>320-685-4900</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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Consortium Name: _____

College: <u>Great River</u>	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Royalton Public Schools</u>	
District Number/Type: <u>0485</u>	
Superintendent's Name – (Print): <u>Kristine J. Wehrkamp Herman</u>	
Signature <u>Kristine J. Wehrkamp Herman</u>	Date <u>4/18/2024</u>
email: <u>kristine.wehrkamp@ist485.org</u>	
Phone: <u>320-584-4200</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Great River

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

District Name: <u>Sartell - St. Stephen</u>	
District Number/Type: <u>1SD 748</u>	
Superintendent's Name – (Print): <u>Tom Lee</u>	
Signature <u>Thomas Lee</u>	Date <u>4/16/2024</u>
email: <u>tom.lee@isd748.org</u>	
Phone: <u>(320) 656-3701</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Great River

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Sauk Rapids - Rice

District Number/Type: ISD 47

Superintendent's Name - (Print): Bradley D. Bergstrom

Bradley D. Bergstrom 4/18/2024
Signature Date

email: Supt. bradley.bergstrom@isd47.org

Phone: 320-253-4703

(Duplicate as needed)

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Consortium Name: _____

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

District Name: <u>St. Michael-Albertville, 885</u>	
District Number/Type: <u>885</u>	
Superintendent's Name – (Print): <u>Ann-Marie Foucault</u>	
Signature <u>Ann-Marie Foucault</u>	Date <u>4-8-2024</u>
email: <u>annmarief@stma.org</u>	
Phone: <u>763-497-3180</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Wright Technical Center

District Number/Type: 0966-51

Superintendent's Name – (Print): Brian Koslowsky

B. Koslowsky 4/23/24
Signature Date

email: brian.koslowsky@wrighttech.org

Phone: 763-684-2200

(Duplicate as needed)