

Perkins V Local Application

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

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|----------------------------|-------------------------------------|
| Award Period: | July 1, 2024 – June 30, 2025 (FY25) |
| Consortium Name: | Mid-Minnesota Perkins Consortium |
| Total Award Budget: | \$582,421.07 |

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.

| District Name | District Number |
|--|-----------------|
| Atwater-Cosmos-Grove City (ACGC) | 2396 |
| Belgrade-Brooten-Elrosa (BBE) | 2364 |
| Bird Island-Olivia-Lake Lillian (BOLD) | 2534 |
| Buffalo Lake-Hector-Stewart (BLHS) | 2159 |
| Dassel-Cokato | 466 |
| Eden Valley-Watkins | 463 |
| Gibbon-Fairfax-Winthrop (GFW) | 2365 |
| Glencoe-Silver Lake | 2859 |
| Hutchinson | 423 |
| Kerkhoven-Murdock-Sunburg | 775 |
| Lester Prairie | 424 |
| Litchfield | 465 |
| Maynard-Clara City-Raymond (MACCRAY) | 2180 |
| DREAM Technical Academy | 4217-07 |
| New London-Spicer | 345 |
| Sibley East | 2310 |
| Willmar | 347 |

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

The Comprehensive Local Needs Assessment (CLNA) for the Mid-MN Perkins Consortium has been completed and the *CLNA Results and Priorities* document was submitted at the same time as this application.

Narrative 2: Programs of Study (POS)

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

The Programs of Study Spreadsheet has been completed and submitted at the same time as this application.

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).

KEY:

SR: State Recognized Program of Study

| POS | Type | High Wage Y/N | High Skill Y/N | In Demand Y/N | Prior Year's # of Secondary Concentrators | Prior Year's # of Postsecondary Concentrators |
|--|---------------|------------------|-------------------|---------------------|---|---|
| Manufacturing | SR-funding | Y | Y | Y | 533 | 31 |
| Manufacturing Processes | SR-funding | Y | Y | Y | 533 | 69 |
| Agriculture (Plants) | SR-funding | Y | | Y | 2030 | 6 |
| Agriculture (Animals) | SR-funding | Y | | Y | | 51 |
| Agribusiness Services | SR-funding | Y | | Y | | 49 |
| Power Structural & Technical Systems | SR-funding | Y | | Y | | 7 |
| Education/Teacher Training/Childcare | SR-funding | Y | Y | Y | 1062 | 36 |
| Hospitality/Restaurant | C-POS-funding | Y | | Y | Data Not Avail. | Brokered |
| Business | SR-funding | Y | Y | Y | 1810 | 43 |
| Healthcare | SR-funding | Y | Y | Y | 56 | 188 |
| Construction Trades (includes Electrical/Plumbing) | C-POS-funding | Y | | Y | 723 | 54 |
| Automotive | C-POS-funding | Y | | Y | 85 | 18 |

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: Secondary Pipeline using Focused Career Exploration Between Ridgewater Programs and Approved High School Courses Aligned to those Programs | | This Need is in Element(s): | | | | |
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | | 1 <input type="checkbox"/> | 2 <input checked="" type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>In fall 2023, Ridgewater College began the work of looking at its sustainability. Full Year Enrollment continues to decline (the total varies per semester, typically 2-3% each term, based on previous year data comparisons). While the College is currently stable, Ridgewater College is taking a proactive approach to look at how the college, overall, can positively impact enrollment. Through a lengthy self-study and collaboration with an outside consultant, several areas of focus were suggested including strengthening high school partnerships, evaluating CTE programming, and working with alumni industry partners. In addition, performance indicator data for 3S1 Post-Program Enrollment shows declining enrollment into post-secondary programs into 2-year institutions through our concentrators. Looking beyond concentrator data, we surveyed 433 consortium high school students who have taken at least one (1) CTE course. Of the students who participate, 68% have said that CTE courses have influenced their future career/program major decisions. In addition, 592 PSEO and Concurrent Enrollment students across our consortium enrolled in 251 Ridgewater College CTE courses ranging in a variety of subjects between fall 2020 and spring 2024. While students want to take CTE courses, enrollment into Ridgewater College CTE programs that align with Programs of Study continue to decline.</p> | | | | | | |
| 2. Strategies to address need: | | | | | | |
| <p>Ridgewater College's recruitment team has been working with high schools to offer Teacher Take Overs where Ridgewater College faculty "take over" a class period or two with a consortium teacher. This take-over allows college faculty to share more about the program but connect with the students who have an interest in the courses/career field already. Taking this concept, we will collaborate with recruitment and expand on it with a 3-tiered approach:</p> <ul style="list-style-type: none"> • Tier 1: Ridgewater College continues offering Teacher Take Overs: Ridgewater College faculty will schedule a time at the high school with the teacher for some 1:1 professional development. The Ridgewater College faculty member will then "take-over" the class period. They will enhance current skill sets and lay the foundation for new skills using equipment they have on hand. Members from our Recruitment team as well as academic advising will be in attendance to connect with students. • Tier 2: The class will then set up a time for a Ridgewater College campus visit to visit the instructor again, this time in their classroom/lab. Student will get to see the classroom/lab space, but also get additional hands-on experience in their time with the instructor. The recruiter and advisor who attended the event at the high school will also attend the on-campus visit to continue connection building and discussing in more detail the benefits of Ridgewater College and the support available (more on how advisors will play a role in this is outlined in Narrative 9, Need A) • Tier 3: The class will set up a visit with a local industry partner who has alumni ties to Ridgewater College specifically. This will allow students to tour their industry, but to also see the career in action. <p>Class rosters will be requested from the high school prior to their visit to campus where we will monitor applications after their visit to see who has applied from the current senior class. Students in junior or sophomore classes will also be monitored in following years, and will be sent program information for Discover Ridgewater, Info Nights, and other program specific marketing opportunities.</p> <p>This will be a collaborative effort between Ridgewater College Strategic Enrollment Management Team, Ridgewater College Recruitment, and Mid-MN Perkins Consortium.</p> | | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | | |

Measure 1: Increased participation in teacher take-overs, averaging (one) 1 visit per program area at each high school by the end of two-year cycle.

Measure 2: 5% increase in CTE program enrollment at Ridgewater College by the end of the two-year cycle.

| NEED B: Supporting Approved Programs with Funding to Support New Equipment, Professional Development, Software, WBL trainings/certifications, Career Exploration, and/or Field Trips | This Need is in Element(s): | | | | |
|--|------------------------------------|---------------------------------------|----------------------------|----------------------------|----------------------------|
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input type="checkbox"/> | 2 <input checked="" type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>According to Real Time Talent and DEED data, each program of study identified for our consortium meets the criteria for high-wage, high-skill, and/or high-demand. High school teachers and Ridgewater College faculty, along with advisory board members, and the Mid-MN Perkins Consortium Leadership team support the data findings and support continued improvements in equipment, professional development, and curriculum to best improve enrollment into CTE programming, but to also prepare students for future majors and job placement. While the Programs of Study Funding Spreadsheet for FY25 and FY26 only allow for us to select up to 3 programs per POS pathway/cluster, Mid-Minnesota's Consortium Leadership have stressed the vital importance of supporting all programs that fall under—and in alignment—with declared programs of study that may not be represented on the spreadsheet.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| <p>High schools in the consortium, as well as CTE programs at Ridgewater College are asked to complete a <i>Survey of Needs</i> document prior to the yearly application deadline. This allows the consortium coordinators to evaluate needs for the upcoming year. The items on this document are for budgeting and planning only, and still require a school or program to formally request funding through our process. We ask schools and programs to list anything that might be a need, professional development they need/plan to attend, and/or career exploration/field trips they want to pursue. We also remind them to not be concerned about cost. While we know we aren't able to fund some items, it allows us to know where needs are at in these areas, especially when other grant opportunities or industry partners reach out for us when offering support.</p> <p>During the formal request process, secondary items (including professional development, career exploration/field trips) must be signed off first by the school administration (either a principal or superintendent) and quotes must be included. This is to ensure that school administration is aware of requests being made. Once received, the Secondary Perkins Coordinator uses an internal tracking process to verify teaching credentials, approved courses, program of study alignment, and that the item is necessary, reasonable, allocable, and equitable. Schools that have received larger/higher priced items in the last 2-3 years may need to wait on additional large/high price items to allow other schools/programs the opportunity and access to funding. Items that were indicated on the <i>Survey of Needs</i> document are given priority in seeking approval first. Those who did not turn in a <i>Survey of Needs</i> may need to wait until reallocation funding is available in January.</p> <p>Post-Secondary has a similar process where requested equipment, professional development, and/or career exploration opportunities are evaluated to ensure that it's aligned to a Program of Study that will benefit from Perkins funding. They are also evaluated to determine if the request is reasonable, necessary, allocable, and equitable. Programs that returned a <i>Survey of Needs</i> document are given priority. Those who did not turn in a <i>Survey of Needs</i> may need to wait until reallocation funding is available in January.</p> | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <p>Measure 1: Equipment purchases that are requested are to be ordered and received by June 30, 2025.</p> <p>Measure 2: Professional development needs will be completed by June 30, 2025.</p> <p>Measure 3: Schools that are providing industry credential opportunities, like Serv Safe, OSHA, 1st Aid/CPR, will need to have the examinations complete before the end of their academic year.</p> <p>Measure 4: Career exploration/field trip opportunities will need to be completed by the end of the academic year.</p> | | | | | |

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

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

Identify any new courses, programs, or programs of study in development within your consortium.

Programs of Study have remained relatively the same for the last ten (10) years. In an effort to ensure that careers and areas of study represented on the CTE Career Wheel, we found that one of the “wedges” had zero representation: Communication, IT, and Arts. As we evaluated DEED data, enrollment information, and course offerings with our industry partners the careers do not meet the high demand, high wage, and/or high skill criteria. At this time, the Mid-Minnesota Perkins Consortium has not identified a new program of study for this application cycle.

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

The Comprehensive Local Needs Assessment (CLNA) Program of Study Career Pathways include the careers that are considered high pay, high skill and/or in-demand. They are ranked in order of demand for the consortium based on high school course enrollment, program enrollment at Ridgewater College, and CLNA data outlining career trends. Through our CLNA study, we found that students are given access to CTE courses in these career pathways. Data shows that students, including those in special populations, learn about opportunities through their counselors, teachers, and cultural liaisons. At Ridgewater College, these same populations have support and access to opportunities through advising, academic coaching, student services support offices (such as Veterans Affairs, for example), faculty, community support liaison, and more (see Narrative 5 for additional details).

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: School to Workforce Committee of Local Healthcare Industry Partners | This Need is in Element(s): | | | | |
|--|-------------------------------|-------------------------------|--|-------------------------------|-------------------------------|
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input checked="" type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>Surveys and discussions with K-12 partners have stressed their desire to continue to support Healthcare Careers/Programs as a priority need (as outlined in DEED/Real Time Talent data, showing high demand, high wage, high skill in this area). But with no teachers in our consortium high schools eligible to teach healthcare related courses, fulfilling this priority has been a challenge. While Ridgewater College has a robust allied health department that has hosted class visits from area high schools (both in and out of the consortium) to explore health careers, more can be done. In depth, collaborative discussions need to take place between high schools, health care partners, and Ridgewater College to find creative, effective, and innovative solutions to building a pipeline to healthcare careers.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| <p>The consortium will work with industry healthcare partners to create this committee that will help the consortium in creating initiatives for enhancing career exploration activities for grades 5-12, as well as to enhance enrollment initiatives at Ridgewater College through our Allied Health pathways (such as internships, job shadowing, etc.) and eventually to job placement. The process of laying this groundwork will not be a "quick win" and must be done in stages to have the best outcome and effective measurement. They include:</p> <ul style="list-style-type: none"> • Step 1: Connect with local industry partners including health care centers in Willmar, Hutchinson, and rural areas in our consortium to establish committee members, goals, and strategies with measurable outcomes over the next 2-5 years. Committee will also include teachers from consortium schools. Also include members from CMJTS, EDC, and MMDC. • Step 2: With goals identified, create a workplan of actionable items that will be explored and implemented and well as identify schools to participate in the first stages of the initiative. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| Measure 1: Steps 1 and 2 completed, with goals, strategies, and measurables documented by June 30, 2025 | | | | | |
| Measure 2: Participation in initiative from at least 1/3 of our consortium high schools | | | | | |

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

Career exploration and career development activities, coursework, and/or services including an organized system of career guidance and academic counseling:

The local Career Force offices are located on Ridgewater College campuses with workforce specialists ready to assist students with questions regarding employment. The Mid-MN Consortium will continue to collaborate with the Central MN Jobs & Training Services (CMJTS) staff to develop and implement several career exploration events that focus on special population learners; the CMJTS special population youth focus is broader (using WIOA guidelines) than the Perkins model and can include students from age 14 – 24. The annual Counselor Encounter participants include DEED specialists, Career Force staff, Private Industry Council staff, and high school/college counselors. Perkins funding to pay the salary of a Recruitment & Retention specialist has proven successful and as mentioned in Narrative 5, they will be moved to a fully funded college position in January 2025. As also outlined in Narrative 5, as a part of the Student Success team, this position- (as well as others in the area) support most of our CTE programs.

Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the Comprehensive Local Needs Assessment:

Ridgewater College has created and hired a Coordinator for Career Services position in spring 2023. Through the 23-24 academic year, this position was continuing to evolve and align with college priorities. As we move into the FY25 and FY26 academic years, the coordinators for the Mid-Minnesota Consortium will collaborate with the Ridgewater College Coordinator of Career Services to identify and develop key infographics and resources that can be tailored to students, counselors, faculty, and parents about the regional workforce demands with relevant data to help inform education and career decisions. Upon completion these resources will be translated into Somali and Spanish. Work Based Learning (WBL) also continues to be a need for our consortium members. CLNA data/Perkins performance indicators for high schools indicated that although the consortium has many approved programs for WBL; the consortium has few endorsed teachers. The consortium will earmark funds for teacher professional development on WBL endorsements (see Narrative 2 for more information). All events/activity participants are evaluated/surveyed for continued improvements.

Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

The CMJTS, DEED staff, as well as business/industry representatives participate in the regional career exploration events held at Ridgewater College. CMJTS / Career Force specialist serve on the Perkins Leadership Board. A Vocational Rehabilitation Services representative is also located on the Ridgewater College campus.

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.

| Workforce Center Collaboration | | Total |
|--------------------------------|--|--------|
| 1. | (POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers | 0 |
| 2. | (POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers | 0 |
| 3. | Postsecondary Subtotal | 0 |
| 4. | (SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers (CMJTS) | \$5000 |
| 5. | (SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers | 0 |
| 6. | Secondary Subtotal | \$5000 |
| 7. | TOTAL | \$5000 |

Narrative 4: Integrated Academic and Technical Skills

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

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

| | | | | | |
|---|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| NEED A: Use of Geometry in Construction Supplemental Curriculum | This Need is in Element(s): | | | | |
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| Student performance indicators from program concentrators show both math and reading have shown declines over the last three fiscal years. In 2021-2022 academic year, both math and reading had a sharp decline (math down 9.02%, reading down 5.25%), likely due to the COVID 19 pandemic. The following year, math rebounded (up 4.09% in 2022-2023), but overall, it is still down compared to reading. As indicators for years 5-8 of the Perkins Application cycle are projected to increase, creative and effective changes will be needed. Through CLNA data, 27% of high school teachers who completed the survey have indicated the need for professional development around embedded performance indicators in reading and math in their courses. To help raise math proficiency, <i>Geometry in Construction</i> was requested by high school teachers to try in their construction/woodworking/trade & industry courses. | | | | | |
| 2. Strategies to address need: | | | | | |
| Litchfield High School will be our pilot school to integrate using the <i>Geometry in Construction</i> supplemental curriculum into their industrial technology courses to help improve math understanding. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| MEASURE 1: Curriculum will be ordered and received by end of fall 2024 (at the latest). | | | | | |
| MEASURE 2: A pre-and-post survey will be provided to students to gauge their math confidence. GOAL: 20% increase in math confidence by the end of the course based on survey data. In class assignments will be evaluated to determine student success in the math-related assessments. | | | | | |

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

How will your consortium improve both the academic and technical skills of students in CTE programs by strengthening the academic and career & technical components of such programs?

Based on feedback through discussions with individual school districts in fall 2023, as well as CLNA feedback surveys, teachers indicated the need for professional development in the areas of curriculum. In the past, we offered TECH UP, a skills training for high school teachers by Ridgewater College faculty to improve skills on industry equipment/software. Attendance was always very low and while high school teachers learned new

skills, they would come back to their high school and not be able to use most of what they learned as their equipment was too old. Instead, teachers have asked for TECH UP to be hosted at the high school where Ridgewater College faculty could instead train them and improve their skills on the equipment they have on hand. It will also allow teachers across the consortium to connect with one another (a common request by teachers in our CLNA surveys and discussions) and collaborate on curriculum. In addition to collaborative trainings and sharing, regional and local articulation meetings also continue to provide both secondary/postsecondary the opportunity to review & develop new agreements and discuss trends in programs of study.

How will your consortium improve both the academic and technical skills of students in CTE programs through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs?

In summer 2023, our consortium went through program renewal. As our consortium discussed this process, we learned that many schools were unclear on how to accurately write course learning outcomes, assign measurements to those outcomes, and how to incorporate continuous improvement. Through the renewal process, the Business & Marketing programs were required to take their renewal documentation “to the next level”, laying the foundation for this type of work that is intended to be evaluated regularly vs. every five (5) years. In addition, as we evaluate our math and reading indicators through the provided MDE data, the consortium has met all the performance indicators for FY 24. However, these data indicated that there are individual school districts underperforming. Based on CLNA surveys from high school teachers asking for more curriculum professional development and a desire to find additional ways to incorporate/improve math and/or reading strategies in their classes, the consortium will be piloting an initiative that helps our secondary teachers become more aligned with post-secondary practices around assessment and continuous improvement (detailed above in the *Needs* section of this narrative).

On the post-secondary side, in fall 2023 a part time Nurse Tutor was hired mid-semester to assist nursing students on the Hutchinson campus. Nursing student struggle with the rigorous content, and the academic tutor team saw a need for a nursing specific tutor. Instructors and students saw an almost immediate positive impact in student success with students achieving half-to-a-full-grade higher on tests and assignments with the Nurse Tutor interventions. Students on the Willmar campus may also experience similar success with a Nurse Tutor that could address not only the academic struggles but have a focus on assisting diverse students – particularly students that are Multi-Language Learners (detailed in Narrative 11, need B).

How will your consortium improve both the academic and technical skills of students in 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)?

All students, including special population learners are included in all activities. In FY 23 and based on CLNA data, the consortium will be partnering more with the Central MN Jobs and Training Youth staff to expand upon our collaborative Scrubs Camp on the Willmar campus, we will be collaborating to offer a Trades Camp on the Hutchinson campus. Students who participate in these camps will be surveyed to determine their desire to continue in the career field but will also be monitoring their records in our prospect database if they decide to explore PSEO, concurrent enrollment, or formal admission after high school.

Perkins coordinators inform all teachers/instructors including the members of our Consortium Leadership of upcoming events, activities. Each April the Secondary Perkins Coordinator sends out a *Survey of Needs* planning

document with specific details and instructions for completion. In addition, Counselors are informed of strategies at the annual Counselor Encounter. School districts include articulation information in their student registration guides. All consortium members have access to the Perkins website and the CTE Credit MN articulation website for consortium information.

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 **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

| | | | | | |
|--|------------------------------------|----------------------------|----------------------------|----------------------------|---------------------------------------|
| NEED A: Specialized Academic Support Strategies for Diverse Students with a High Degree of Family Obligations to Achieve Degree Completion | This Need is in Element(s): | | | | |
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input checked="" type="checkbox"/> |
| <p>Recent data collected through a survey conducted by the Ridgewater College Student Success Division has shown that diverse students (not limited to BIPOC, but also to first generation, homeless, non-traditional, etc.) have family obligations that impact their ability to be successful in college. The most common responsibility is caring for two-or-more siblings in the home. Additionally, many of our CTE programs that require multiple semesters to complete a degree, find that diverse students are more likely not successfully progress to their 2nd or 3rd semester of their program. To assist these diverse student groups in program persistence, a program will be developed that will focus on these students at the start of their programs with intentional and intrusive advising, focused on building student success skills such as test preparation, time management (focusing on managing family obligations), study skills, and other strategies for student success. Utilizing the Basic Needs Inventory (BNI) survey we found that 82% of our students of color say they are not aware of the resources that Ridgewater College offers, 32% of our students of color say they cannot afford their housing payment (this is 10% higher than white students), 63% of our students of color are identified as housing insecure, 28% of our students of color are food insecure and of those, 47% are considered highly food insecure, 75% of our students of color face basic needs insecurity of one type or another. Separate from the BNI survey, our withdrawal data does demonstrate that our students cite family obligations/time management (they are linked) as a common reason for withdrawal, and we can see this among students of color in the withdrawal data. Qualitative (anecdotal) data from advising and coaching show students talking about the demands of their family on their ability to study, plan, and complete work.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| <p>Professional college advisors will attend the NACADA Annual Conference to learn strategies and skills that will help them work more efficiently and intentionally with students in all CTE programs around building student success skills. While NACADA does not have specific sessions focused on family demands impacting diverse student populations, these discussions are frequently integrated into sessions. In addition, NACADA has an extensive research library for members (which, all Ridgewater College professional advisors are members, paid for by the college), publicly available data tied to advising and success, continued professional development webinars, and other resources that advisors are able to access. Funding will be available to cover additional professional development during the academic year for professional advisors, faculty advisors, and academic coaches who work with CTE students in support of this initiative.</p> <p>Upon their return, professional advisors will collaborate with programs still using faculty advisors (such as Nursing, Vet Tech, Non-Destructive Testing, etc.) to align their practices and create common practices, resources, and strategies that can be used with all CTE students, regardless of who is advising the student. One program will be selected as a pilot cohort to test this initiative.</p> | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <p>MEASURE 1: Common practices, resources, and strategies are outlined, created, and documented. First cohort of diverse CTE students are identified by end of fall semester 2024.</p> <p>MEASURE 2: First cohort of CTE students receive intentional advising strategies. Pre-and-post survey will be administered to gather data on how confident the student is, their understanding of how to navigate college,</p> | | | | | |

manage time, manage all of their obligations, etc. GOAL: 10% increase in diverse student retention as compared to AY23 and AY24.

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

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

How will the consortium address the barriers to access and success for special populations within CTE programs identified in your CLNA?

Over the years, CLNA findings focused primarily on the Somali people in the Willmar area. Yet, the number of concentrators have not increased as they should considering the amount of time and resources spent over the last several years through our consortium, still creating a gap. Data indicates that gaps not only still exist with Black students, but gaps exist with **all** BIPOC student groups at **all** high schools across our region. PSEO listening sessions specifically for BIPOC students and their families, conducted in fall 2022 as part of a grant for the College in the High School Alliance, indicated that parents don't remember receiving information about dual credit or post-secondary career exploration options provided at the high school. While we know that counselors and other administration in the districts are providing timely and plentiful information, there is a breakdown at home when it comes to discussing these opportunities. We also learned that students are more likely to believe their friends or a sibling than those who work directly with students at the high school or college about what opportunities they should—or shouldn't—participate in. For example, some students believe that Ridgewater College credits don't transfer because a friend or relative had an issue. While our surveys didn't ask this question, we know from discussions with students that many BIPOC students have parents who have no-or-limited English language knowledge. Misinformation, language barriers, and general lack of knowledge create hurdles for students and make it even more challenging to bridge these gaps and bring students to post-secondary opportunities. Being able to "debunk" and share this information is critical for our programs to have a stronger impact. Ridgewater College's Master Academic Plan for the FY25-FY28 years also have a desire to grown dual credit options for our high school students. This would put students directly in contact with an academic advisor and other student services. Through the CLNA survey process, we learned that 28% of students who took/wanted to take CTE courses find that scheduling is a concern because classes are run at the same time as courses required for graduation. In addition, 29% stated that there aren't enough teachers to be able to offer the class on the schedule. 69% of school administrators also indicated concerns with time and staffing conflicts.

While Perkins funding can't solve hiring or scheduling issues at our high schools, it can assist high schools by providing materials for CTE programs, careers, and other CTE pathways in Somali and Spanish (with other languages to be explored based on high school feedback) to help provide non-English speaking student support systems with accurate information. The Consortium will also support high schools by providing

funding for bussing to attend career exploration days on the Ridgewater College campus to introduce them to available careers in CTE areas such as IGNITE, EXPLORE, and class specific, personalized career exploration visits.

At post-secondary, the Recruitment and Retention Specialists will continue their work through December 2024, working closely with CTE programs, recruitment, and our Office of Diversity, Equity, and Inclusion to carry out the mission of the Equity by Design & the Equity 2030 initiatives. In January 2025, this position will be made a permanent position at Ridgewater College, paid fully out of the College's budget. In addition, the Student Services team (which includes academic advising, coaching, veterans services, disability support, and career services) have strong connections and relationships with CTE programs across the college. Of our CTE programs, only four (4) programs (Vet Tech, Cosmetology, Medical Assistant, and Non-Destructive Testing) still use faculty advisors. The remaining CTE programs have transitioned their students to using professional advisors. The Student Services team uses a platform called *Starfish* to make notes about appointments, but to also refer students to other offices for support (such as financial aid, counseling, tutoring, or even our community support liaison for housing or food insecurities).

How will the consortium prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency:

To assist students in special populations to be self-sufficient through high-skill, high-wage, and/or high demand occupations, the Mid-Minnesota Perkins Consortium and Ridgewater College collaborate with a variety of partners (including, but not limited to: CMJTS, high schools, ALCs, industry connections, community organizations, advisory boards, and more) to help introduce these individuals to careers in our programs of study. Through the initiatives outlined in our CLNA and this application, we are continuing to maintain already existing partnerships. These identified initiatives allow us to also expand these partnerships, which will lead to more concentrated, purposeful connections of our special populations to careers, work based learning, certification achievements, and more. Our consortium will continue to focus on careers aligned to our Programs of Study such as healthcare, STEM trades (automotive, welding, machining, construction, plumbing, robotics), agriculture careers, plus early child education, culinary, and business/marketing.

What new initiatives will the consortium develop to better prepare CTE participants for non-traditional fields?

The collaboration with CMJTS continues to assist the Mid-Minnesota Perkins Consortium by connecting high school female identifying students and male identifying students to explore non-traditional by gender programs (health careers for male identifying students, and trades careers for female identifying students). After the success of our Scrubs Camp in summer 2023, the consortium continues to collaborate with CMJTS—who also holds a Scrubs Camp of their own—by running the camps at the same time, bringing CMJTS and Ridgewater College campers together for all sessions, activities, and exploration of health careers. In summer 2025, Mid-Minnesota plans to extend this collaboration into a camp for trades using the same model as Scrubs Camp, with efforts to encourage enrollment of ~~with priority registration given to female identifying students~~ (as outlined in Narrative 11, Need A). The Ag Expo and Manufacturing Expo are also geared to attract female identifying students in a smaller group setting. Ridgewater College hosts two successful regional career events (IGNITE and EXPLORE) to provide opportunities for all students to try hands-on activities in a safe, no-pressure, environment in nontraditional fields. Faculty in manufacturing make it a point to being female identifying students to help demonstrate the hands-on activities in an effort to appeal to other female identifying students visiting the event. This also applies to healthcare careers, too, where male identifying students are asked to attend the event to help break down stereotypes and garner interest.

How will the consortium ensure members of special populations will not be discriminated against?

The Mid-Minnesota Perkins Consortium is aligned with Ridgewater College and is aligned with the [Mission, Vision, Guiding Principles, and Diversity Statement of the institution](#). Ridgewater College clearly outlines its commitment to a diverse workplace that respects all stakeholders. Campus policies around a [respectful workplace](#), [fraudulent acts](#), and [place of study](#) as well as [Student Code of Conduct](#) are posted on the [college website](#), the [student catalog](#), and [student handbooks](#). All printed materials at post-secondary and Perkins generated marketing materials include non-discrimination statement.

Narrative 6: Work-Based Learning

Please note: The CLNA did not identify any specific initiatives for this section. Therefore, we have removed the tables and the original 3 questions from this section so there was no confusion on why they weren't answered.

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

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

Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

Although the numbers were small, data from the CLNA and Perkins data indicates that special population students in Work Based Learning opportunities continue to be engaged. In our consortium, eleven (11) of our seventeen (17) high schools have work-based learning approval in the diversified category, with five (5) of those eleven (11) schools also offering work-based learning in special education.

At the secondary level, eligible students can participate in work-based learning in a variety of programs including special education, agriculture, manufacturing, FCS (education and culinary), business, and health occupations. Willmar Schools partners with Goodwill for early work prep programs mainly for special population learners. Hutchinson schools continue to be active recipients of DLI Youth Skills Training grant funds to further expand work-based learning opportunities at the secondary level.

At post-secondary many of the technical programs require or offer the elective opportunity for students to engage in an internship experience before completing the program.

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.

Both secondary teachers and post-secondary instructors participate in Externship opportunities to better establish relationships with business/industry to increase work-based learning or services learning opportunities for students (see Narrative 8 for additional information). Advisory boards at both secondary and post-secondary provide opportunities to build relationships with employers – this is most evident for post-secondary and most evident for secondary agriculture programs. The current and past consortium leadership serve on the advisory board for the LYFT regional grant program. Grant funding opportunities through LYFT (and others, if known) are shared frequently with our partners. These LYFT grants require collaboration between high schools and industry in order to be considered.

Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.

Although the consortium has seen an increase in WBL concentrators, many of our consortium high schools have asked that we look at ways we can continue getting students from high school to workforce. For many students, that means having a credential that makes them a desired employee. More WBL teachers are requesting support to be on-site trainers for their students to earn credentials through Serv-Safe, OSHA, as well as 1st Aid/CPR. The consortium will continue to fund training through professional development (as outlined in Narrative 2) for teachers on the secondary & post-secondary level to earn their WBL credential, as well as earn "trainer" credentials to provide opportunities for students to earn entry level credentials listed above. As also outlined in Narrative 2, Need B, the consortium will continue to fund the cost of testing for students, with the understanding that the entire course must be offered the opportunity to take the certification.

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 Claiming of Articulated 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 type="checkbox"/> |
| As indicated in Element 2, Ridgewater College is currently evaluating sustainability efforts to proactively maintain enrollment. In addition to evaluating our enrollment pipeline (outlined in Element 2, Need A), the consortium also reviewed data on claiming of articulation credits. High School teachers and Ridgewater College faculty find value in articulation. Our consortium covers the cost of maintaining our membership with Southern Regional Articulated College Credit. Prior to COVID-19, average number of credits claimed was 15 per year. Post COVID, the average number of credits claimed was seven (7). Low claim numbers make it hard to justify the continued cost of website, agreement maintenance, and consulting fees. An effort to assist students in claiming credits is not only necessary but would contribute to the sustainability of Ridgewater College enrollment. | | | | | |
| 2. Strategies to address need: | | | | | |
| Articulated credits, while popular, are often "out of sight, out of mind". Students either forget the credits are available or aren't familiar with the process of claiming credits. Furthermore, the process of claiming credits is often filled with misinformation and continued barriers. The consortium, in collaboration with the Ridgewater College Registrar's office, Admissions team, and Academic Advisors, will explore ways to notify students of their earned credits, but also how those credits apply to their future degree. This collaborative effort will also identify ways to remove the barriers for claiming credits, as well as begin discussions with Ridgewater College faculty and Academic Deans around practices for establishing articulated credit agreements that best benefit the student. Articulation credits will also move from localize to regional, eliminating the need for consortium staff to update agreements. | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| Measure 1: Increase use of Southern MN Articulated Credit Website from secondary teachers: compare current use to use after strategies have been implemented. Goal is to see an increase of 20% of teachers uploading earned credits into the system by the end of the 2-year cycle. | | | | | |
| Measure 2: Increase number of students claiming credits: compare current claimed rate to rate after strategies have been implemented. Will compare fall and spring registrations. Goal: 30 students claim at least 1 credit by end of FY26. | | | | | |

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?

What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

Of the high schools in the Mid-Minnesota Perkins Consortium, four (4) of the seventeen (17) high schools have a partnership with Ridgewater College's College in the Schools program, with two (2) additional schools

partnering with sister-institutions across the state. Of the four (4) schools who partner directly with Ridgewater, two (2) schools offer CTE options. MACCRAY offers Animal Science and Agronomy. KMS also offers Animal Science, Agronomy, and Child Development. As outlined in previous applications, other schools in the consortium have offered classes through CIS but have now been dissolved for various reasons. In FY2024, the CIS program intended to explore options with high schools to a Medical Terminology course which has an open credential. It is our desire to offer this course (taught by Biology instructors) as a gateway course into additional CIS and PSEO offerings in our Health Broad Field course area. However, focus shifted to a credentialing pilot focused on Welding looking at alternative options to credentialing as the recency requirement (on-the-job hours) is nearly impossible to meet as it is looking at full-time employment hours. We currently have six (6) schools in our consortium who want to be a part of this pilot. Doing so would expand concurrent enrollment opportunities in CTE but would also have an impact on the college's overall enrollment. It should also be noted that in 2025, schools within the Higher Learning Commission region will be able to credential teachers in alternative ways based on what the institution feels is appropriate and necessary. While plans on how this will impact Minnesota State is still unknown, particularly as this impacts the MSCF contract language, we have been notified by the Minnesota State System Office for P-20 Programming that until August 31, 2025, we still must credential high school teachers like we have been.

PSEO options at Ridgewater College are also available to students across the state. All of our consortium high schools send students to Ridgewater for PSEO opportunities (both Liberal Arts and CTE). In FY2024, Ridgewater College enrolled 875 students from over 68 high schools across the state. PSEO makes up 23.27% of the college's overall enrollment. Agriculture continues to be the most popular CTE offering for PSEO students, followed by CADD, and Business.

Mid-Minnesota Perkins Partnership is part of the MN Southern Region Articulation group. The Southern region reviews career clusters every two years. The region meets via Zoom and in person with consortium high school teachers and college instructors. The consortium partners agreed to combine the articulation meetings with the program of study reviews. The articulation/POS meeting includes reviewing regional, local articulation agreements that align with program of study career pathways. For the consortium, articulated college credits are available to consortium students with 72 regional and local agreements. Although, the use of articulated college credits is low (only seven (7) certificates presented to Ridgewater College FY 23); the consortium partners consider it a valuable exchange of ideas, curriculum review and feedback from post-secondary to secondary instructors. In FY25 our consortium plans to evaluate ways in which to help students "claim" their articulated credit. Too many barriers exist for students to get this credit. Ridgewater College and the consortium schools also see this as a valuable tool in increasing enrollment for CTE programs.

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.

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: Pilot to Incorporate Academic and Program Standards into Course Syllabi | This Need is in Element(s): | | | | |
| 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"/> |
| Currently, our consortium is meeting the targets for math and reading indicators. However, survey data shows that 27% of teachers want to engage in discipline specific professional development. Teachers indicated through CLNA surveys that they also wanted to incorporate math and reading into their courses and syllabi. As announced, statewide math and reading indicator targets will increase over years 5-8 of the Perkins Application. In addition, it is expected that programs and teachers in CTE programs continue to look at ways to improve their courses. While our program went through reaccreditation in FY2024, our professional development sessions held in summer 2023 indicated that teachers are more "reactionary" than "proactive" in keeping their courses updated and evolving. | | | | | |
| Strategies to address need: | | | | | |
| <p>Agriculture, Farming, and Natural Resources (AFNR) is the largest discipline in our consortium, with offerings at fifteen (15) out of seventeen (17) high schools. With a new AFNR Specialist at MDE, starting with this group would be a great way for us to clean up our course offerings, as well as get them into the mindset of continuous improvement.</p> <p>Working with Ridgewater College's faculty-led assessment committee, we will create a rubric for teachers to self-evaluate their course learning outcomes and where to focus making changes (if necessary). This committee's rubric will also help them incorporate state standards for their discipline as well as evaluate those standards for effectiveness in math and reading.</p> <p>The Ridgewater College assessment committee chair and faculty members serving on the committee will provide a training to teachers to help them use the rubric and implement the continuous improvement process.</p> | | | | | |
| Measurable Outcomes (report results in next APR): | | | | | |
| <p>Measure 1: Each teacher will be asked to use the rubric for at least three (3) of their current classes. Based on the information gathered by using this rubric, teachers will be asked to identify at least two (2) changes that can be implemented within the next year into course to help with math and/or reading measures.</p> <p>Measure 2: We will compare changes to scores in math and reading to see if there has been an increase in student success.</p> | | | | | |

4. Provide additional narrative to address the following:
 - a. 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.
 - b. 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.

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.

At the secondary level, we will continue to work with school district administration to encourage out-of-field licensing for difficult-to-fill programs areas such as trades/industry, health, and FCS programs. Furthermore, Equity 2030 outlines policies and structures for recruitment of underrepresented groups for all college personnel. Both secondary and post-secondary have developed curriculum for Intro to Education courses that can be articulated from high school to Ridgewater College. This "Grow Your Own" initiative will also include recruitment from alumni through the alumni association.

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.

At secondary, our focus leans towards training and retention through professional development and externship opportunities. We do this by providing funding for teachers, paraprofessionals, administration, and counselors to participate in many professional development opportunities: TECH UP, WBL conference, CTE Works conference, workshops specific to programs through the Centers of Excellence, articulation meetings, counselor encounter, others. On the post-secondary level, all new faculty are invited to partake in the New Faculty Academy, which is a structured program of support. Curriculum Instruction Specialist Faculty from both technical and transfer areas, provide new faculty with curriculum and assessment support, assist with classroom management skills, and opportunities for monthly group sessions to address real-time issues, partake in book clubs, and have access to regular podcasts. In an effort to continue the practice of continuous improvement in courses, while providing opportunities for growth, discipline specific professional development with professional, industry supported organizations will also be funded with Reserve Funding.

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: Secondary Pipeline using Focused Career Exploration Between Ridgewater Programs and Approved High School Courses Aligned to those Programs | This Need is in Element(s): | | | | |
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input type="checkbox"/> | 2 <input checked="" type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>In fall 2023, Ridgewater College began the work of looking at its sustainability. Full Year Enrollment continues to decline (the total varies per semester, typically 2-3% each term, based on previous year data comparisons). While the College is currently stable, Ridgewater College is taking a proactive approach to look at how the college, overall, can positively impact enrollment. Through a lengthy self-study and collaboration with an outside consultant, several areas of focus were suggested including strengthening high school partnerships, evaluating CTE programming, and working with alumni industry partners. In addition, performance indicator data for 3S1 Post-Program Enrollment shows declining enrollment into post-secondary programs into 2-year institutions through our concentrators. Looking beyond concentrator data, we surveyed 433 consortium high school students who have taken at least one (1) CTE course. Of the students who participate, 68% have said that CTE courses have influenced their future career/program major decisions. In addition, 592 PSEO and Concurrent Enrollment students across our consortium enrolled in 251 Ridgewater College CTE courses ranging in a variety of subjects between fall 2020 and spring 2024. While students want to take CTE courses, enrollment into Ridgewater College CTE programs that align with Programs of Study continue to decline.</p> | | | | | |
| 2. Strategies to address need: | | | | | |
| <p>Performance Indicator data shows concentrators for those who matriculate into 2-year schools has been declining (down 6.25% in FY22 and down another 0.38% in FY23). While we don't have rationale on <i>why</i> enrollment is declining, at Ridgewater College we see enrollment increases in our older-than-average age groups. In our survey data of current CTE students at Ridgewater College, 39% are aged 28 or older.</p> <p>To help move students directly from high school to a 2-year school, we will create 1-page info graphics to help students understand the benefit of CTE education and enrolling after high school (including earning potential, job success rates, the use of the North Star Promise to reduce out-of-pocket costs, etc.). During the visit, we will also include our professional academic advisors in our teacher take over events (in both the visit to the high school and the college visit), as well as include our Career Services office. By talking with students about degree options (some that can be completed in less than a year) as well as PSEO, CIS, or Articulated credit options. Students will also be given the opportunity to sign up for additional information, event mailings, and even apply to Ridgewater College during their visit (if they're ready). These discussions are intended to inform, build a connection, and help guide students into opportunities in a no-pressure format.</p> | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| <p>Measure 1: Using the class roster, identify who has asked for future mailings/information. Goal: 25% of the class</p> <p>Measure 2: Using the class roster, track who is attending events, signing up for tours, and applying to the college.</p> | | | | | |

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

What specific student group(s) were identified as having significant disparities or performance gaps?

As noted above in Narrative 5: *Over the years, CLNA findings focused primarily on the Somali people in the Willmar area. While the gap exists, the number of concentrators should be higher for the amount of time and resources spent over the last several years through our consortium. Data indicates that gaps not only still exist with Black students, but gaps exist with **all** BIPOC student groups at **all** high schools across our region.*

Male identifying students in health careers or early childhood/education careers still continues to show minimal improvement. In fall 2024, the only teacher approved in our consortium for healthcare courses is retiring, making male identifying student enrollment on the secondary side even more challenging. In fall 2023, through conversations with students in health career exploration classes that visited Ridgewater College, male identifying students who are interested in health careers were more interested in EMT/Paramedic (which falls under *Human Services*, not *Health* per Programs of Study documentation), or they have an interest in sports medicine/athletic training. Not having EMT programming align under Health careers, as well as not offering areas that are of interest to male students, makes the gap wider and more difficult to close.

Through our Scrubs Camp, we give priority registration to male identifying students to encourage their enrollment, but so far, our efforts have not been successful. With our initiative outlined in Narrative 3, Need A, we hope to uncover strategies to help increase male identifying students into healthcare careers.

Female identifying students in non-traditional programs is strong, however, post program enrollment is quite low. Under Narrative 11, Need A we plan to create a day camp option that is focused manufacturing/trades careers, with efforts to encourage enrollment of ~~with priority registration given to female identifying students.~~ Our hope is their participation will help us see a growth in manufacturing/trades enrollment for this group, closing the gap.

What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?

Career Exploration continues to be a cornerstone of what we do to help introduce students to CTE programs, careers, and opportunities. This is done through events held at Ridgewater College (IGNITE in Hutchinson, EXPLORE in Willmar, Discover Ridgewater, Informational Sessions, and more), but also through industry connections, field trips, and more. CMJTS continues to be a valuable support and partner to the Mid-Minnesota Consortium and continued collaboration for summer camps and other opportunities. Teacher Take Overs, summer professional development to help high school teachers learn from their peers, and Counselor Encounter can help address gaps when it comes to promoting opportunities for students—especially in men and women in non-traditional career fields. We plan to continue exploring ways our Student Services team on campus can work with prospective and admitted students to help close these gaps.

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 **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: Secondary Pipeline using Focused Career Exploration Between Ridgewater Programs & Approved High School Courses Aligned to those Programs | This Need is in Element(s): | | | | |
| Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input type="checkbox"/> | 2 <input checked="" type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>In fall 2023, Ridgewater College began the work of looking at its sustainability. Full Year Enrollment continues to decline (the total varies per semester, typically 2-3% each term, based on previous year data comparisons). While the College is currently stable, Ridgewater College is taking a proactive approach to look at how the college, overall, can positively impact enrollment. Through a lengthy self-study and collaboration with an outside consultant, several areas of focus were suggested including strengthening high school partnerships, evaluating CTE programming, and working with alumni industry partners. In addition, performance indicator data for 3S1 Post-Program Enrollment shows declining enrollment into post-secondary programs into 2-year institutions through our concentrators. Looking beyond concentrator data, we surveyed 433 consortium high school students who have taken at least one (1) CTE course. Of the students who participate, 68% have said that CTE courses have influenced their future career/program major decisions. In addition, 592 PSEO and Concurrent Enrollment students across our consortium enrolled in 251 Ridgewater College CTE courses ranging in a variety of subjects between fall 2020 and spring 2024. While students want to take CTE courses, enrollment into Ridgewater College CTE programs that align with Programs of Study continue to decline.</p> | | | | | |
| Strategies to address need: | | | | | |
| <p>To support this need, as well as to ensure that all areas of the Perkins Grant are being fulfilled, a secondary and post-secondary coordinator are needed. Therefore, the Secondary Perkins Coordinator and Post-Secondary Perkins Coordinator lead the consortium and are paid for their work through the consortium budget.</p> <p>The Secondary Perkins Coordinator works at Ridgewater College and is paid 80% by the consortium (split evenly between the secondary and post-secondary budgets). This position is funded year-round.</p> <p>The Post-Secondary Perkins Coordinator is one of the Deans of Technical Instruction at Ridgewater College (the position has been rotated in the past to give Deans opportunity to lead Perkins). This person supervises the Secondary Perkins Coordinator. Their position is paid 20% by the consortium (from the post-secondary budget only).</p> | | | | | |
| Measurable Outcomes (report results in next APR): | | | | | |
| <p>Measure 1: Coordinators will meet bi-weekly to discuss progress and collaboration efforts between secondary and post-secondary.</p> <p>Measure 2: Coordinators will create a virtual sign-up calendar to assist schools with creating these connections and setting up visits (with Ridgewater and Industry).</p> <p>Measure 3: Provide updates and report out on progress of this initiative at the annual consortium leadership meeting.</p> | | | | | |

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

Describe your consortium's formal governance structure.

How the consortium leadership is organized:

Mid-Minnesota Perkins Partnership consortium is comprised of sixteen (16) public school districts, one (1) charter school, and Ridgewater College (both campuses Hutchinson & Willmar). Our Leadership/Advisory Board consists of at least one (1) representative of each high school (principal, superintendent, instructor, and/or counselor), a representative from Central Minnesota Jobs and Training Services (CMJTS), Secondary Perkins Coordinator, Post-Secondary Perkins Coordinator, and Deans of Technical Programs at Ridgewater College.

The Secondary Perkins Coordinator and Post-Secondary Perkins Coordinator lead the consortium and are paid for their work through the consortium budget. The Secondary Perkins Coordinator works at Ridgewater College and is paid 80% by the consortium (split evenly between the secondary and post-secondary budgets). The remaining 20% is covered by Ridgewater College's general fund. This position is full-time and is funded year-round. The Post-Secondary Perkins Coordinator is one of the Deans of Technical Instruction at Ridgewater College (the position has been rotated in the past to give Deans opportunity to lead Perkins). This person supervises the Secondary Perkins Coordinator. Their position is paid 20% by the consortium (from the post-secondary budget only).

The processes used for making financial decisions:

All financial decisions are first recommended by the Perkins Coordinators of the consortium and then approved or discussed further with either the leadership group and/or full consortium. All information is posted on the consortium website.

Processes and structures in place to ensure secondary and postsecondary collaboration:

The reps are responsible for reporting Perkins initiatives and information back to the school district administration, CTE instructors, and counselors. The consortium meets formally at least once a year (usually in February). The Secondary Perkins Coordinator visits each high school during the fall (typically in October & November) to meet with administration and CTE teachers to address questions, check in, see classes in progress, and discuss ways that the consortium and district can continue to partner together.

The communication systems in place to ensure all consortium members are continually informed:

The [Mid-MN Consortium has a website](#) that is updated regularly and housed on the Ridgewater College website to provide up-to-date information to members and stakeholders. The Consortium also puts together a quarterly newsletter to keep high school partners informed with initiatives, save-the-dates, grant opportunities, topics of interest from MDE specialists, reminders, and more. Emails are sent out on an as needed basis and only when necessary to eliminate email fatigue.

Narrative 11: Reserve Funds

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

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: Summer Camp Collaboration with CMJTS for STEM (in Hutchinson) | This Need is in Element(s): | | | | |
|---|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>Data from DEED/Real Time Talent indicate the need for continued workers in STEM careers (as defined on the "CTE Wheel") in areas such as manufacturing, automotive, machine tool, and more. Non-traditional performance indicators show a decline in male identifying students in healthcare career concentrators and post-program enrollment. However, efforts to raise this number continue to underperform. These data also indicate female identifying students in non-traditional concentrators are high, yet post-program enrollment is extremely low. After a successful launch of Scrubs Camp in summer 2023, the consortium was approached by CMJTS to run a collaborative STEM/Trades camp. Ridgewater College and Mid-Minnesota Perkins will be connecting this camp specifically to address post-program enrollment by having a trades camp, with efforts to encourage enrollment of female identifying students.</p> | | | | | |
| <p>Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs</p> | | | | | |
| <p>2. Strategies to address need:</p> | | | | | |
| <p>Student data through CLNA surveys indicated that taking a CTE course can be challenging due to course offerings, graduation requirements, and lack of teachers to teach specific courses. With more Agriculture faculty teaching classes in areas like welding, the exposure to manufacturing trades is limited. CMJTS offers a summer camp option in Hutchinson for trades/manufacturing/STEM, but because of the requirements to be eligible for CMJTS programming, students can be turned away for not qualifying. Offering this opportunity in collaboration allows for these students to also participate.</p> <p>CMTJS, the Mid-MN Consortium, as well as faculty at Ridgewater College will create a planning group to create a 3-day, in-person, day camp on the Hutchinson campus. This camp will be at no cost for students, and is open for incoming students to grades 9-12 from consortium districts. Our camp enrollment will be focused on female identifying students.</p> <p>The activities planned for this event will be hands-on, interactive, innovative, and fun! Using the model for our SCRUBS Camp, the students from both camps will be in sessions together. They will also get to tour industry partners to see careers up close and in action. At the end of camp, students will be surveyed about their experience and probability of being in this career field after high school. Students will be put into the Ridgewater College prospect database and will be sent information for future info nights, Discover Ridgewater events, and more. Names will be monitored to see if they apply to Ridgewater College for future admission.</p> | | | | | |
| <p>3. Measurable Outcomes (report results in next APR):</p> | | | | | |
| <p>Measure 1: Enrollment of 15 campers, with 7 students identifying as female (CMJTS enrollment is separate) Measure 2: Goal of 85% participant satisfaction through surveys, measuring high likelihood that students will explore these careers further (either through PSEO, CIS, Articulated Credit, or high school courses). Measure 3: Student enrollment data will also be used to show follow through on desire to explore classes further.</p> | | | | | |

| | | | | | |
|---|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| NEED B: CTE Tutor to Address Nursing Performance Gaps | This Need is in Element(s): | | | | |
| 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below): | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <p>Data gathered through the CLNA process showed great success in having a tutor to assist students in a specific CTE program. In Hutchinson, Nursing faculty saw this success firsthand with seven (7) of the fourteen (14) practical nursing (PN) students utilizing a tutor specifically hired for nursing students. Up to 25% of students in the registered nursing (RN) degree program. Prior to targeted intervention, four (4) of the seven (7) practical nursing students were at risk of failing their classes at semester's end. After interventions with the nursing tutor, five (5) of those seven (7) were able to progress to the next semester. Discussions with students who were not successful found that students felt that the tutor helped them, but they sought help too late in the semester. Faculty and students aligned with the registered nursing degree program reported similar results. All faculty reported that students displayed and reported increased confidence and less anxiety with skills, knowledge, and testing after working with the nurse tutor. The Willmar campus currently has a 25-50% attrition rate in the practical nursing (PN) program with 25-50% of those students identifying as BIPOC. While students eventually move to graduate status, it is often after retaking a course/courses, which adds additional time and expense. The Mid-Minnesota consortium will use reserve funding to hire a part-time nurse tutor for the Willmar campus to support both PN and RN degree seeking students.</p> | | | | | |
| Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs | | | | | |
| 2. Strategies to address need: | | | | | |
| <p>Hire a Nursing Tutor specific to the Willmar campus using the Hutchinson model:</p> <ul style="list-style-type: none"> • Part-time/flexible schedule (must be available nights and weekends) • High virtual presence • Tutoring will range from textbook/knowledge, skills, and test tasking strategies <p>This tutor will meet with students in person and/or virtually, individually or in small groups based on the needs of those wanting assistance. The tutor will also be provided with nursing course syllabi/outlines and will work closely with faculty to maintain program integrity. Faculty will also assist the tutor in recommending students as early as possible to try and prevent course retakes or stop-outs.</p> <p>The tutor will also work with faculty to develop a remediation lab schedule with flexible scheduling to provide increased skills practice.</p> <p>Professional development will be provided, as needed, to stay on top of student success strategies, best practices in providing assistance to students, identifying "road blocks" to student success, etc.</p> | | | | | |
| 3. Measurable Outcomes (report results in next APR): | | | | | |
| Measure 1: increase first semester retention in practical nursing 50% by end of 2-year cycle | | | | | |
| Measure 2: increase first semester retention of BIPOC students in practical nursing 50% by end of 2-year cycle | | | | | |
| Measure 3: Increase on-time graduation in practical nursing program by 50% by the end of 2-year cycle | | | | | |

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.
 - 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.

Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

Reserve Category: Develop or Improve Program of Study/CTE Programs

- *Externships for Educators*
 - Teachers really look forward to these opportunities during the summer months. Stipends would be provided for teachers to gain additional experience that can be used back in their classrooms. Those who participate will document what new skills were learned, what changes were made to curriculum and/or instruction, and future collaborations between the teacher's program area and externship partner. Reserve funding will cover stipends and travel.
- *Professoinal Development for Secondary Teachers*
 - Formerly known as TECH UP, Ridgewater College faculty would hold workshops for teachers to learn additional skills. Unfortunately, they were low in attendance and schools didn't have the same quality of equipment as Ridgewater (often several years older). Moving forward, this opportunity will move to a hosting high school who will bring in Ridgewater College faculty and industry partners to provide professional development and continued skill improvement using equipment at the high school. Reserve funding will cover stipends and travel.
 - Discipline specific professional development through professional organizations is beneficial to faculty to be able to improve their programs of study. Supporting a faculty's desire to learn new skills and improve current course offerings allows us to help districts retain faculty in both secondary and post-secondary.
- *Continued Curriculum Development for Auto Mechanics and Auto Body Careers:*
 - Currently, Agriculture programs on the secondary level do much of the auto mechanics, auto body curriculum as well as career exploration specific to automotive careers.

Reserve Category: Performance Gaps

- *CTE Tutor to Address Nursing Performance Gaps*
 - On the post-secondary side, in fall 2023 a part time Nurse Tutor was hired mid-semester to assist nursing students on the Hutchinson campus. Nursing student struggle with the rigorous content, and the academic tutor team saw a need for a nursing specific tutor. Instructors and students saw an almost immediate positive impact in student success with students achieving ½ to a full grade higher on tests and assignments with the Nurse Tutor interventions. Students on the Willmar campus may also experience similar success with a Nurse Tutor that could address not only the academic struggles but have a focus on assisting diverse students – particularly students that are Multi-Language Learners.

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 student at the secondary or post-secondary level.

The Program of Study that will be addressed with Reserve funds are healthcare and automotive with a focus on expansion.

Healthcare:

This career field has consistently been at the top of the DEED/Real Time Talent data reporting as a high demand, high wage, high skill area. It has been a Program of Study for the Mid-Minnesota Consortium for several years. Yet, our secondary schools in the consortium don't have the faculty to support these careers. With Ridgewater College no longer offering the entry-level Certified Nursing Assistant (CNA) course for credit, we no longer have a way to offer this class through dual enrollment (either on the Ridgewater College campus or sending our faculty to them). We have two (2) schools with approved courses. With teacher retirement and turn over, we have no secondary teachers for these courses in FY25. With our initiative outlined in Narrative 3 (Need B), we are taking a proactive approach to find ways to solve this issue. Secondary schools in our consortium **desperately** want to have CTE specific health courses. For the two secondary schools who have approved courses, if they obtain teachers, funding will be used to update any equipment or supplemental curriculum resources that is needed. For our initiative, we plan to use funding from reserve for any educator externships that may be needed for new faculty, as well as informational graphics and promotional materials to help the committee with its work.

Automotive:

DEED/Real Time Talent show Automotive Service Technicians as being in high demand with a high median wage. Unfortunately, only one (1) high school has approved automotive courses based on our current program renewal. Most of our programs, through interdisciplinary Ag Power, Structures & Technologies work in small gas engine and some large engines. We have growing interest in automotive programs at our high schools. Therefore, we will fund equipment and professional development for Ag instructors whose approved courses align with automotive, engines, and repair with reserve funds. We will also fund any educator externships that faculty want to explore.

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:

- ☒ Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
- ☒ CLNA Results & Priorities document
- ☒ S-RPOS - Funding POS spreadsheet
- ☒ Combined Secondary Postsecondary Budget spreadsheet
- ☒ Consortium Consolidated Equipment Inventory
- ☒ Perkins Funded Positions spreadsheet
- ☒ Position Descriptions for each position partially or fully funded by Perkins

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: | Mid-Minnesota Perkins Consortium |
|-------------------------|----------------------------------|

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):

To complete the CLNA process, the Mid-Minnesota Consortium took a multi-step approach to help discover and identify the priorities for our partners.

Step 1: Review Previous CLNA's for Mid-Minnesota: The goal for this review was to identify patterns from year to year, but to also look at where money was being spent in years past. Feedback from the 5-year monitoring review encouraged the consortium to branch out and try new things. We evaluated the data sources used and determined that changes needed to be made on what data was being reviewed. Though this process, we learned that the Programs of Study and the job outlook were consistent and there wasn't much (if any) change. This helped us have a better lens when digging into the data and information to best set our consortium up for success.

Step 2: Data Mining: In previous CLNA's, the data used by Mid-Minnesota Perkins Consortium were from surveys, DEED data, and Real Time Talent. The surveys used in the past were minimal and the questions needed to be expanded to better determine student need for CTE courses, and the struggles that high schools are facing (besides funding). We updated and expanded our surveys to include:

- High school
 - Students
 - Counselors
 - Administrators (Principal, Superintendent, Coordinators, Deans, and other support staff who work with Perkins)
 - CTE Teachers
- Ridgewater College
 - Students
 - CTE Faculty
 - Advisory board members for all CTE programs

We also pulled data specific to Ridgewater College, including:

- Dual credit (PSEO, Concurrent Enrollment, and Articulation credits)
- Enrollment into CTE programs
- Application data for fall 2023, spring 2024
- Graduation rates
- Course withdraw data (to determine why a student isn't persisting)
- HIP Survey Data
- Orientation College Readiness Assessment

Finally, we pulled state-available data:

- Concentrators
- SLEDs
- DEED
- Real Time Talent Reports (made available through Perkins webinars)

One thing that also provided us with valuable information was visiting with K-12 districts during the fall of 2023. The Secondary Perkins Coordinator visited each high school in October and November 2023 to meet instructors and administration, but to also listen and learn what is new in the district, challenges they're facing, and how we can best partner together. Schools shared openly their greatest funding and support needs, upcoming bond or levy referendums, student needs and struggles, as well as teacher needs and struggles. This information was used to help create surveys, but also as a foundation to guide our process in how we can best support our schools. When possible, the Secondary Perkins Coordinator visited classrooms during the visit, allowing for discussion to take place with students regarding their choice to take CTE classes. The Post-Secondary Perkins Coordinator along with Ridgewater College's Vice President of Student Success, also visited schools during the academic year as time allowed. Their visits produced similar discussions and takeaways.

Step 3: Evaluate Data: Using the previous CLNAs, we specifically evaluated previous priorities and compared it to current data trends to see which priorities, if any, would remain the same. To do this, we used the data we pulled to see if trends were moving up, down, or staying flat. We then looked at our high schools and the approved program areas to help us prioritize where initiatives could be focused and where funding should be spent. We were not surprised to see that DEED/Real Time Talent data showed no changes in high demand, high pay, and/or high skill workforce needs. Student data (statewide data from MDE as well as survey and Ridgewater College data) had small fluctuations, but remained relatively consistent with prior years.

Step 4: Sketch out Priorities and Share with Stakeholders for Feedback:

With our preliminary results, we met with our Mid-Minnesota Perkins Leadership team to share the story our data was presenting, but also our proposed areas of focus for the next two years. Prior to the meeting we identified initiatives that came to light from CLNA data collection, asking for their feedback and suggestions. We did not want this to be a "top down" approach, but a collaborative effort. Feedback from our Leadership team was positive and supportive of the initiatives identified. No additional initiatives were suggested. The Infographic to summarize our CLNA process is attached at the end of this document.

Step 5: Sharing of Report with Ridgewater College Leadership:

After finalizing the CLNA results, it is shared with various members of the Ridgewater College Executive Team.

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 | Who Was Invited | How were they asked to Participate |
|---------------------------------------|-----------------|------------------------------------|
| ACGC High School | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| BBE High School | Students | Survey, in person visit |
| | Counselors | Survey |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| BOLD High School | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey |
| | CTE Teachers | Survey, in person visit |
| Buffalo Lake Hector Stewart HS | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| Dassel Cokato | Students | Survey, in person visit |
| | Counselors | Survey |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| Eden Valley Watkins | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| Gibbon Fairfax Winthrop | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| Glencoe Silver Lake | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey |
| | CTE Teachers | Survey, in person visit |

| Name | Who Was Invited | How were they asked to Participate |
|--------------------------|-----------------|------------------------------------|
| | | |
| Hutchinson | Students | Survey, in person visit |
| | Counselors | Survey |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| KMS | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey |
| | CTE Teachers | Survey, in person visit |
| Lester Prairie | Students | Survey |
| | Counselors | Survey, in person visit |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| Litchfield | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey |
| | CTE Teachers | Survey |
| MACCRAY | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey |
| | CTE Teachers | Survey, in person visit |
| New London Spicer | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| Sibley East | Students | Survey, in person visit |
| | Counselors | Survey, in person visit |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| Willmar | Students | Survey |
| | Counselors | Survey |
| | Administration | Survey, in person visit |
| | CTE Teachers | Survey, in person visit |
| | | |

| Name | Who Was Invited | How were they asked to Participate |
|---------------------------|------------------------|---|
| Ridgewater College | CTE Faculty | Survey, Faculty meetings, 1:1 discussions |
| | CTE Students | Survey |
| | CTE Advisory Members | Survey |
| | College Administration | Meetings, 1:1 discussions |
| Mid-MN Leadership | All members | In person meeting, email communications |
| | | |
| | | |
| | | |
| | | |
| | | |

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)

2 = Programs of Study (POS)

3 = Workforce Innovation Opportunity Act (WIOA)

4 = Integrated Academic & Technical Skills (Skills)

5 = Special Populations (Pops)

6 = Work-based Learning (WBL)

7 = Early Postsecondary Credit Opportunities (PS)

8 = Support to Professionals (Prof)

9 = Performance Gaps (Gaps)

10 = Consortium Governance (Gov)

11 = Reserve Funds (Res)

| Prioritized Needs / Barriers: | Narratives to Address the Need | | | | | | | | | | |
|---|--------------------------------|----------|-----------|-------------|-----------|----------|---------|-----------|-----------|-----------|-----------|
| | 1 CLNA | 2 POS | 3 WIOA | 4 Skills | 5 Pops | 6 WBL | 7 PS | 8 Prof | 9 Gaps | 10 Gov | 11 Res |
| Element 1: Student Performance of Required Performance Indicators | | | | | | | | | | | |
| Need A: (Secondary) Use of Geometry in Construction Supplemental Curriculum | | | | x | | | | | | | |
| Need B: (Secondary/Post-Secondary): Summer Camp Collaboration with CMJTS for STEM (in Hutchinson): | | | | | | | | | | | x |
| Need C: (Post-Secondary): CTE Tutor to Address Nursing Performance Gaps (Willmar Campus) | | | | | | | | | | | x |
| Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students | | | | | | | | | | | |
| Need A: (Secondary/Post-Secondary): Secondary Pipeline using Focused Career Exploration Between Ridgewater Programs and Approved High School Courses Aligned to those Programs | | x | | | | | | | x | x | |
| Need B: (Secondary/Post-Secondary): Supporting Approved Programs with Funding to Support New Equipment, Professional Development, Software, Credentials, Career Exploration, and/or Field Trips | | x | | | | | | | | | |
| Element 3: Progress Towards Implementation of CTE Programs of Study | | | | | | | | | | | |
| Need A: (Secondary/Post-Secondary): Increase Claiming of Articulated Credits | | | | | | | x | | | | |
| Need B: (Secondary/Post-Secondary): School to Workforce Committee of Local Healthcare Industry Partners | | | x | | | | | | | | |
| Element 4: Improving Recruitment, Retention, and Training of CTE Professionals | | | | | | | | | | | |
| Need A: (Secondary) Pilot to Incorporate Academic and Program Standards into Course Syllabi | | | | | | | | x | | | |
| Element 5: Progress Towards Equal Access to CTE Programs for all Students | | | | | | | | | | | |
| Need A: (Post-Secondary) Specialized Academic Support Strategies for Diverse Students with a High Degree of Family Obligations to Achieve Degree Completion: | | | | | x | | | | | | |

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

PRIORITIZED NEEDS

Element 1: Student Performance on Required Performance Indicators

E1-Need A (Secondary) Use of Geometry in Construction Supplemental Curriculum

Student performance indicators from program concentrators show both math and reading have shown declines over the last three fiscal years. In 2021-2022 academic year, both math and reading had a sharp decline (math down 9.02%, reading down 5.25%), likely due to the COVID 19 pandemic. The following year, math rebounded (up 4.09% in 2022-2023), but overall, it is still down compared to reading. As indicators for years 5-8 of the Perkins Application cycle are projected to increase, creative and effective changes will be needed. Through CLNA data, 27% of high school teachers who completed the survey have indicated the need for professional development around embedded performance indicators in reading and math in their courses. To help raise math proficiency, *Geometry in Construction* was requested by high school teachers to try in their construction/woodworking/trade & industry courses.

E1-Need B : (Secondary/Post-Secondary): Summer Camp Collaboration with CMJTS for STEM (in Hutchinson)

Data from DEED/Real Time Talent indicate the need for continued workers in STEM careers (as defined on the "CTE Wheel") in areas such as manufacturing, automotive, machine tool, and more. Non-traditional performance indicators show a decline in male identifying students in healthcare career concentrators and post-program enrollment. However, efforts to raise this number continue to underperform. These data also indicate female identifying students in non-traditional concentrators are high, yet post-program enrollment is extremely low. After a successful launch of Scrubs Camp in summer 2023, the consortium was approached by CMJTS to run a collaborative STEM/Trades camp. Ridgewater College and Mid-Minnesota Perkins will be connecting this camp specifically to address post-program enrollment by having a trades camp, with efforts to encourage enrollment of female identifying students.

E1-Need C: CTE Tutor to Address Nursing Performance Gaps (in Willmar):

Data gathered through the CLNA process showed great success in having a tutor to assist students in a specific CTE program. In Hutchinson, Nursing faculty saw this success firsthand with seven (7) of the fourteen (14) practical nursing (PN) students utilizing a tutor specifically hired for nursing students. Up to 25% of students in the registered nursing (RN) degree program. Prior to targeted intervention, four (4) of the seven (7) practical nursing students were at risk of failing their classes at semester's end. After interventions with the nursing tutor, five (5) of those seven (7) were able to progress to the next semester. Discussions with students who were not successful found that students felt that the tutor helped them, but they sought help too late in the semester. Faculty and students aligned with the registered nursing degree program reported similar results. All faculty reported that students displayed and reported increased confidence and less anxiety with skills, knowledge, and testing after working with the nurse tutor. The Willmar campus currently has a 25-50% attrition rate in the practical nursing (PN) program with 25-50% of those students identifying as BIPOC. While students eventually move to graduate status, it is often after retaking a course/courses, which adds additional time and expense. The Mid-Minnesota consortium will use reserve funding to hire a part-time nurse tutor for the Willmar campus to support both PN and RN degree seeking students.

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

PRIORITIZED NEEDS

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

E2-Need A: ***(Secondary/Post-Secondary): Secondary Pipeline using Focused Career Exploration Between Ridgewater Programs and Approved High School Courses Aligned to those Programs***

In fall 2023, Ridgewater College began the work of looking at its sustainability. Full Year Enrollment continues to decline (the total varies per semester, typically 2-3% each term, based on previous year data comparisons). While the College is currently stable, Ridgewater College is taking a proactive approach to look at how the college, overall, can positively impact enrollment. Through a lengthy self-study and collaboration with an outside consultant, several areas of focus were suggested including strengthening high school partnerships, evaluating CTE programming, and working with alumni industry partners. In addition, performance indicator data for 3S1 Post-Program Enrollment shows declining enrollment into post-secondary programs into 2-year institutions through our concentrators. Looking beyond concentrator data, we surveyed 433 consortium high school students who have taken at least one (1) CTE course. Of the students who participate, 68% have said that CTE courses have influenced their future career/program major decisions. In addition, 592 PSEO and Concurrent Enrollment students across our consortium enrolled in 251 Ridgewater College CTE courses ranging in a variety of subjects between fall 2020 and spring 2024. While students want to take CTE courses, enrollment into Ridgewater College CTE programs that align with Programs of Study continue to decline.

E2-Need B ***(Secondary/Post-Secondary): Supporting Approved Programs with Funding to Support New Equipment, Professional Development, Software, WBL trainings/certifications, Career Exploration, and/or Field Trips***

According to Real Time Talent and DEED data, each program of study identified for our consortium meets the criteria for high-wage, high-skill, and/or high-demand. High school teachers and Ridgewater College faculty, along with advisory board members, and the Mid-MN Perkins Consortium Leadership team support the data findings and support continued improvements in equipment, professional development, and curriculum to best improve enrollment into CTE programming, but to also prepare students for future majors and job placement. While the Programs of Study Funding Spreadsheet for FY25 and FY26 only allow for us to select up to 3 programs per POS pathway/cluster, Mid-Minnesota's Consortium Leadership have stressed the vital importance of supporting all programs that fall under—and in alignment—with declared programs of study that may not be represented on the spreadsheet.

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

PRIORITIZED NEEDS

Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A: ***(Secondary/Post-Secondary): Increase Claiming of Articulated Credits***

As indicated in Element 2, Ridgewater College is currently evaluating sustainability efforts to proactively maintain enrollment. In addition to evaluating our enrollment pipeline (outlined in Element 2, Need A), the consortium also reviewed data on claiming of articulation credits. High School teachers and Ridgewater College faculty find value in articulation. Our consortium covers the cost of maintaining our membership with Southern Regional Articulated College Credit. Prior to COVID-19, average number of credits claimed was 15 per year. Post COVID, the average number of credits claimed was seven (7). Low claim numbers make it hard to justify the continued cost of website, agreement maintenance, and consulting fees. An effort to assist students in claiming credits is not only necessary but would contribute to the sustainability of Ridgewater College enrollment.

E3-Need B: ***(Secondary/Post-Secondary): School to Workforce Committee of Local Healthcare Industry Partners:***

Surveys and discussions with K-12 partners have stressed their desire to continue to support Healthcare Careers/Programs as a priority need (as outlined in DEED/Real Time Talent data, showing high demand, high wage, high skill in this area). But with no teachers in our consortium high schools eligible to teach healthcare related courses, fulfilling this priority has been a challenge. While Ridgewater College has a robust allied health department that has hosted class visits from area high schools (both in and out of the consortium) to explore health careers, more can be done. In depth, collaborative discussions need to take place between high schools, health care partners, and Ridgewater College to find creative, effective, and innovative solutions to building a pipeline to healthcare careers.

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

PRIORITIZED NEEDS

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

E4-Need A: ***(Secondary) Pilot to Incorporate Academic and Program Standards into Course Syllabi***

Currently, our consortium is meeting the targets for math and reading indicators. However, survey data shows that 27% of surveyed teachers want to engage in discipline specific professional development, learning from their peers. Teachers indicated through CLNA surveys that they also wanted to incorporate math and reading into their courses and syllabi. As outlined in Element 1, Need A, statewide math and reading indicator targets will increase over years 5-8 of the Perkins Application. As teachers align math and reading into their courses, it is also expected that programs and teachers will continue to look at ways to improve their courses to align with changing industry standards and college program preparedness. The Mid-MN Consortium completed program renewal in FY2024, but our professional development sessions held in summer 2023 indicated that teachers are more “reactionary” than “proactive” in keeping their courses updated and evolving.

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

PRIORITIZED NEEDS

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

E5-Need A: ***(Post-Secondary) Specialized Academic Support Strategies for Diverse Students with a High Degree of Family Obligations to Achieve Degree Completion:*** Recent data collected through a survey conducted by the Ridgewater College Student Success Division has shown that diverse students (not limited to BIPOC, but also to first generation, homeless, non-traditional, etc.) have family obligations that impact their ability to be successful in college. The most common responsibility is caring for two-or-more siblings in the home. Additionally, many of our CTE programs that require multiple semesters to complete a degree, find that diverse students are more likely not successfully progress to their 2nd or 3rd semester of their program. To assist these diverse student groups in program persistence, a program will be developed that will focus on these students at the start of their programs with intentional and intrusive advising, focused on building student skills such as test preparation, time management (focusing on managing family obligations), study skills, and other strategies for student success. Utilizing the Basic Needs Inventory (BNI) survey we found that 82% of our students of color say they are not aware of the resources that Ridgewater College offers, 32% of our students of color say they cannot afford their housing payment (this is 10% higher than white students), 63% of our students of color are identified as housing insecure, 28% of our students of color are food insecure and of those, 47% are considered highly food insecure, 75% of our students of color face basic needs insecurity of one type or another. Separate from the BNI survey, our withdrawal data does demonstrate that our students cite family obligations/time management (they are linked) as a common reason for withdrawal, and we can see this among students of color in the withdrawal data. Qualitative (anecdotal) data from advising and coaching show students talking about the demands of their family on their ability to study, plan, and complete work.

| | | | |
|--|---------------------|---------------------|-------------------------|
| 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: | \$179,059.57 | \$50,847.29 | \$229,906.86 |
| Postsecondary Allocation: | \$301,666.92 | \$50,847.29 | \$352,514.21 |
| Total Consortium Allocation: | \$480,726.49 | \$101,694.58 | \$582,421.07 |

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> |

(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.

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

| | Narrative 1 | Narrative 2 | Narrative 3 | Narrative 4 | Narrative 5 | Narrative 6 | Narrative 7 | Narrative 8 | Narrative 9 | Narrative 10 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities. | | X | X | | | | | X | X | |
| Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. | | X | | | | | X | | | |
| Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. | | X | | X | | | | | | |
| Support integration of academic skills into CTE programs and programs of study. | | X | | | | | X | X | | |
| Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators. | | | | X | | | | X | X | |
| Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report. | | X | | | | | X | X | X | X |
| Not applicable. | X | | | | X | X | | | | |

Mid-Minnesota

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 |
|---|--|------------------|--|-------------|
| | | | Automotive, Healthcare | |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| 100's Personnel/Salary | SUBTOTAL | \$0.00 | \$0.00 | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| 200's Personnel/Non-Salary | SUBTOTAL | \$0.00 | \$0.00 | \$0.00 |
| 303 Federal Subawards and Subcontracts - Amount up to \$25,000 | Curriculum expansion for Automotive careers | | \$8,000.00 | \$8,000.00 |
| 303 Federal Subawards and Subcontracts - Amount up to \$25,000 | Curriculum expansion for Healthcare careers | | \$12,000.00 | \$12,000.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| 300's Services/Subawards | SUBTOTAL | \$0.00 | \$20,000.00 | \$20,000.00 |
| 430 Supplies and Materials - Non-Individualized Instructional | TECH UP workshops at high schools, externships for teachers, professional development with industry recognized professional organizations | \$9,000.00 | \$9,000.00 | \$18,000.00 |
| 430 Supplies and Materials - Non-Individualized Instructional | CMJTS Operation Exploration Collaboration to cover faculty stipends for Scrubs Camp and Trades Camp | | \$5,000.00 | \$5,000.00 |
| 430 Supplies and Materials - Non-Individualized Instructional | Manufacturing Trades summer camp start up in tandem with CMJTS Trades Camp (marketing materials, industry partner presentation stipends, faculty stipends) | \$5,305.29 | | \$5,305.29 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| 400's Supplies/Materials | SUBTOTAL | \$14,305.29 | \$14,000.00 | \$28,305.29 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| 500's Capital/Equipment | SUBTOTAL | \$0.00 | \$0.00 | \$0.00 |
| 895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right) | | | | \$2,542.00 |
| 2024-2025 Proposed Budget | | \$14,305.29 | \$34,000.00 | \$50,847.29 |

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 | X |
| Support integration of academic skills into CTE programs and programs of study. | X | X |
| Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators. | X | X |
| Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report. | X | |
| 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.*

Based on drop down menus provided, salary for the Secondary Perkins Coordinator does not fit here, but rather under the 300's as they're based out of Ridgewater College.

*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.*

The items/expenditures requested below are tied to Narrative 2, Need B, and identified in the CLNA under Element 2: Based on CLNA surveys, updated and safe equipment included Perkins funds will be budgeted to continue to update and build all POS programs at consortium schools. This includes equipment, software, WBL trainings/certifications, career exploration stipend if off-contract, lodging, registration). **SR-POS 1 Manufacturing Production/Production Process:** The consortium will use secondary funds to continue to provide equipment, tables, fabricators, metal lathe, metal belt sanders, router tables, virtual welders, plasma cutters, metal cutting equipment, deburring equipment, software for CADD, blueprint reader, Ag-Power, Structures and Technologies also provide an interdisciplinary program for welding, robotics, machining, etc. Therefore, these courses will also be eligible for Perkins funds. The consortium will look to add advanced CNC training equipment to ensure that students meet the workforce needs in precision machining. **SR-POS 2 & 3 Agriculture Plant Systems & Animal Systems:** The consortium will fund equipment and supplemental curriculum with items like Reality Works animal and plant simulators, hydroponic growing towers and racks, refrigerators/freezers, egg incubators, suturing curriculum, and chicken butchering equipment. Field trips for students to explore careers as well as instructor professional development for sim babies (traditional, disabilities, shaken baby syndrome, childhood illnesses, etc.), child care experience simulators, pregnancy profile simulators, child development supplies, job shadowing, and teacher professional development. **SR-POS 5 Business:** Because the Business Pathway requires Accounting and Marketing courses, the consortium will cover the cost of these courses to high school students in English, Spanish, and Somali that can also be shared online and at the high school to promote Accounting program options, as well as accounting/bookkeeping curriculum for areas like social media marketing, entrepreneurship, etc. **SR-POS 6 Allied Health:** Reserve funds will continue to be used provide health career exploration events and field trips. **C-POS 7 Restaurant/Hospitality/Culinary:** Perkins funds will be used for high school students to explore brokered culinary programs, field trips, and for school districts to provide stipend if off-contract, lodging, registration) for teachers to become trainers for entry level endorsements like 1st Aid/CPR, OSHA-10, and ServSafe Funding will also be available for entry level careers in FCS, Early Childhood, and Work Based Learning. **C-POS 8 Construction:** Ag- Power, Structures and Technologies can access Perkins funds for the purchase of tools (Milwaukee, Dewalt, etc), impact drivers, power feeders for Shapers, laser engravers, router tables, bandsaw, Saw Stops, and supplemental curriculum for continued building career exploration. **C-POS 9 Transportation Operations:** Ag Power, Structures & Technologies programs also offer course work in small gas engine and some large engine and car repair. **TOTAL: \$125,149.57.**

Narrative #3: Continued collaboration with CMJTS for initiatives that include the eligible WIOA students. CLNA, element 2: career exploration and performance indicators for non-traditional students. **TOTAL: \$4000.** **Narrative #4:** Piloting Geometry in Construction math at Litchfield High School. CLNA, element 1- although meeting the performance indicators, students in special education are not claiming credits. **Narrative #7:** Articulated credit remains an important part of CTE education at the high school. CLNA, element 3: not enough students are claiming credits, however. To maintain articulation, teachers to attend articulation meetings and to attend trainings on how to use the database for up-to-date credit approval. **TOTAL: \$1,600 (travel, sub pay)** **Narrative #8:** Professional development opportunities as discipline specific options do not exist at the high school. Funds are available for teachers to attend professional development (travel and sub pay). **TOTAL: \$4800.** **Narrative #9:** Career Exploration is a cornerstone of our consortium efforts. CLNA, element 2: low enrollment into 2-year post-secondary. Students are available to continue to provide career exploration in technical programs with Teacher Take Overs, providing opportunities for students to then visit the Ridgewater College for articulation at the colleges (presenter stipends, bus, sub pay). **TOTAL: \$3000** **Narrative #10:** CLNA elements 1-5 will need Perkins Coordinators to plan, implement, measure, and report on each narrative. **(salary/benefits (40%), travel expenses for conferences, high school visits, etc): \$37,600**

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 items/expenditures requested below are tied to Narrative 7 and identified in the CLNA under Element 3: As a member of the Southern MN Articulation group, a consultant is paid for their work to manage articulation agreements, run meetings, and prepare our website. The cost for this agreement for FY25 is \$1910.00.

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.

None requested.

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.

Indirect cost is \$2542.00 (RESERVE) for the fiscal agent (Southwest Service Education Coop) for secondar Perkins grant

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.

The following items are tied to **Program of Study Improvements: 303**: Curriculum development for Auto Tech and Health Careers--CLNA elements #2,3, 5 These areas need more courses and more resources at the secondary to meet the workforce need of the region. TOTAL: \$20,000. **430**: TECH Up. Externship, and Discipline Specific PD with Industry Recognized Professional Organization stipends for teachers/instructors in developing/updating curriculum and learning new skills--CLNA element 2 as well as CLNA survey data indicating the continued need for professional development and skill building as it is not offered through the district. TOTAL: \$9,000

The following items are tied to the **Performance Gaps: 430** : Collaboration with Central MN Jobs & Training to provide faculty stipends (during off contract days) In addition, offering a Manufacturing Trades Camp camp running parallel to CMJTS Trades Camp. Funding for start-up (marketing, industry partner presentation stipends, faculty stipends when off contract)--CLNA element 5 as career camps benefit special populations students as outlined by MDE performance indicators. TOTAL: 10,305.29 TECH Up. Externship, and Discipline Specific PD with Industry Recognized Professional Organization stipends for teachers/instructors in developing/updating curriculum and learning new skills--CLNA element 2 as well as CLNA survey data indicating the continued need for professional development and skill building as it is not offered through the district. TOTAL: \$9,000.

ding software is listed as a major barrier for school districts to develop courses for all programs of study; therefore, exploration, field trips, classroom speakers/presenters, business tours, professional development (travel, sub pay, ent and career exploration needs at high schools. Equipment will include, but not limited to: Miller welders, welding eading, and Geometry Cord Math supplemental curriculum, etc. Consortium schools that have approved courses in unds. With the expansion and growth of the Machine Tool Technology program to the Willmar Region we will also ems: Perkins funds will be used to continue to build plant and animal system programs, courses, and job shadowing is, floral coolers, professional grade meat cutting equipment such as sterilizing sinks, commercial ment opportunities will also be funded. **SR-POS 4 Teaching/Training Early Childhood Ed:** Perkins funds will be used emental curriculum, and Variquest Cutting equipment. Funding will be available for career exploration, field trips, requests also tied to these core areas. Perkins funding will be used to create updated marketing materials targeted keeping software. Funding will also be used for Marketing based courses to purchase software and supplemental on campus for high schools within our consortium, as well as visiting industry partners through specialized field urchase commercial grade appliances and culinary/food prep equipment. Funding to provide workshops (travel, sub ble for secondary partners to offer Safe Serv, 1st Aid/CPR, and OSHA certifications to students to provide a is category as an interdisciplinary program. Perkins funds will be earmarked to continue providing industry level ng the construction program-of-study. RESERVE Funds earmarked for secondary to build plumbing curriculum and n access. Both Ag programs(interdisciplinary) and Trades & Industry courses can access Perkins funds for equipment.

n-traditional students. Funding will cover stipends for presenters, Big Ideas sim lab/RC sim labs, travel, sub pay. ial population groups are underperforming in Math. Funding will cover training and curriculum. TOTAL: \$1000 in an active member of the articulated credits, more credits need to be claimed by students. Funds are available for ssional development events are critical to teacher retention and support. CLNA, element 2: survey data shows velopment events, CTE Works, Small Gas engine, MAAE, FCS conference, BPA, conference, others (registration, urvey data shows that students may try classes through PSEO/CIS, enrollment remains low in CTE programs. Funds aculty and their classrooms/labs, but also to connect with alumni working in industry to help promote enrollment to h of these initiatives, as well as coordinate the Mid-Minnesota Consotrium as a whole. Coordination expense

Narrative Funding--Postsecondary

| Item | Brief Item Description (Provide detail on Budget Narrative tab) | Narrative 1: CLNA | Narrative 2: Programs of Study (POS) | Narrative 3: Partnerships, WIOA, Etc. | Narrative 4: Integrated Acad/Tech Skills | Narrative 5: Special Populations | Narrative 6: Work - Based Learning | Narrative 7: Early College | Narrative 8: Support for Professionals | Narrative 9: Performance Gaps | Narrative 10: Governance | TOTAL |
|--|---|----------------------|--|---|--|--|--|-------------------------------|--|-------------------------------------|-----------------------------|---------------------|
| Coordination | PS Coordination .20 FTE | | | | | | | | | | \$32,500.00 | \$32,500.00 |
| PS/S coordination | Secondary/PS coordinator 1.0 FTE Total (.5 Secondary, .5 Post-Secondary) | | | | | | | | | | \$37,600.00 | \$37,600.00 |
| Technical Specialist - Hutch campus | Recruitment, Retention (advising) for Technical Programs 1.0 FTE | | | | | \$37,000.00 | | | | | | \$37,000.00 |
| | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | \$0.00 |
| Personnel | SUBTOTAL | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$37,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$70,100.00 | \$107,100.00 |
| Equipment and software | POS's equipment needs to match industry standards, and build student skills | | \$117,412.00 | | | | | | | | | \$117,412.00 |
| Equipment upgrade-Welding | collaborate with other funding sources for large equipment item orbital sander | | \$25,454.92 | | | | | | | | | \$25,454.92 |
| | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | \$0.00 |
| Equipment | SUBTOTAL | \$0.00 | \$142,866.92 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$142,866.92 |
| Intentional and Intrusive Advising Initiative | Advisor and Academic Coach Professional Development and Program development | | | | | \$10,250.00 | | | | | | \$10,250.00 |
| Faculty and Staff Professional Development | Prof. dev. for faculty and staff to prepare students for future majors and job placement. | | \$11,000.00 | | | | | | \$13,950.00 | | | \$24,950.00 |
| Career Exploration | EXPLORE and IGNITE related expenses; Career events in situ | | \$2,500.00 | | | | | | | | | \$2,500.00 |
| | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | \$0.00 |
| Non-Personnel | SUBTOTAL | \$0.00 | \$13,500.00 | \$0.00 | \$0.00 | \$10,250.00 | \$0.00 | \$0.00 | \$13,950.00 | \$0.00 | \$0.00 | \$37,700.00 |
| Administration--Federal and Nonpublic Indirect Cost (Chargeback)--No more than 5% of Total (Enter amount in YELLOW cell at right) | | | | | | | | | | | \$14,000.00 | \$14,000.00 |
| 2024-2025 Proposed Budget | | \$0.00 | \$156,366.92 | \$0.00 | \$0.00 | \$47,250.00 | \$0.00 | \$0.00 | \$13,950.00 | \$0.00 | \$84,100.00 | \$301,666.92 |

[illegible]

Mid-Minnesota

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 |
|--|--|--------------------|--|--------------------|
| | | | Automotive, Healthcare | |
| Nurse Tutor | | \$50,847.29 | | \$50,847.29 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| Personnel | SUBTOTAL | \$50,847.29 | \$0.00 | \$50,847.29 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| Equipment | SUBTOTAL | \$0.00 | \$0.00 | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| Non-Personnel | SUBTOTAL | \$0.00 | \$0.00 | \$0.00 |
| | | | | |
| Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right) | | | | |
| 2024-2025 Proposed Budget | | \$50,847.29 | \$0.00 | \$50,847.29 |

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. | | |
| 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. | | |
| 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.*

Personnel expenses are related to:

- \$32.5K offsetting the time and energy commitment of the Post-Secondary coordinator to better reflect the commitment to meeting grant goals and coordinating the outcomes. Narrative 10
- \$37.6K post-secondary contribution toward an aligned secondary, post-secondary, and workforce related secondary coordinator position. Narrative 10
- \$37K providing intensive student retention and advising supports particularly focused on our special populations, DEI, and other related equity goals through the staffing of a technical program specialist position (Year 3 of this pilot process) with a goal of transitioning a revised position to institutional funds through December 2024. Narrative 5

*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.*

The equipment related requests were identified in seven CTE programs of study across healthcare and human services, manufacturing and construction, agriculture, and automotive technology.

Narrative 2: Programs of study. According to Real Time Talent and DEED data, each program of study identified for our consortium meets the criteria for high-wage, high-skill, and/or high-demand. High school teachers and Ridgewater College faculty, along with advisory board members, and the Mid-MN Perkins Consortium Leadership team support the data findings and support continued improvements in equipment, professional development, and curriculum to best improve enrollment into CTE programming, but to also prepare students for future majors and job placement.

-\$10.6K – Automotive Technology; current industry grade equipment to better prepare students for currency in the job market.

-\$5K – Electrician; 1-person manlift better prepare student for the required safety standards in the job market

-\$24.55K – Medical Assistant; having expanded to both college campuses and doubled enrollment and in need of additional equipment to meet the needs of the increased number of students.

-\$2.26K – Paramedic; expanding learning stations with current industry grade equipment for more hands-on time per student in learning labs.

-\$40K – Veterinary Technician; updating older and less safe equipment, and adding new technology to better prepare students for currency in the job market.

-\$50.5K – Welding; updating older and less safe equipment; one large-ticket item is partially funded to allow collaboration with other funding sources

POSTSECONDARY Narrative for Perkins V Application

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

Narrative 2 (CLNA, element 1, need B): \$13.5K – Career Exploration in-situ Events; in addition to the above there is a need to meet potential students where they are and deliver specific career and education options directly to individuals in the community. Faculty will also bring students to a variety of worksites for exploration of the variety of options in their chosen field. The Consortium will also support high schools by providing funding for bussing to attend career exploration days on the Ridgewater College campus to introduce them to available careers in CTE areas such as IGNITE, EXPLORE, and class specific, personalized career exploration visits.

Narrative 5 (CLNA, element 5, need A): \$10.3K – Intentional and Intrusive Advising; Recent data has shown that BIPOC students have family obligations that impact their ability to be successful in college compared to white students. The most common responsibility is caring for two-or-more siblings in the home. These students may benefit from more intensive time management skills from professional college advisors. Additionally, many of our CTE programs that require multiple semesters to complete a degree, find that diverse students (not limited to BIPOC, but also to first generation, homeless, non-traditional, etc) are more likely not successfully progress to their 2nd or 3rd semester of their program. To assist BIPOC and other diverse student groups in program persistence, a program will be developed that will focus on these students at the start of their programs with intentional and intrusive advising, and skill building with time management and study skills.

Narrative 8 (CLNA, element 1, need B): \$13.95K – Professional Development for Faculty and Staff; Ridgewater College faculty, along with advisory board members, and the Mid-MN Perkins Consortium Leadership team support the data findings and support continued improvements for professional development. Opportunities for professional educator growth can be developed from discipline specific professional/ industry supported organizations and assist to prepare students for future majors and job placement.

*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.*

The consortium plans to use Perkins award indirect costs (administration) in the amount of 5% to offset overhead costs associated with managing the grant funds for HR, Business Services, utilities and facilities related expenses not explicitly itemized in other areas of the application.

*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.*

On the post-secondary side, in fall 2023 a part time Nurse Tutor was hired mid-semester to assist nursing students on the Hutchinson campus. Nursing students struggle with the rigorous content, and the academic tutor team saw a need for a nursing specific tutor. CLNA data (CLNA element 1, Need C) shows that Instructors and students saw an almost immediate positive impact in student success with students achieving half-to-a-full-grade higher on tests and assignments with the Nurse Tutor interventions. Students on the Willmar campus may also experience similar success with a Nurse Tutor that could address not only the academic struggles but have a focus on assisting diverse students – particularly students that are Multi-Language Learners. TOTAL: \$50,847.29

Consortium Plan: Budget Summary 2022-2023

| <div> <div>Mid-Minnesota</div> <div> July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives </div> </div> | | | | |
|--|---------------|---------------------|---------------------|---------------------|
| *DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs* | | | | |
| Narrative 1: CLNA | Secondary | \$0.00 | | \$0.00 |
| | Postsecondary | | \$0.00 | \$0.00 |
| | Total | \$0.00 | \$0.00 | \$0.00 |
| Narrative 2: Programs of Study | Secondary | \$125,149.57 | | \$125,149.57 |
| | Postsecondary | | \$156,366.92 | \$156,366.92 |
| | Total | \$125,149.57 | \$156,366.92 | \$281,516.49 |
| Narrative 3: Partnerships WIOA, Etc. | Secondary | \$4,000.00 | | \$4,000.00 |
| | Postsecondary | | \$0.00 | \$0.00 |
| | Total | \$4,000.00 | \$0.00 | \$4,000.00 |
| Narrative 4: Integrated Academic /Technical Skills | Secondary | \$1,000.00 | | \$1,000.00 |
| | Postsecondary | | \$0.00 | \$0.00 |
| | Total | \$1,000.00 | \$0.00 | \$1,000.00 |
| Narrative 5: Special Populations | Secondary | \$0.00 | | \$0.00 |
| | Postsecondary | | \$47,250.00 | \$47,250.00 |
| | Total | \$0.00 | \$47,250.00 | \$47,250.00 |
| Narrative 6: Work - Based Learning | Secondary | \$0.00 | | \$0.00 |
| | Postsecondary | | \$0.00 | \$0.00 |
| | Total | \$0.00 | \$0.00 | \$0.00 |
| Narrative 7: Early College | Secondary | \$3,510.00 | | \$3,510.00 |
| | Postsecondary | | \$0.00 | \$0.00 |
| | Total | \$3,510.00 | \$0.00 | \$3,510.00 |
| Narrative 8: Support for Professionals | Secondary | \$4,800.00 | | \$4,800.00 |
| | Postsecondary | | \$13,950.00 | \$13,950.00 |
| | Total | \$4,800.00 | \$13,950.00 | \$18,750.00 |
| Narrative 9: Performance Gaps | Secondary | \$3,000.00 | | \$3,000.00 |
| | Postsecondary | | \$0.00 | \$0.00 |
| | Total | \$3,000.00 | \$0.00 | \$3,000.00 |
| Narrative 10: Governance | Secondary | \$37,600.00 | | \$37,600.00 |
| | Postsecondary | | \$84,100.00 | \$84,100.00 |
| | Total | \$37,600.00 | \$84,100.00 | \$121,700.00 |
| Narrative 11: Reserve Funds | Secondary | \$50,847.29 | | \$50,847.29 |
| | Postsecondary | | \$50,847.29 | \$50,847.29 |
| | Total | \$50,847.29 | \$50,847.29 | \$101,694.58 |
| Indirect Cost/ Administration Chargeback (5%) | Secondary | \$2,542.00 | | \$2,542.00 |
| | Postsecondary | | \$14,000.00 | \$14,000.00 |
| | Total | \$2,542.00 | \$14,000.00 | \$16,542.00 |
| PLAN TOTALS | Secondary | \$229,906.86 | | \$229,906.86 |
| | Postsecondary | | \$352,514.21 | \$352,514.21 |
| | Total | \$229,906.86 | \$352,514.21 | \$582,421.07 |

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

| | Basic | Reserve | Total |
|---|--------------|-------------|--------------|
| Secondary Allocation | \$179,059.57 | \$50,847.29 | \$229,906.86 |
| Budget Over /Short | \$0.00 | \$0.00 | \$0.00 |
| Postsecondary Allocation | \$301,666.92 | \$50,847.29 | \$352,514.21 |
| Budget Over /Short | \$0.00 | \$0.00 | \$0.00 |

[illegible]



MINNESOTA STATE

Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

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

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Mid-Minnesota Perkins Consortium

College: Ridgewater College

College President's Name (Print): Dr. Craig Johnson


Signature

03.28.2024

Date


email: _____

Phone: _____

District Name: Atwater-Cosmos-Grove City (ACGC)

District Number/Type: 2396

Superintendent's Name (Print): Kip Lynk


Signature

4-2-2024

Date

email: Lynk.Kip@acgcfalcons.org

Phone: 320-244-4712

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS


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| | |
|---|-------------------|
| College: <u>Ridgewater College</u> | |
| College President's Name (Print): <u>Dr. Craig Johnson</u> | |
|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|---|----------------|
| District Name: <u>Belgrade-Brooken-Elrosa (BBE)</u> | |
| District Number/Type: <u>2364</u> | |
| Superintendent's Name (Print): <u>Patrick Walsh</u> | |
|  | <u>3-28-24</u> |
| Signature | Date |
| email: <u>pwalsh 55946 @ gmail . com</u> | |
| Phone: <u>320-583-2972</u> | |

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS


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Consortium Name: Mid-Minnesota Perkins Consortium

| | |
|---|-------------------|
| College: <u>Ridgewater College</u> | |
| College President's Name (Print): <u>Dr. Craig Johnson</u> | |
|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|---|---------------|
| District Name: <u>Buffalo Lake-Hector-Stewart (BLHS)</u> | |
| District Number/Type: <u>2159</u> | |
| Superintendent's Name (Print): <u>Joel Baumgarten</u> | |
|  | <u>4/8/24</u> |
| Signature | Date |
| email: <u>j.baumgarten@blh.k12.mn.us</u> | |
| Phone: <u>320-848-2233 x1359</u> | |

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

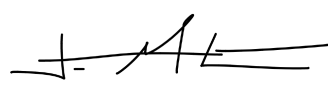
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| Phone: _____ | |

| | |
|---|-----------------|
| District Name: <u>Bird Island-Olivia-Lake Lillian (BOLD)</u> | |
| District Number/Type: <u>2534</u> | |
| Superintendent's Name (Print): <u>James Menton</u> | |
|  | <u>5/1/2024</u> |
| Signature | Date |
| email: <u>jim.menton@bold.k12.mn.us</u> | |
| Phone: <u>320-523-1031</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: Mid-Minnesota Perkins Consortium

| | |
|---|-------------------|
| College: <u>Ridgewater College</u> | |
| College President's Name (Print): <u>Dr. Craig Johnson</u> | |
|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|--|----------------|
| District Name: <u>Dassel Cokato</u> | |
| District Number/Type: <u>466</u> | |
| Superintendent's Name (Print): <u>Mark Raymond</u> | |
|  | <u>3/28/24</u> |
| Signature | Date |
| email: <u>MRay Mark.Raymond@DC-K12.MN.US</u> | |
| Phone: <u>(320) 286-4100</u> | |

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

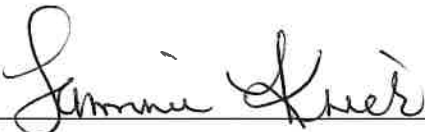
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| | |
|---|-------------------|
| College: <u>Ridgewater College</u> | |
| College President's Name (Print): <u>Dr. Craig Johnson</u> | |
|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|---|-----------------|
| District Name: <u>DREAM Technical Academy</u> | |
| District Number/Type: <u>4217-07</u> | |
| Superintendent's Name (Print): <u>Tammie Knick</u> | |
|  | <u>5/1/2024</u> |
| Signature | Date |
| email: <u>tknicke@technicalacademies.org</u> | |
| Phone: <u>320-262-5644</u> | |

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

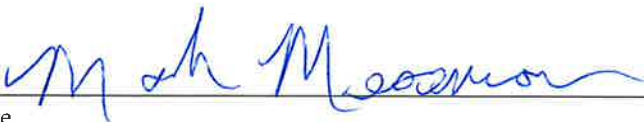
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| College: <u>Ridgewater College</u> | |
| College President's Name (Print): <u>Dr. Craig Johnson</u> | |
|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|---|-----------------|
| District Name: <u>Eden Valley - Watkins</u> | |
| District Number/Type: <u>463</u> | |
| Superintendent's Name (Print): <u>Mark Messman</u> | |
|  | <u>4/2/2024</u> |
| Signature | Date |
| email: <u>mmessman@evw.k12.mn.us</u> | |
| Phone: <u>320-453-2900</u> | |

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

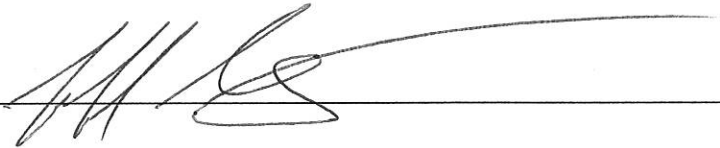
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| College President's Name (Print): <u>Dr. Craig Johnson</u> | |
|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|--|-----------------|
| District Name: <u>Gibbon-Fairfax-Winthrop (GFW)</u> | |
| District Number/Type: <u>2365</u> | |
| Superintendent's Name (Print): <u>JEFF Horton</u> | |
|  | <u>4/1/2024</u> |
| Signature | Date |
| email: <u>jeff.horton@luschka1.org</u> | |
| Phone: <u>507-832-6801</u> | |

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

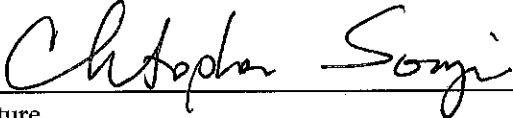
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|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|---|------------------|
| District Name: <u>Glencoe - Silver Lake</u> | |
| District Number/Type: <u>2859</u> | |
| Superintendent's Name (Print): <u>Christopher Sonju</u> | |
|  | <u>4/30/2024</u> |
| Signature | Date |
| email: <u>csonju@gmail.com</u> | |
| Phone: <u>320 - 864 - 2491</u> | |

(Duplicate as needed)




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|---|-------------------|
| College: <u>Ridgewater College</u> | |
| College President's Name (Print): <u>Dr. Craig Johnson</u> | |
|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|---|----------------------|
| District Name: <u>Hutchinson Public Schools</u> | |
| District Number/Type: <u>423</u> | |
| Superintendent's Name (Print): <u>Daniel Deitte</u> | |
|  | <u>April 1, 2024</u> |
| Signature | Date |
| email: <u>daniel.deitte@isd423.org</u> | |
| Phone: <u>320-234-2602</u> | |

(Duplicate as needed)



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Consortium Name: Mid-Minnesota Perkins Consortium

College: Ridgewater College

College President's Name (Print): Dr. Craig Johnson



Signature

03.28.2024

Date

email: _____

Phone: _____

District Name: Kerkhoven-Murdock-Sunburg (KMS)

District Number/Type: 775

Superintendent's Name (Print): Martin Heidelberg



Signature

3-28-24

Date

email: mheidelberg@kms.k12.mn.us

Phone: 320-264-1411

(Duplicate as needed)



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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Mid-Minnesota Perkins Consortium

College: Ridgewater College

College President's Name (Print): Dr. Craig Johnson



Signature

03.28.2024

Date

email: _____

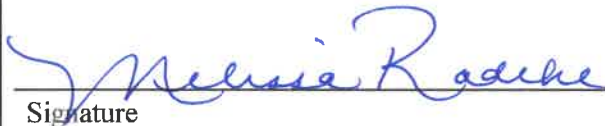
Phone: _____

District Name: Lester Prairie

District Number/Type: 424

Superintendent's Name (Print):

Melissa Radeke



Signature

4/1/24

Date

email: _____

radeke@lp.k12.mn.us

Phone: _____

320-395-2521

(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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Consortium Name: Mid-Minnesota Perkins Consortium

| | |
|---|-------------------|
| College: <u>Ridgewater College</u> | |
| College President's Name (Print): <u>Dr. Craig Johnson</u> | |
|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|---|-----------------|
| District Name: <u>Litchfield</u> | |
| District Number/Type: <u>465</u> | |
| Superintendent's Name (Print): _____ | |
|  | <u>4/2/2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

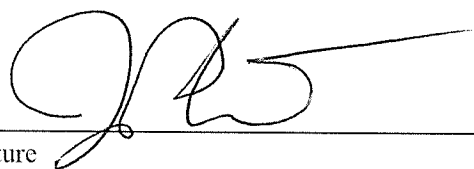
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|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|---|---------------|
| District Name: <u>Maynard-Clara City-Raymond (MACCRAY)</u> | |
| District Number/Type: <u>2180</u> | |
| Superintendent's Name (Print): <u>JOSH AUSTAD</u> | |
|  | <u>4/3/24</u> |
| Signature | Date |
| email: <u>austad,j@maccray.k12.mn.us</u> | |
| Phone: <u>(320) 847-2154</u> | |

(Duplicate as needed)




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| email: _____ | |
| Phone: _____ | |

| | |
|---|----------------|
| District Name: <u>New London Spicer</u> | |
| District Number/Type: <u>345</u> | |
| Superintendent's Name (Print): <u>Jamie Boelter</u> | |
|  | <u>3/28/04</u> |
| Signature | Date |
| email: <u>boelterj@isd345.org</u> | |
| Phone: <u>320-354-2252</u> | |

(Duplicate as needed)



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Consortium Name: Mid-Minnesota Perkins Consortium

College: Ridgewater College

College President's Name (Print): Dr. Craig Johnson

Craig Johnson
Signature

03.28.2024

Date

email: _____

Phone: _____

District Name: Sibley East

District Number/Type: 2310

Superintendent's Name (Print):

Joseph A. Libby

Joseph A. Libby
Signature

4/2/2024
Date

email:

joseph.libby@sibley-east.org

Phone:

507-964-8224

(Duplicate as needed)




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|  | <u>03.28.2024</u> |
| Signature | Date |
| email: _____ | |
| Phone: _____ | |

| | |
|---|-------------------|
| District Name: <u>Willmar</u> | |
| District Number/Type: <u>347</u> | |
| Superintendent's Name (Print): <u>BILL ADAMS</u> | |
|  | <u>03.28.2024</u> |
| Signature | Date |
| email: <u>adamsb@willmar.k12.mn.us</u> | |
| Phone: <u>320-231-8506</u> | |

(Duplicate as needed)