

Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	Riverland
Total Award Budget:	\$435,502.40

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.

Riverland Community College	
Austin High School ISD 492	
Albert Lea High School ISD 241	
Glenville-Emmons High School ISD 2886	
Grand Meadow High School ISD 495	
Kingsland ISD 2137	
LeRoy-Ostrander High School ISD 499	
Lyle High School ISD 497	
Owatonna High School ISD 761	
Southland High School ISD 500	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;

The Riverland Consortium conducted the required Comprehensive Local Needs Assessment through the following process: The Riverland CLNA was developed by the Riverland team from input gained from the Riverland Dean's Council, faculty and teachers, area educators, business & industry representatives, parents, students, Perkins Executive Board, Perkins Operations Team, Adult Basic Education, Minnesota CareerForce, Minnesota Workforce Development: Austin, Albert Lea, and Owatonna Chambers of Commerce, and Secondary and Postsecondary CTE Advisory Committees, five Early Middle College Partners, Riverland's 29 Concurrent Enrollment partner high school administrators and other college and school administrators as needed. We used focus groups, surveys and publicly available data such as Labor Market Indicators obtained from the Southeast Minnesota Planning Region 2023 Regional Profile Updated August 2023 compiled by the MN DEED Labor Market Information Office, the 2023 MN State CTE Regional Workforce Trends SE Region document, and an Owatonna industry summit conducted by RealTime Talent. As part of the CLNA process the consortium coordinators also met with neighboring consortia.

The consortium has identified priorities based on the CLNA that will be supported by Perkins funding:

- Revise current and explore new POS. This will require industry summit(s), DACUM, curriculum writing, equipment and professional development to meet staff, faculty and teacher needs to address additional training and the upskilling required in POS.
- Services to provide career awareness, access, and support. Consortium priority will be to address performance and achievement gaps. We will focus on the identified gaps for all students, and especially for non-white, nontraditional, and special populations. This may include translation materials, targeted marketing, special events, and personnel. Funding will be provided to our small SMEC (Southern Minnesota Educational Consortium) Schools to help give access to our special populations with resources for their future careers. Activities include career exploration activities, college fairs, career fairs and is the conduit for job shadowing/internship/WBL experiences. These activities will help with our Post Program Placement and WBL indicators. The SMEC consortium serves many students identified as special populations from four of our smaller schools.

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Engineering, Manufacturing Technology; Manufacturing; Maintenance, Installation, and Repair	Both	Y	Y	Y	350	11
Business Management Administration; Finance; Accounting	Both	Y	Y	Y	954	18
Health Science Technology; Health Science; Therapeutic Services	Both	Y	Y	Y	0	79
Engineering, Manufacturing Technology; Architecture and Construction; Construction	Both	Y	Y	Y	375	55
Human Services; Education and Training; Teaching/Training	Both	Y	Y	Y	49	3
Arts, Communications, Information Systems; Information Technology; Web and Digital Communications	Both	Y	Y	Y	232	11
Agriculture, Food, Natural Resources;	Both	Y	Y	Y	962	5

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
Agriculture, Food, Natural Resources; Plant Systems						
Health Science Technology; Health Science; Diagnostic Services	Both	Y	Y	Y	0	16 New Program Under Development
Agriculture, Food, Natural Resources; Agriculture, Food, Natural Resources; Environmental Service Systems	Both	Y	Y	N	962	New Program Under Development
Arts, Communications, Information Systems; Information Technology; Programming and Software Development	Both	Y	Y	Y	232	3 New Program Under Development
Agriculture, Food, Natural Resources; Agriculture, Food, Natural Resources; Food Products and Processing Systems	Both	Y	Y	N	962	New Program Under Development
Agriculture, Food, Natural Resources; Agriculture, Food, Natural Resources; Animal Systems	Both	Y	Y	N	962	New Program Under Development

#1: FIELD: Engineering, Manufacturing, & Technology, CLUSTER: Manufacturing
PATHWAY: Maintenance, Installation, & Repair We will support this POS Cluster with curriculum writing and needed equipment for the pathway. PATHWAY: Transportation, Distribution and Logistics will be included as LMI showed the high need for Facility and Mobile Equipment Maintenance and Transportation Operations. This area is under revision and further development. Transportation pathway is under development.

#2: FIELD: Business, Management, & Administration, CLUSTER: Finance, PATHWAY: Accounting, this pathway will continue and exploration will be done to look at the Business, Management, & Administration Cluster for pathways in areas that the CLNA identified as a need.

#3: FIELD: Health Science Technology, CLUSTER: Health Science, PATHWAY: Therapeutic Services, the CLNA identified this as a critical shortage area and we will support this pathway with grant funds for expanding this at the secondary level, and also for academic support for special population students at postsecondary level. We recognize the need to support special populations (especially English learners) for lab and clinical experiences. A new pathway in diagnostic services (Sonography) will be developed with grant funds.

#4: FIELD: Engineering, Manufacturing, & Technology, CLUSTER: Architecture and Construction, PATHWAY: Construction/Construction Electrician, we will support these pathways with professional development, equipment and curriculum needs.

#5: FIELD: Human Services, CLUSTER: Education & Training, PATHWAY: Teaching/Training, We added an Education concurrent enrollment course last year. This pathway aligns with Riveland's agreements with Winona State and Mankato State and other colleges for education transfer options. Riveland has had a 2+2 Education Degree with Winona State for at least 7 years.

#6: FIELD: Arts, Communications, & Information Systems, CLUSTER: Information Technology, PATHWAY: Web & Digital Communications, A new pathway in programming and software development will be developed with grant funds. Curriculum will be created in AI, OIT, and Cybersecurity.

#7: FIELD: Agriculture, Food, & Natural Resources, CLUSTER: Agriculture, Food, & Natural Resources, PATHWAY: Plant Systems PATHWAY: Power, Structural and Technical systems. We will revise the POS to reflect the updated needs in this field and to support the FAARM initiative coming to Mower County. FAARM partners include Hormel Foods and the University of Minnesota. We will support this pathway and new pathway development possibilities in Environmental Service Systems, Food Products and Processing Systems, and/or Animal Systems with grant funds.

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: Healthcare		This Need is in Element(s):														
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):		1 X	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>										
<p>E1-Need A: Postsecondary student concentrators and course success rates require increased focus for non-white students, especially in healthcare. The data shows supports are needed for underrepresented and underserved populations by means of transition and navigational support and a liaison for student career awareness, access, course success, successful completion, and workplace transition.</p> <p>E2-Need A: Developing and enhancing partnerships with high schools, providing course success coaches, curriculum writing for new pathway</p> <p><u>Occupations with the Most Job Openings (60% of job vacancies)</u> (Source: SE MN Planning Region, Regional Profile August 2023)</p> <table border="1"> <thead> <tr> <th></th> <th>Openings</th> <th>Median Wage</th> <th>PS Education Required</th> <th>License Required</th> </tr> </thead> <tbody> <tr> <td>Healthcare Practitioners & Technical</td> <td>1328</td> <td>\$31.77</td> <td>92%</td> <td>90%</td> </tr> </tbody> </table> <p>Southeast MN is well-known for its high concentration in healthcare at 27.3% of total employment. To address unemployment, poverty rates, and expanding diverse populations; the Riverland consortium chooses to focus on the regional in-demand occupations as they pertain to all age groups in awareness of, support during, and successful training including a specific focus on diverse populations. The Healthcare industry employs one of the highest numbers of BIPOC workers in the region, but 87.8% of the workers are white. Hence yet another reason the consortium chooses to focus on support mechanisms for underrepresented populations. This just makes sense when Healthcare growth is projected at 44% of the total regional growth by 2030. It is imperative we continue and grow supports for this population.</p> <p>Bridges to Careers has had over 100 participants in the program. Participation includes 21% Hispanic and 35% Black or African American persons. Eighty-six percent of the students found employment in Healthcare fields with an average wage of \$18.08 an hour.</p>								Openings	Median Wage	PS Education Required	License Required	Healthcare Practitioners & Technical	1328	\$31.77	92%	90%
	Openings	Median Wage	PS Education Required	License Required												
Healthcare Practitioners & Technical	1328	\$31.77	92%	90%												
2. Strategies to address need:																
<ol style="list-style-type: none"> 1) Learning Specialists to provide PS student supports. Funding under N5 and N9. 2) PS Coordinator will engage in in-depth discussions and review of current pathways with internal (i.e. CE) and external partners (i.e. high schools, ALC, ABE, WDI, Bridges, etc.) 3) PS Faculty will write a new pathway curriculum in Sonography with business and industry input. 4) Healthcare career fairs, field trips, and other events will be held. 																
3. Measurable Outcomes (report results in next APR):																
<ol style="list-style-type: none"> 1) Learning Specialists will create baseline data of student supports utilized, record barriers, and identify solutions for review by spring 2025. 2) A matrix of healthcare pathways, WBL and supports will be created to determine what is being done and where opportunities may lie to provide new or expanded options and to identify supports necessary for special population access and success by spring 2025. 3) Curriculum for Sonography will be developed by June 30, 2025. 																

4) Record of events held and participation numbers completed by June 2025.
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NEED B: Agriculture	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E2-Need B Agriculture - partnering with industry to create new and strengthen pathways from high school to college, hosting an industry summit and developing new curriculum and pathways</p> <p>One field that cannot be overlooked in the counties that Riverland resides is Agriculture. Mower county is ranked 10th (market value \$413,225,000) and Freeborn county is ranked 15th (market value \$363,999,000) of products sold in the state in 2017 (newest information available in the DEED 2023 report). The new college President and Ag Dean have expressed interest in further supporting regional agriculture in the areas of precision ag and ag robotics as well as landscape health, animal health, and human health. Riverland will be a part of a new venture (FAARM) with the University of MN, Mayo, and The Hormel Institute. Preliminary exploration is in the very early stages. A consultant will be hired to conduct an industry summit. Connections with the high schools and diverse populations will be explored as the pathways are built. Animal systems may include swine, cattle, and poultry. At this time we are unsure of what pathways may emerge but we plan to fund the exploration with Perkins. Secondary will provide funding for all our districts to tour, network, and work side by side as this project gets underway. The goal would be to have our secondary Agriculture teachers have a voice and provide input for this implementation; they are the experts from our region and the initial influence on the future Agriculture workforce.</p> <p>E3-Need B The secondary is due for Program approval in November of 2025. Funds will be allocated for analysis of current programming, implementation of new programs, and completing the approval process. We will be partnering with our other regional consortia as we are all due for program approval.</p>					
2. Strategies to address need:					
<ol style="list-style-type: none"> Field Trips, tours and guest speakers from The FAARM Initiative Instructors, Faculty, and Industry will participate in an industry summit and tours as new Ag pathways are explored under the FAARM Initiative. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> Number of field trips taken The summit will determine curriculum, equipment, and other items needed to develop new Ag pathways. Summit will be held before May 2025. 					

NEED C: Manufacturing	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Support advanced manufacturing and production and create more partnerships with industry partners. Increase the number of concurrent courses being offered. Support and foster the current concurrent programs at our secondary schools.</p>					

E2-Need C Manufacturing - industry tours and guest speakers for students to network with future employers. Equipment updates to bring secondary labs to industry standards. Foster existing concurrent education opportunities with Riverland Community College. Increase teacher retention by creating professional development opportunities in the field of welding. Manufacturing is the second largest industry in our region. In May 2023, Riverland, Owatonna Public Schools, and the Owatonna Area Chamber of Commerce and Tourism partnered to survey the industry in Owatonna. The event was facilitated by RealTime Talent. Manufacturing Production, Engineering, Distribution & Logistics, Industrial Machine Mechanics, and Automation Robotics were identified as the primary career pathways of need. The most difficult to fill positions include: mechanics, production, maintenance technicians, machine operators, robot operators, programmers, and engineers. The most common shortcoming of entry level positions was skill level (22%). Participants expressed the perfect alignment between education and employment to include: English speaking, interpreter availability, educated individuals, applicants prepared to enter the job market, technical prep academy, and basic math. They expressed the need for Education supports to reduce barriers to the job market especially for underrepresented populations. This testament further supports Riverland's continuance and growth for special population supports. The event ended with a survey of employer interest to engage in education (e.g. guest speakers, job shadowing, paid internships, apprenticeships/mentorships, teacher externships, sub-teaching, collaborative grant applications, etc.). Riverland will maintain and utilize the employer engagement interest survey. Work Based Learning will become a primary job responsibility for the new PS coordinator. (N6)

5. Strategies to address need:

- 1) Innovative equipment purchased. Continue our partnership with St. Cloud State University's TEC Network and increase participation in the program among our districts.
- 2) PS Coordinator will engage in in-depth discussions and review of current pathways with internal (i.e. CE) and external partners (i.e. high schools, ALC, ABE, WDI, Bridges, etc.)

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

- 1) All districts within the consortium will request at least one piece of equipment from the TEC Network and utilize it within their programs.
- 2) A matrix of manufacturing pathways, WBL and supports will be created to determine what is being done and where opportunities may lie to provide new or expanded options and to identify supports necessary for special population access and success by spring 2025.

NEED D: Computer Technology		This Need is in Element(s):				
7. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):		1	2	3	4	5
		<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2-Need D IT careers are on The SE MN Regional In Demand Occupation list as shown in the General Findings section of the CLNA. The consortium will review partnerships with external partners (high schools, ALC, ABE, etc.) to develop and enhance pathways. This will include curriculum writing to develop new pathways (e.g. AI, IOT, Cybersecurity, etc.).						
8. Strategies to address need:						
<ol style="list-style-type: none"> 1) PS Coordinator will engage in In-depth discussions and review of current pathways with internal (i.e. CE) and external partners (i.e. high schools, ALC, ABE, WDI, Bridges, etc.) 2) PS Faculty will write new pathway curriculum in AI, OIT, and/or Cybersecurity with business and industry input. 						
9. Measurable Outcomes (report results in next APR):						

- 1) A matrix of external Computer Technology (or IT) pathways and supports will be created to determine what is being done and where opportunities may lie to provide new or expanded options and to identify supports (including special population) by spring 2025.
- 2) Curriculum in AI, OIT, and/or Cybersecurity will be developed by June 30, 2025.

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.
 - Agriculture will partner with industry to explore and create new pathways. The college will host an industry summit to develop and support new curriculum, programming and equipment needs.
 - Computer Technology will create new curriculum in cybersecurity, AI, and IOT.
 - Radiography will develop Sonography curriculum.
 - Transportation- funding will be allocated to the creation of a Transportation Pathway in Austin High School. Professional Development opportunities will be provided for instructors wishing to continue or create this pathway.
- b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

The College will continue to partner with secondary systems (ALC, Early/Middle College, ABE, etc) to facilitate the POS opportunities for all students, including participation in the “Bridges to Careers” program designed to address special populations’ needs. The college admissions office has a bilingual (Spanish-English) representative who works closely with community leaders and organizations such as CLUES - Comunidades Latinas Unidas En Servicio to support students. CLUES has also funded nursing assistant and welding training. Their model is open to funding short term/high demand programs whenever they have enough student interest in the area. The college will continue to partner with the community to hold specialized events for students. The consortium will support the CTE career exploration events that are being developed to support special populations, including students with disabilities, English learners, low-income adults and youth and individuals preparing for non-traditional careers. The college recently translated their catalog to Spanish.

The addition of a Bilingual Success Coach in this grant will greatly enhance CTE exposure to underrepresented populations in the in-demand, high-wage career opportunities so desperately in need in this region. (N11)

Secondary will fund field trips for special populations including the Construct Tomorrow field trip for the PAES lab. Funding is given for numerous Multilingual specific field trips. We continue to work with school counselors and career path coordinators to support advertising the opportunities and offerings CTE programs have to offer. We have a counselor position on our Executive Board for insight and the concealer perspective with policies and procedures of our governance.

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

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

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

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

NEED A: Student Supports	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>E5-Need A: The Riverland CLNA results indicate a <u>tight labor market</u> with a <u>growing scarcity of workers</u> listed as the most significant barrier to the future economic growth in SE MN. The age groups in the region are basically split into thirds (under age 25, age 25-54, over age 55). Between the years 2011-2021 there has been a decrease in the white population (-1.5%) but an increase in all the other populations: Black or African American (+66.9%), Asian (+42.6%), some other races (+99.2%), two or more races (+167.8%), and Hispanic or Latino (+29.7%).</p> <p>Educational Attainment by Race for Population 25+ in SE MN (Source: SE MN Planning Region, Regional Profile August 2023)</p> <p>Orange background indicates over 50% of a specific population hold a high school diploma or less.</p> <table border="1"> <thead> <tr> <th></th> <th>Less than HS</th> <th>HS Graduate</th> <th>Some College or Associates</th> <th>Bachelor or Higher</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>4.8</td> <td>28.2</td> <td>33.6</td> <td>33.3</td> </tr> <tr> <td>Black or African American</td> <td>28.5</td> <td>32.5</td> <td>22.1</td> <td>16.9</td> </tr> <tr> <td>Asian</td> <td>21.3</td> <td>17</td> <td>11.6</td> <td>50.1</td> </tr> <tr> <td>Some other race alone</td> <td>33.4</td> <td>29.7</td> <td>21.2</td> <td>15.7</td> </tr> <tr> <td>Two or more races</td> <td>17.6</td> <td>24.2</td> <td>29.</td> <td>29.1</td> </tr> <tr> <td>Hispanic or Latino</td> <td>30.6</td> <td>27.7</td> <td>23.1</td> <td>18.7</td> </tr> </tbody> </table> <p>As the above graph indicates, high school students cannot be the only target market as there is a projected -4.4% (-741) labor market shortage in this age group. The workforce in SE MN is changing and becoming more diverse especially in the areas of age and race. In 2021 the unemployment rate was highest for Black or African American (9.0%), Some other race (7.9%), and Hispanic or Latino (6.9%). For those with less than a high school diploma aged 25-64, the unemployment rate is double at 4.7%. The poverty rate in SE MN (9.1%) is slightly lower than that of MN (9.2%), but in SE MN Black or African American well exceeds that of MN at a rate of 31.4% to 25%. All other populations are relative to the statewide statistics. Engaging Credit for Prior Learning (CPL) and Work-Based Learning (WBL) will be vital to engage the 25+ workforce to obtain some college and skill training as will the continuance of the Bridges to Careers initiative with CareerForce and ABE.</p>							Less than HS	HS Graduate	Some College or Associates	Bachelor or Higher	White	4.8	28.2	33.6	33.3	Black or African American	28.5	32.5	22.1	16.9	Asian	21.3	17	11.6	50.1	Some other race alone	33.4	29.7	21.2	15.7	Two or more races	17.6	24.2	29.	29.1	Hispanic or Latino	30.6	27.7	23.1	18.7
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Bridges to Careers has had over 100 participants in the program. Participation includes 21% Hispanic and 35% Black or African American persons. Eighty-six percent of the students found employment in Healthcare fields with an average wage of \$18.08 an hour.

2. Strategies to address need:

1. Continued partnerships and in-depth discussions between new PS Coordinator with CareerForce and ABE to explore possible barriers to underrepresented and underserved student access, course success, and transition to the workforce related to the Bridges to Careers program and/or other existing partnership projects.
2. Barriers will be identified and possible solutions will be recorded by the PS Coordinator. Statistics will be maintained in the areas of (but not limited to) student participation, student course success, student completion, and student employment.

3. Measurable Outcomes (report results in next APR)

1. Barriers will be identified, and possible solutions will be recorded. Statistics will be maintained in the areas of (but not limited to) student participation, student course success, student completion, and student employment. There will be a 5% increase of underrepresented and underserved students' participation and completion in the Bridges program
2. One new initiative to address a barrier to one of these areas will be created.

NEED B: Industry Connections		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"/>
E3-Need D Continue to work closely with Secondary and Post secondary Advisory boards in program implementation, curriculum development, and support of programs. Many of our secondary teachers sit on the PS advisory committees as voting members and gain insight into their own program direction based on networking with industry professionals.						
2. Strategies to address need:						
<ol style="list-style-type: none"> 1. Working with Advisory committee planners to help make the meetings more accessible to secondary instructors. 2. Encourage secondary instructors to attend meetings by providing sub coverage and mileage. 						
3. Measurable Outcomes (report results in next APR):						
<ol style="list-style-type: none"> 1. Increasing the number of secondary instructors attending PS advisory committee meetings within their POS. 						

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.

We partner with a number of regional and local development boards, agencies, and organizations to support career exploration, career coursework, career activities, career services, career information sharing, and career guidance and academic counseling. These partners work collaboratively to align workforce development goals.

Our partners include:

- Albert Lea, Austin and Owatonna Chambers of Commerce
- Austin Aspires
- Community Economic Development Associates (CEDA)
- Economic Development Agencies (EDA)
- Minnesota Department of Employment and Economic Development (DEED)
- Workforce Development Inc. (WDI) CareerForce
- Multiple business and industry partners

Furthermore, the Riverland Consortium has representation on its Executive Board from CareerForce, School Counselors, College Counselors, and Human Resources from regional businesses. The CTE program faculty and students receive career guidance from their advisory committees. A greater focus will be placed on career guidance to ALC students in CTE pathways. The Bridges to Careers initiative provides a pathway guide for ABE students and it is anticipated to add other pathways. The college will add a Bilingual Success Coach with grant funds to provide additional career guidance and supports.

The secondary supports career counseling by working with career pathway coordinators and counselors at each district. SMEC districts are encouraged to work with our consortium districts to plan and attend career events in our region, thus creating a link to our smaller districts' special populations.

- b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.

The consortium will continue to engage in strategic partnerships that address the needs of special populations to successfully transition to postsecondary education and training and employment with CareerForce, ABE, ALC, and Bridges to Careers. Narratives 5 and 9 contain specific information and data related to college partnerships pertaining to special populations and transition supports. The consortium is in the fourth year of an initiative to become a poverty informed community and through that intentional work we plan to serve the special populations that are defined by economic status. Relaying career information is a part of these processes.

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

The consortium will continue to partner with Pre-ETS in the area. CareerForce is located on the Riverland Campus, and the college continues dislocated worker projects in partnership. The college also actively engages with DEEDVRS to meet student needs.

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	2500.00
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	25000.00
3.	Postsecondary Subtotal	27500.00
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	0
6.	Secondary Subtotal	0
7.	TOTAL	27500.00

Workforce Center Collaboration

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

Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A: Student Access	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 x	4 <input type="checkbox"/>	5 <input type="checkbox"/>
E3-Need A: To increase our support of Manufacturing careers by offering the consortium training to “upskill” in the area of welding. Equipment funding will also be a priority to increase the access to concurrent programming in Albert Lea with the purchase of industry standard welding equipment. We will continue to fund the opportunities for students with industry certifications such as OSHA 10 and ServeSafe certifications.					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. Continuing to offer the welding training for instructors to upskill and gain licensure requirements. 2. Continues support for access to these certifications for our secondary students. 3. Increase the number of welders at Albert Lea High School to support their concurrent welding program. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. To increase the number of participants in the welding training. 2. Increase the number of students accessing the certifications within the consortium. 3. Equipment will be purchased. 					

NEED B: Student Experience	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
E2-Need C					

Manufacturing - industry tours and guest speakers for students to network with future employers. Equipment updates to bring secondary labs to industry standards. Foster existing concurrent education opportunities with Riverland Community College. Increase teacher retention by creating professional development opportunities in the field of welding. Manufacturing is the second largest industry in our region. In May 2023, Riverland, Owatonna Public Schools, and the Owatonna Area Chamber of Commerce and Tourism partnered to survey the industry in Owatonna. The event was facilitated by RealTime Talent. Manufacturing Production, Engineering, Distribution & Logistics, Industrial Machine Mechanics, and Automation Robotics were identified as the primary career pathways of need. The most difficult to fill positions include: mechanics, production, maintenance technicians, machine operators, robot operators, programmers, and engineers. The most common shortcoming of entry level positions was skill level (22%). Participants expressed the perfect alignment between education and employment to include: English speaking, interpreter availability, educated individuals, applicants prepared to enter the job market, technical prep academy, and basic math. They expressed the need for Education supports to reduce barriers to the job market especially for underrepresented populations. This testament further supports Riverland's continuance and growth for special population supports. The event ended with a survey of employer interest to engage in education (e.g. guest speakers, job shadowing, paid internships, apprenticeships/mentorships, teacher externships, sub-teaching, collaborative grant applications, etc.). Riverland will maintain and utilize the employer engagement interest survey. Work Based Learning will become a primary job responsibility for the new PS coordinator. Students need real world, authentic activities within the field of manufacturing.

2. Strategies to address need:

1. The consortium will be funding travel and substitute costs for the SE MN Regional Welding Competition. Currently many of our consortium schools attend the competition.

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

1. Increase the number of participants for the Welding Competition.

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)

The consortium strengthens academic and technical components through our program advisory committees at both the secondary and postsecondary levels. Postsecondary also partners with industry through industry summits and other

collaborative efforts. The consortium supports professional development for both secondary, postsecondary CTE and core academic instructors. We also support regional consortia professional development events and regional networking to improve academic and technical skills of students.

As a consortium we recognize that curriculum writing is a valuable tool for the alignment and integration of academic content into CTE courses. We see the inclusion of strategies and resources for integrating math, reading, and writing strategies into CTE courses and programs as crucial to improving student success. As a consortium we will continue to provide CTE instructors the opportunity to have curriculum writing time to support alignment of academic content into CTE courses. We also support the inclusion of industry certifications into appropriate secondary programs such as OSHA-10 and ServSafe certifications. These certifications support the demonstration of how academic and technical skills have been integrated into classroom instruction and provide data that demonstrate success rates. Core academic English and Math faculty work closely with technical faculty to incorporate applied math and writing skills in courses. The college “Bridges to Careers” program provides support for students as they transition to postsecondary courses.

The College offers a regional annual meeting for high school counselors where academic integration is a topic. Our goal is to inform counselors of current standards integration and then design a training for teachers. The counselors are instrumental in enrolling students in CTE courses where they learn core academics in the context of careers.

The Riverland Consortium has a variety of Programs of Study designed for a seamless transition from secondary to postsecondary education. However, we acknowledge a notable difference in offerings between the three larger districts and the six smaller ones. Recognizing this gap, we are committed to fostering partnerships to bolster opportunities in smaller, rural schools.

Due to their smaller populations, the smaller districts typically offer only one or two programs in Career and Technical Education (CTE), mainly focused on agriculture and manufacturing courses. With regards to our Healthcare Pathway the consortium continues to support an LPN pathway at Owatonna High School. We plan to share the pathway's development and outcomes, encouraging replication in other schools.

Moreover, the College continues to expand its concurrent enrollment courses for secondary schools, providing dual credit and enriched educational experiences. These efforts aim to ensure equitable access to diverse educational opportunities across all member districts. Detailed information is provided in Narrative 7.

Narrative 5: Special Populations

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

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

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

E1-Need A: Postsecondary - The data shows supports are needed for underrepresented and underserved populations by means of transition and navigational support and a liaison for student career awareness, access, course success, successful completion, and workplace transition. Special Populations - In 2023, 220 out of the 434 total concentrators were Economically Disadvantaged Families (EDF). Of those 220, 63 were enrolled in Healthcare programs. Black students represented 32, while Hispanic students represented 77. In 2024, the number of EDF declined but so did the total concentrators (205/427). Healthcare programs had 53 students in this category. In 2024, Black students represented 26, while Hispanic students represented 71.

E1-Need B Some Special Population numbers are low in some areas, focus will be placed on English Learners and SPED populations.

E5-Need B

Consortia: Riverland Carl Perkins Consortium (7519-54)

1S1: 4-Year Graduation

	Numerator	Denominator	Actual	Performance Gap (Ss group-GTtl)	SDPL Gap (Ss group-Target)
Grand Total	685	745	91.95%		36.68%
Gender					
Male	382	423	90.31%	-1.64%	35.04%
Female	303	322	94.10%	2.15%	38.83%
Ethnicity					
American Indian					
Asian	36	42	85.71%	-6.24%	30.44%
Black	35	39	89.74%	-2.21%	34.47%
Hawaiian/Pacific Islander	2	3	66.67%	-25.28%	11.40%
Hispanic	97	112	86.61%	-5.34%	31.34%
White	493	523	94.26%	2.31%	38.99%
Multi	22	26	84.62%	-7.33%	29.35%
Special Populations					
Special Education	71	91	78.02%	-13.93%	22.75%
Economic Disadvantaged	259	303	85.48%	-6.47%	30.21%
Non-traditional	370	485	76.29%	-15.66%	21.02%
Single Parents					
Out of Workforce					
English Learners	28	41	68.29%	-23.66%	13.02%
Homeless	7	9	77.78%	-14.17%	22.51%
Youth in Foster Care	4	6	66.67%	-25.28%	11.40%
Parent in Active Military					
Migrant					

When looking at special populations, we have some work to do in the areas of Special education and English Learners. Both areas have been improving from 2022. In 2022 graduation rate for Special education was 73.98% and has seen an increase of more than 4% in one year. There was an even sharper increase in the graduation rate for English Learners of almost 16%!

Reading: We still have some work to do with English learners passing the MCA reading exam. In comparing SDPL gap numbers from 2022 to 2023, we saw an increase of almost 7%. We are still in the red but this is a substantial increase from the year prior.

Math: Our black students and our English learners are both more than 10% our grand total. While these numbers are relatively low, both areas saw an increase in CTE concentrators.

2. Strategies to address need:

<ol style="list-style-type: none"> 1. PS will continue the use of the Learning Specialist for the Nursing program. Funding also in N9 2. PS will add an additional Learning Specialist to support Radiography student success. Funding also in N9. 3. Host a student forum and/or survey Nursing students supported by Nursing Learning Specialist. 4. PS will hire a Bilingual Success Coach to work in partnership with other college support systems and personnel including, but not limited to the PS Coordinator, Admissions, Communications, Administration, Faculty and Learning Specialists. Funding also in N9 and N11. 5. Funding will be allocated toward giving some special populations at the secondary level the authentic experience of touring local business and industry. 6. All students have access to the funded career fairs, especially our SMEC schools. Funding is allocated so our small, rural districts can attend the SMEC career fair so transportation of the majority of their SPED population can attend.
3. Measurable Outcomes (report results in next APR):
<ol style="list-style-type: none"> 1. The Nursing student course success rates for non-white students will continue to increase. PAR will be collected. 2. The Radiography student course success rate will increase. PAR will be collected. 3. Data will be collected to determine the elements that have contributed to Nursing student success. (e.g. what specific assistance received has contributed to student success.) 4. There will be an increase in non-white, English Learners, and nontrad gender student enrollment, course success, completion and workforce entry in CTE with the greatest focus on healthcare fields. 5. Data will be collected this year, to gain a baseline, on our regional career fair and field trip opportunities to increase the number of ML students attending these specific opportunities. We will look to increase these numbers by 10% each subsequent year. 6. By seeing an increase in the number of districts in our rural schools taking advantage of this opportunity.

1. 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?

The barriers to access and success for special populations within CTE were identified through survey data, and state demographic and economic data. We know that our region has high poverty indices and that we have increasing numbers of English language learners in both secondary and postsecondary systems, including CTE programs and courses. With this in mind the consortium plans very intentional work by the secondary schools and the college to expand offerings of CTE programming to all students through a variety of strategies including Early Middle College (EMC), Concurrent Enrollment, and combination programs that are shared between the college and high school such as in the Carpentry Academy at Lyle High School. The consortium will continue to work with the system to precipitate changes in CTE credentialing for high school instructors. Funding has been allocated to provide additional training to CTE secondary instructors in the area of manufacturing to continue the work done previously started under the Future Ready CTE legislative grant. The consortium will provide CTE career exploration and planning targeted to special populations. We will also work with the community stakeholders to assist in these efforts by making sure that we are planning for equity and inclusion in our work. The consortium has 3 large high schools and 6 small, rural high schools, and this is a challenge that the application will address and that we will continue to work to find ways to increase opportunities for all students. Many field trip opportunities will be provided to

our students in special populations, specifically targeting those groups that are identified in our performance gap indicators, specifically our SPED and EL populations.

In FY23 Riverland hired a learning specialist to support the Nursing program students' supplemental instruction needs. This is the first time that Riverland has a devoted learning specialist for the nursing program. Course success rates increased 10%. Riverland will host a student forum and/or conduct a survey of Nursing students who utilize the learning specialist to determine what elements of support provided by the learning specialist have helped them to be successful. Riverland will add a learning specialist to assist Radiography students. In addition, Postsecondary will utilize a bilingual success coach to support special population needs. (N11)

Riverland faculty, including CTE faculty, engage in monthly Teaching and Learning Circles. These cohort communities of practice bring faculty together to share best practices and culturally relevant pedagogy in their classrooms. CTE faculty are often fully engaged directly with their students during the day, and don't have as many opportunities to build relationships and share resources as some of the liberal arts faculty. The Teaching and Learning Circles provide a platform for CTE faculty to share expertise and build relationships that increase a sense of belonging which leads to increased retention.

Riverland has expanded the basic needs supports for students including free mental health counseling through IMS, a contracted professional mental health service that is housed on campus. IMS counselors can help students within one or two days of referral and many times on the same day that a serious mental health issue arises. Students who are trying to obtain a counseling appointment in the "outside" community often must wait six weeks to two months for an initial appointment. By that time, the student is likely to have dropped out of class.

Riverland's Food Pantry Services have expanded to the Austin West Campus and the Albert Lea campus which house the majority of Riverland's CTE programs. Through a survey we learned that food and housing security are major issues facing our students. Riverland is engaged in a Capital Bonding Request for \$17 million to improve Student Services at the college and create a basic needs hub. Food insecurity is impacting more than 40% of the students who responded. Demand is high for the food pantry services.

Riverland Community College was recently designated as an Emerging Hispanic Serving Institution (HSI) by the Hispanic Association of Colleges and Universities (HACU). This recognition comes because of the college's dedicated efforts to serve the Hispanic community, with 15.8 percent of its current enrollment comprising Hispanic students.

- b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

Postsecondary will expand the “Bridges to Careers” model program that provides opportunities for ABE students to succeed in postsecondary transitions. This partnership between ABE, the college and employers offers increased opportunities to ABE/ELL students to transition into postsecondary programs while retaining support structures to assist students in successful transition and program completion. Most students are non-white. The college is also involved with programs to “retrain” dislocated workers through several programs and will work to assist those students to transition to training for high wage, high skill and in-demand careers.

The current Bridges to Healthcare (B2HC) model supports initial Certified Nursing Assistant (CNA) programming. B2HC is an arm of the Bridges to Careers program. It also encourages and supports additional training through braided funding provided by CareerForce. We have a similar course for administrative work and find that some healthcare students move to medical administration after they complete their initial CNA program. To date, 101 students have enrolled in the B2HC Expansion. Seventy eight students have completed the program and 86% found employment in the healthcare field, with an average wage of \$18.08 per hour. The program is able to support an individual unique path through other funding streams (pending eligibility) so many other healthcare careers are open to them after they complete their Bridges programming. Thus far it has appealed most to females (96%) ages 25-49 (69%) not Hispanic or Latino (71%). This program is in its infancy and there have been many internal personnel changes. Preliminary data predicts a strong program with room for growth in non-white and special populations.

By exposing all students, especially those within our special populations to networking opportunities, i.e. Field Trips, Guest speakers, Career fairs, the goal is to increase awareness of CTE opportunities at the post-secondary level for our special populations. We also want more of our CTE certified instructors to become certified to teach concurrent courses through Riverland Community College, creating a more structured, support oriented education opportunity for students with special needs and English Learners that might not otherwise be afforded a college level course.

Examples of events scheduled within the Riverland Consortium open to all students:

- SE Welding Competition
- Construct tomorrow
- Healthcare Exploration Fair
- 9th Grade Community Employer Tour
- Big Ideas mobile Trades Lab
- AHS and ALHS College and Career Fairs
- Women in Engineering College Tour
- SMEC (Southern Minnesota Education Consortium) Career Fair

- c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?

We currently offer special events/authentic experiences regarding special populations. The consortium and its individual schools offer college visit/field trips geared toward some of our special populations, i.e. University of Minnesota Multicultural day, MSU Women in STEM, and Latino Engineering MSU college visit. The plan is to build upon what we are currently doing and expand these opportunities to more of our special populations with the assistance of the Bilingual Success Coach. (N11) Non-traditional fields will require special attention at the postsecondary level due to the increased target on the SDPL.

- d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

The college continues to integrate Equity by Design and Equity 2030 into the Perkins work. The postsecondary coordinator participates on the college teams working with those initiatives.

The college was recently designated as an Emerging Hispanic Serving Institution (HSI) by the Hispanic Association of Colleges and Universities (HACU). We are in the process of having our digital view book and other recruiting pieces translated into Spanish. We are also currently requiring that being bilingual is either a minimum or preferred qualification for all new hires who work directly with prospective and current students. We are in the process of hiring a new international student advisor who also works with both international and EL students.

In April 2023 Riverland hosted a Multicultural Career Day designed to introduce high school and current Riverland students of color to the CTE programs at Riverland with a focus on high-skills and high-wage careers. We partnered with area businesses who hire our graduates to help tell the story of the potential for excellent careers right here in our region.

Riverland updated the Strategic Enrollment Management (SEM) plan in FY23 and presented at a national conference in Denver in June 2023 on the process and planned strategies. The two focuses of the SEM are BIPOC students (students of color) and adult learners.

Riverland continues to work on college access and success with special populations, including those with disabilities, English learners, and students from diverse backgrounds. Admissions works closely with both TRIO and Accessibility Services to ensure the success of students with disabilities. We include TRIO information and TRIO staff speakers in all

our presentations. Admissions also works closely with Riverland's full-time Accessibility Services Specialist. When meeting with prospective students and applicants who disclose a disability, the Admissions staff help the student fill out the Accessibility Services intake form on the website. This spring we are assisting Accessibility Services in hosting College Preview Day, an event for high school students with disabilities who have the potential to be successful in college with the appropriate support. We also heavily promote Accessibility and Tutoring Services, as well as all basic need supports, to prospects and groups that we are working with.

Riverland has an Bilingual Admissions Specialist who has a strong focus on working with diverse students, including English Language Learner prospective students. We also have several work-study students in Admissions who are bilingual and assist with translating, when needed, and at recruiting events. Two Admissions Specialists work closely with our EL instructors and Adult Basic Education to help connect English Language Learners with the appropriate coursework and support. We still work very closely with the CLUES organization who continue to help fund Hispanic students in Truck Driving, CNA, Business and other CTE programs. CLUES has also funded nursing assistant and welding training. Their model is open to funding short term/high demand programs whenever they have enough student interest in the area. The Admissions staff also work very closely with the Success Coaches and Navigators at our top feeder schools. We have been presenting to EL classes and groups at area high schools and do a number of on-campus group tours for those students.

Student services have been enhanced to better support students with additional scholarships, emergency grants, more tutoring, more basic needs support, more flexible scheduling including hybrid and multi-modal course delivery methods. The Riverland Foundation has created a partnership with the Owatonna Community to provide high school graduates with a tuition-free scholarship to Riverland to create greater access and opportunity. A similar scholarship program already exists for graduates in Austin and has proved to be very successful in enrolling students in CTE programs.

Riverland has normalized the practice of using disaggregated data and conducting academic planning and review with an equity lens. We continue to support CTE faculty with data literacy training and support. We have incorporated disaggregated data in all program review processes with the department fact sheets produced by Institutional Research which are provided annually. This was an early focus of our Equity by Design work. Presentations on EBD and disaggregated data have been included in all-college and faculty professional development day agendas.

We would like the demographics of students enrolled in CTE programs to mirror the demographics of the region. We will try to increase the numbers of special population students furthering their education through a variety of methods (e.g. CTE concurrent enrollment, Early/Middle college with the ALC's, Bridges programming, and Credit for Prior Learning, etc).

The consortium will implement a variety of strategies to reach special populations using data from both secondary and postsecondary systems. We will continue to work with state, regional, and community participants to assist students identified need areas such as economically disadvantaged families and academic risk factors. The consortium will work with secondary counselors and postsecondary student services personnel to individualize support for special population students. The college will be adding a Bi-lingual Success Coach. (N11)

Narrative 6: Work-Based Learning

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

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

NEED A: Work Based Learning	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 x	3 <input type="checkbox"/>	4 x	5 x
<p>E4-Need A: Increase the number of teachers within the consortium to gain WBL endorsement.</p> <p>E2 - Need C (Excerpt) The event ended with a survey of employer interest to engage in education (e.g. guest speakers, job shadowing, paid internships, apprenticeships/mentorships, teacher externships, sub-teaching, collaborative grant applications, etc.). Riverland will maintain and utilize the employer engagement interest survey. Work Based Learning will become a primary job responsibility for the new PS coordinator.</p> <p>E5-Need A: Access and Supports (Excerpt) Exploring Credit for Prior Learning (CPL) and Work-Based Learning (WBL) will be vital to engage the 25+ workforce to obtain some college and skill training.</p>					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1) The secondary will work to increase the number of teachers with the WBL endorsement. Funding will include travel pay, substitute costs, and possible stipend. 2) PS will create a new position (Community and Work Based Learning Coordinator) with a 50% focus on WBL. 3) Discussions and review with key partners of ALC, ABE, CE, CPL, and WBL programming to identify what currently exists, barriers to access, success, and completion strategies. 					
3. Measurable Outcomes (report results in next APR):					

- 1) Increase by at least one teacher with the WBL endorsement this year with plans to add more in subsequent years.
- 2) The Community and Work Based Learning Coordinator (PS Perkins Coordinator) position will be hired at PS. PAR will be collected.
- 3) A database of WBL opportunities will be created for both secondary and postsecondary by the Community and Work Based Learning Coordinator. Baseline data including underrepresented and underserved populations will be recorded, and at least one new strategy will be created to address barriers exposed and to create at least one new opportunity at either level. A process will be created for collecting and maintaining WBL opportunities.

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.

The consortium is focused on improving the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels. Currently we have several secondary WBL approved programs but have plans to add more through intentional efforts to assist districts in doing the approval process.

Districts will need to support this effort as their district budgets allow and if their strategic goals align with this initiative. Both secondary and postsecondary have strong experiential learning that is happening at the CTE program and course level through a variety of connections to business and industry such as mentorships, field trips, site visits, guest speakers, career exploration events, job shadowing, internships and paid work experience.

The college will review and map where experiential learning is now happening and will work to incorporate more authentic experiences for CTE students through intentional work with business and industry partners and college faculty. We anticipate the use of our CTE program advisory committees to move this forward and to build into our programs.

- 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.

The Riverland consortium is committed to the development of new and to expand current work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels. The Community and Work Based Learning Coordinator (PS Perkins Coordinator) is a new position at the postsecondary level with 50% time devoted to WBL. The position will partner with faculty, employers, Chambers of Commerce, CareerForce, and other community organizations to identify and create additional robust opportunities for experiential learning.

At secondary the Riverland consortium will partner with employers to develop and expand work-based learning programs for all CTE students, and the career navigator/s will interface with postsecondary to integrate the experiential learning across both systems for a seamless experience for CTE students.

Secondary addresses this as part of the program approval process and we recognize that this is an area that we will work on as a consortium to increase the number of students who will have access to quality WBL experiences.

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

The Community & Work Based Learning Specialist (PS Perkins Coordinator) responsibility is 50% focused on WBL. Seventy percent of this position will be funded with the grant. Of the 50% focus on WBL, 30% will come from the Perkins grant while the other 20% will be funded by another grant funding source.

Work Based Learning needs to be increased as business and industries' workforce needs increase. At the secondary level funding will be used to provide to teachers who want the WBL endorsement. Currently only a few of our districts have mentorship or on-the-job training programs.

The secondary districts and the coordinator are aware of this and plan to work with the 9 member districts to actively increase the opportunities for WBL for all consortium students. The strategy is to work with postsecondary and regional partners to increase these opportunities and to support teachers that need professional development to obtain the WBL endorsement.

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

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A: Strengthen CTE Concurrent Enrollment Opportunities	This Need is in Element(s):																																							
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X																																			
<p>E1-Need A: Postsecondary <u>student concentrators</u> and course success rates require increased focus for non-white students, especially in healthcare. The data shows supports are needed for underrepresented and unserved populations by means of transition and navigational support and a liaison for student career awareness, <u>access</u>, course success, successful completion, and workplace transition.</p> <p>E5 - Need A Educational Attainment by Race for Population 25+ in SE MN (Source: SE MN Planning Region, Regional Profile August 2023) Orange background indicates over 50% of a specific population hold a high school diploma or less.</p> <table border="1"> <thead> <tr> <th></th> <th>Less than HS</th> <th>HS Graduate</th> <th>Some College or Associates</th> <th>Bachelor or Higher</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>4.8</td> <td>28.2</td> <td>33.6</td> <td>33.3</td> </tr> <tr> <td>Black or African American</td> <td>28.5</td> <td>32.5</td> <td>22.1</td> <td>16.9</td> </tr> <tr> <td>Asian</td> <td>21.3</td> <td>17</td> <td>11.6</td> <td>50.1</td> </tr> <tr> <td>Some other race alone</td> <td>33.4</td> <td>29.7</td> <td>21.2</td> <td>15.7</td> </tr> <tr> <td>Two or more races</td> <td>17.6</td> <td>24.2</td> <td>29.</td> <td>29.1</td> </tr> <tr> <td>Hispanic or Latino</td> <td>30.6</td> <td>27.7</td> <td>23.1</td> <td>18.7</td> </tr> </tbody> </table> <p>The consortium will continue expanding CTE concurrent enrollment opportunities as well as enrich the CTE connections with our ALC and Early/Middle College partners.</p>							Less than HS	HS Graduate	Some College or Associates	Bachelor or Higher	White	4.8	28.2	33.6	33.3	Black or African American	28.5	32.5	22.1	16.9	Asian	21.3	17	11.6	50.1	Some other race alone	33.4	29.7	21.2	15.7	Two or more races	17.6	24.2	29.	29.1	Hispanic or Latino	30.6	27.7	23.1	18.7
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Hispanic or Latino	30.6	27.7	23.1	18.7																																				
2. Strategies to address need:																																								
<p>1. PS will have on-going discussions and examination of current CTE opportunities with regional secondary partners with focused efforts on special populations, non-traditional gender, and Black/African American and Hispanic students.</p>																																								

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

1. There will be a plan to
 - a. target populations identified above (marketing and/or recruitment efforts)
 - b. increase and expand CTE CE - number of sections, courses, and/or schools by at least one
 - c. target populations baseline data created and strategies documented to increase participation in CTE CE
 - d. review Early/Middle College partnerships and create at least one new pathway
 - e. create a plan for awareness of Early/Middle opportunities (marketing and/or recruitment efforts)
 - f. target populations baseline data created and strategies documented to increase participation in E/M College

1. Provide additional narrative to address the following:

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

In FY23 Riverland served 24 high schools for a total of 162 sections.

In FY24 Riverland served 29 high schools for a total of 231 sections. The CTE sections are provided in the chart below. The college continues to partner with high schools to offer concurrent enrollment where needed.

	FY23 Number of sections	FY24 Number of sections
Ag	8	13
Business	2	2
Business & Office	5	5
Carpentry	2	1
Education	0	3
Fire	6	6
Food Science	2	0
Industrial Maintenance (Welding)	4	8
Total CTE	29	38

The college includes concurrent enrollment courses that support student success and CTE program requirements.

	FY23 Number of sections	FY24 Number of sections
First Year Experience	4	6
Employment Search Skills	1	2

Workplace Human Relations	1	2
Tech Math	1	1
Total	7	11

Riverland Community College has Minnesota Department of Education (MDE) approved Early Middle College (EMC) Programs with 5 School districts: Albert Lea, Austin, Owatonna, SMEC and Northfield. These programs offer multiple CTE pathways to these ALC students and are aligned with Riverland Consortium POS.

Riverland Community College has a strong concurrent enrollment (CE) program which has national accreditation with NACEP since 2010. As shown above, there are many CTE courses including welding, carpentry, business, agriculture, and fire. The college has a model with the smaller schools to offer a Carpentry Academy that is a blend of CE instruction and high school courses that will allow students to complete at least one semester of a CTE program before high school graduation. Education CE was added in FY24. The college partners with consortium high schools to continue to offer introductory CTE courses through PSEO which has been successful for many students. The college also offers multiple PSEO courses to consortium high school students, and also has several PSEO by contract where the course is offered at the high school, such as Certified Nursing Assistant (CNA) with Albert Lea, Owatonna and Austin. These districts allow other districts to send students to the CNA courses on a space available basis. The consortium will continue to support this impressive number of E/MC and concurrent enrollment courses. We continue to work with stakeholders to make students and their families aware of options for obtaining college credit through dual enrolment. We are aware of our districts' fiscal constraints and are looking to maintain and not expand these initiatives at this time. Our focus is to help high school instructors become credentialed and this, in time will expand offerings in this area.

The partner high schools continue to work with the college for Credit for Prior learning (CPL) and articulated credit options. Many high schools prefer transcribed credit through dual enrollment. Articulation is available but very rarely used by high school students.

Consortium students have the opportunity to take PSEO courses offered on campus in all 3 college locations and online. We have students completing one or more courses a semester with some taking courses full-time with the possibility of completing a certificate, diploma or degree prior to high school graduation.

The partner high schools continue to review CTE and Liberal Arts courses that meet high school graduation requirements and to find pathways that will support student success. Many schools have concurrent CTE courses including the Carpentry Academy in Lyle that offers credit to all SMEC schools; Lyle, Leroy-Ostrander, Glenville-Emmons, Southland,

Grand Meadow and the SMEC ALC. Austin also has two welding courses that offer concurrent credit and filters students into the Industrial Maintenance program.

The consortium districts offer CASE, ServeSafe, PLTW and many have multiple AP offerings and the conversations are ongoing on how to expand these opportunities. Many of our schools use the CASE curriculum in their Agriculture Programs and this is funded through Perkins. We have many concurrent courses being taught and are aligned to Riverland Community College programs including the Carpenter Academy in Lyle that supports our SMEC schools and Welding Courses taught at Austin High School. Many of our FACS programs use ServSafe curriculum and testing. Other training and testing programs include; Testout, Baby First Aid, and OSHA 10.

Narrative 8: Support to Professionals

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

1234

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

NEED A: Professional Development	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 checked="" type="checkbox"/>	5 <input type="checkbox"/>
E4-Need C Professional development opportunities are necessary to remain current on industry standards and best practices in curriculum, equipment/technology, and student supports. This includes local, regional, state and national PD opportunities.					
E3-Need B The secondary is due for Program approval in November of 2025. Funds will be allocated for analysis of current programming, implementation of new programs, and completing the approval process. We will be partnering with our other regional consortia as we are all due for program approval.					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. Secondary and PS staff and faculty will attend PD opportunities to remain current in their fields, to learn new student/course success strategies or to learn regional, state, and/or national best practices. 2. Secondary will be focusing on the Program Approval Process, we are due November of 2025. 					
3. Measurable Outcomes (report results in next APR):					

1. PS faculty and staff attendees will implement a new strategy and/or POS update relating to the PD attended. The PD experience, attendance and implementations will be documented.
2. Secondary will be collaborating with regional consortia to provide program specific training for program approval. We will provide numerous dates for program approval and all teachers will be invited to attend a session.

NEED B: Licensure	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 x	4 <input type="checkbox"/>	5 <input type="checkbox"/>
E3-Need A: To increase our support of Manufacturing careers by offering the consortium training to “upskill” in the area of welding. Equipment funding will also be a priority to increase the access to concurrent programming in Albert Lea with the purchase of industry standard welding equipment. We will continue to fund the opportunities for students with industry certifications such as OSHA 10 and ServeSafe certifications.					
Strategies to address need:					
Continue to offer the Welding Training to educators seeking licensure credit for advancing their Tier status with PELSB.					
Measurable Outcomes (report results in next APR):					
To increase the number of participants each year we offer the training. In FY 23 we trained 5 teachers in welding and in FY24 there are 15 signed up for the training! We are very excited at this increase, many of these teachers will gain credit toward licensure and a degree program through St. Cloud State University.					

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.

In this region, as well as statewide, there is a short supply of credentialed teachers, faculty, and staff for all CTE areas. Furthermore, current educators do not reflect our student populations. In FY22 we completed a Minnesota Legislative rural CTE grant through the Future Ready CTE grants for teacher preparation. This provided for planning and the beginning steps to offer CTE teacher education and CTE licensure in the shortage area of Trade & Industrial Education. This planning grant addressed the teacher shortage for CTE teachers by providing the participants much needed credit toward a Technology Education degree. Based on the success of this grant and the popularity of this training, we have decided as a consortium to continue this as part of our Consortium’s Perkins Grant. It enables the Riverland Perkins Consortium, led by Austin High School to collaborate with St. Cloud State University (SCSU), Riverland

Community College (RCC), Southeast Consortium, South Central Consortium, Minnesota West Consortium, Rochester/Zumbro Education District Consortium, and business and industry to develop pathways that would prepare candidates for the Trade and Industrial (T & I) CTE teacher licenses.

At postsecondary we continue to work toward recruiting and retaining faculty that are non-traditional by career and/or from underrepresented. Advisory committees are one of the first places we look when seeking new faculty. While there is interest in teaching, the primary challenge to attracting any CTE faculty at the PS level is offering a wage competitive to industry.

We will also use professional development opportunities to further enhance our concurrent certified staff, increasing the number of concurrent programs. This will give more students, especially students within our special populations, a chance to earn college credit within the high school setting.

- 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.

The College does an extensive “onboarding” and support for new faculty that gives technical and social support to the new faculty members. The college makes sure that new faculty know about all the professional development that is available through the Minnesota State System and also support their participation in these offerings. Also, the majority of our faculty and teachers are personally members of their local, state and national associations such as MACTA, ACTE, MNAECTE MTEA, MBITE, NBEA etc. Many of the PS CTE programs are accredited which requires on-going professional development to maintain the accreditation. Perkins funds are used for attendance in professional conferences where the PD is related to learning a new skill that aligns with industry standards or an update on curriculum. We also encourage memberships to and attendance at conferences to build a faculty/teacher network, collaborate with like professionals, and learn best practices in teaching in their field. As a consortium and with our neighboring consortia we recognize from the CLNA results that we need to bring more targeted PD to the region for faculty and teachers. While recognizing the need, it is not always easy to get secondary teacher participation due to lack of available substitutes.

Each district will receive funding for two district, not individual, memberships to the following associations:

MTEEA/ITEEA and MAAE. The consortium feels these memberships are essential to the development of these CTE licensure program areas. The CLNA has shown a high need for Manufacturing programs in our area. Both of these programs teach courses

within this curricular area. The districts will choose the individuals to represent these PD opportunities.

Secondary supports all CTE teachers within our nine districts and PD will include all travel, registrations, lodging, and substitute pay for many conferences requested.

The Riverland Consortium will continue to focus on industry specific PD. We encourage all our CTE teachers and faculty to seek out and attend their regional and state specific associations for membership and conferences. We believe these opportunities are the best form of professional development to support better student training that aligns with industry standards. They provide training on industry standard practices, provide best practice instructional ideas, and provide the teachers and faculty with a network of like-minded individuals. Our goal is to improve teacher retention by making sure they feel supported within their technical areas. The college will continue with the system office initiatives on culturally relevant pedagogy professional development.

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: Student Supports	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
<p>E1-Need A: Postsecondary student concentrators and course success rates require increased focus for non-white students. Healthcare program success rates could use assistance. The addition of a Learning Specialist to support Nursing students saw a 10% increase in students of color course success rates. However, there is still room for improvement in both Nursing and Radiography. Radiography students of color had a 25% decrease in the past year.</p> <p>E1-Need B Some Special Populations numbers are low in some areas, focus will be placed on English Learners and SPED populations</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Strategies to address need:</p> <ol style="list-style-type: none"> 1. PS will continue the use of the Learning Specialist for the Nursing program. Funding also in N5. 2. PS will add an additional Learning Specialist to support Radiography student success. Funding also in N5. 3. PS will hire a Bilingual Success Coach to work in partnership with other college support systems and personnel including, but not limited to the PS Coordinator, Admissions, Communications, Administration, Faculty and Learning Specialists. Funding also in N5 and N11. 4. Secondary-Emphasis will be placed on providing students within Special Populations (including special education, students in poverty, and non-traditional students) specific field trip opportunities so students gain exposure to CTE programs/careers and begin to network with future employers or PS institutions. Trips include career fairs, college visits and industry tours. 					
<p>3. Measurable Outcomes (report results in next APR):</p> <ol style="list-style-type: none"> 1. The Nursing student course success rates for non-white students will continue to increase. PAR will be collected. 2. The Radiography student course success rate will increase. PAR will be collected. 3. There will be an increase in non-white and nontrad gender student enrollment, course success, completion and workforce entry in CTE with the greatest focus on healthcare fields. 4. By increasing the number of specific authentic activities and the number of participation among our CTE concentrators within special populations. 					

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

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

The last grant application started an innovation to provide student support for CTE ELL students who are at risk of failing out of CTE programs because of labs and clinicals where they need more language support to demonstrate skill. Focus will be placed on our ML, SPED and black secondary student populations.

- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?

This innovation has been successful for Nursing students with a 10% increase in course success rates. The Learning Specialist will continue in this grant application. Due to the success of this innovation, an additional Learning Specialist will be added at 10 hours a week to support students in the Radiography program. The secondary will increase exposure for special population students by providing field trips, industry tours and career fairs.

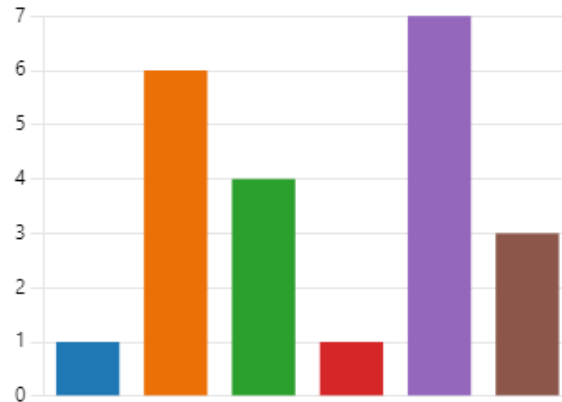
Narrative 10: Consortium Governance

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.

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

NEED A: Strengthen Communications and Processes	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 x	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Perkins Leadership - S and PS Coordinators are necessary to fulfill Perkins V legislation requirements for the consortium. Under their leadership they are responsible for oversight of all 5 Perkins Elements, 11 Narratives, the CLNA, activities, budget, APR, accountability measures, and collaborations.</p> <p>When teachers were asked: <i>What are your school's areas of growth with regard to the Career and Technical Education (CTE) courses and programs of study offered, particularly for underrepresented populations, including by gender, race and ethnicity, and/or special population status? (Select up to three)</i></p>					

- Less than two CTE state-approved... 1
- CTE equipment and learning sp... 6
- There are no work-based learni... 4
- CTE instructors do not have the ... 1
- Limited CTE professional develo... 7
- Other 3



E1-Need C More emphasis will be placed on educating people about who we are and how CTE programs can help guide students to rewarding careers.

2. Strategies to address need:

1. As coordinators, we will work with our districts to provide PD to our teachers. We will work with our executive board to delve into this data to figure out why teachers feel we need to grow in this area. We need to work with our districts' administration to make sure teachers are being afforded the opportunity to attend PD. As the substitute shortage is increasing this may become more and more difficult to be away from the classroom. A quarterly newsletter will be used to better communicate the activities happening within our consortium in order to help educate students/parents about CTE.
2. The college is in the process of restructuring the role of the PS Coordinator. The role will now be 100% CTE focused including 50% on WBL. Continuing relationships with internal and external parties will enhance the consortium.

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

1. We will look to increase the number of teachers attending their requested PD activities.
2. PS Outcomes:
 - a. CLNA -activities will be documented (what, where, when, who, and data retrieved)
 - b. POS - summit activities and new program development recorded, ALC - outcomes provided in N2
 - c. WDI/ABE - outcomes provided in N3 (Bridges to Careers)
 - d. PAR's will be collected (N5, N9, and N11)
 - e. WBL - outcomes provided in N6
 - f. CTE CE - outcomes provided in N7
 - g. PD - outcomes provided in N8
 - h. Consortium policies and procedures will be reviewed and updated as needed

1. Provide additional narrative to address the following:
 - a. Describe your consortium's formal governance structure, including:
 - How the consortium leadership is organized,
 - Processes used for making financial decisions,
 - Processes and structures in place to ensure secondary and postsecondary collaboration, and

- Communication systems in place to ensure all consortium members are continually informed.
- Note any areas of governance that are being developed or improved.

The Riverland Consortium engages in a collaborative governance structure. Our processes ensure that decisions are made with input from all participants. These steps are formalized in our operating policies which are reviewed regularly and updated as needed. We work cooperatively to meet local needs and develop regional resources.

The consortium leadership is organized as follows:

The Executive Board governs the consortium. The committee structure has representation reflective of our consortium. The consortium consists of one college, Riverland, which has campuses in three communities (Austin, Albert Lea and Owatonna) and 9 high schools, 3 large (Austin, Albert Lea and Owatonna) and 6 small, rural schools (Glenville-Emmons, Grand Meadow, Kingsland, LeRoy-Ostrander, Lyle, and Southland). To ensure all stakeholders are included, the Executive Board also contains business and industry representation from our major employer segments which are Mayo Clinic, Hormel Foods and the Agriculture sector. We also have seats for our 3 regional Chambers of Commerce and a CareerForce representative. The committee often invites guests to join the meeting to present on topics of interest.

The Consortium Operating Policies delineate the policies, practices and processes used to ensure that the consortium is conducting all activities in alignment with these guidelines and these are consistent with the Perkins V legislation. The Executive Board sets the policy and procedures for the consortium and the Operations Team. The Operations Team performs the day-to-day activities. They carry out the implementation of the Perkins plan with the direction and oversight of the Executive Board. The Operations Team has representation from the college and the secondary coordinator who represents the secondary level. It also includes a CTE teacher from each of the 9 high schools to ensure that the consortium is communicating and supporting CTE at the classroom level as well as at the administrative level.

The process to build the consortium budget and to write the plan is managed by the coordinators and is done as a consortium team. Both coordinators work within their systems to identify potential funding needs based on the CLNA results and LMI data. The priorities are agreed upon by the Executive Board. All members of the Executive Board, all member districts, and the college have multiple points for plan input and for comment and to make recommendations before agreeing to the budget. Because the secondary and postsecondary systems are separate fiscal entities the coordinators work respectively within each system to manage the fiscal side of the grant for the consortium, but full details of the budget are addressed with the Executive Board at every meeting and spending decisions are reviewed and approved by the committee. The consortium continues to work toward building a strong, collaborative framework

in the region to provide opportunities for Career and Technical Education that reflect the direction of Perkins V. Funding decisions are made based on the needs of our region and the needs of the instructors at each institution. All members of the operations team and the deans committee are consulted on funding priorities before the budget is set.

The consortium will work to better communicate throughout the year. Main communication is through email currently. We will work to have more input through meetings, yearly calendars, and the creation of a newsletter.

The PS Coordinator position was vacated due to a retirement in February. The college has eliminated the Director of College Partnerships and Transitions position. A new position is currently under development, Community and Work Based Learning Specialist to focus on the Perkins grant and work based learning. The former PS Coordinator was also responsible for concurrent enrollment for the college. That piece will now fall under the Director of Concurrent Enrollment position.

Narrative 11: Reserve Funds

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

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

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

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

E1-Need A: Postsecondary student concentrators and course success rates require increased focus for non-white students, especially in healthcare. The data shows supports are needed for underrepresented and underserved populations by means of transition and navigational support and a liaison for student career awareness, access, course success, successful completion, and workplace transition.

E5-Need A: The Riverland CLNA results indicate a tight labor market with a growing scarcity of workers listed as the most significant barrier to the future economic growth in SE MN. The age groups in the region are basically split into thirds (under age 25, age 25-54, over age 55). Between the years 2011-2021 there has been a decrease in the white population (-1.5%) but an increase in all the other populations: Black or African American (+66.9%), Asian (+42.6%), some other races (+99.2%), two or more races (+167.8%), and Hispanic or Latino (+29.7%). The workforce in SE MN is changing and becoming more diverse especially in the areas of age and race. In 2021 the unemployment rate was highest for Black or African American (9.0%), Some other race (7.9%), and Hispanic or Latino (6.9%). For those with less than a high school diploma aged 25-64, the unemployment rate is double at 4.7%. The poverty rate in SE MN (9.1%) is slightly lower than that of MN (9.2%), but in SE MN Black or African American well exceeds that of MN at a rate of 31.4% to 25%.

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

2. Strategies to address need:

1. PS will hire a Bilingual Success Coach to work in partnership with other college support systems and personnel including, but not limited to the PS Coordinator, Admissions, Communications, Administration, Faculty and Learning Specialists. Funding also in N5 and N9.

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

1. There will be an increase in non-white and nontrad gender student enrollment, course success, completion and workforce entry in CTE with the greatest focus on healthcare fields.

NEED B: Licensure of CTE Professionals	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
E4-Need B The consortium sees the need to “upskill” educators within the field of Manufacturing. We will continue to support this endeavor by providing welding training in partnership with St. Cloud State University. Our target audience is Tier 1 and Tier 2 teachers looking for credits toward a degree program or advancement within the tiered licensure system.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. Continue to provide welding training for regional instructors to support the needs for CTE educators. Partnerships include: -St Cloud State University- provide graduate credit toward CTE licensure/Technology Education degree -Austin High School-Community Education registration-provide facilities for training -Southern MN consortia-communication and advertisement 					
3. Measurable Outcomes (report results in next APR):					

1. Increase the number of teachers participating in the training
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NEED C: Access to Industry Standard Equipment	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 x	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E2-Need C</p> <p>Manufacturing - industry tours and guest speakers for students to network with future employers. Equipment updates to bring secondary labs to industry standards. Increase access to equipment for smaller districts that may not have the resources to house new and innovative equipment. Foster existing concurrent education opportunities with Riverland Community College. Increase teacher retention by creating professional development opportunities in the field of welding. Manufacturing is the second largest industry in our region. In May 2023, Riverland, Owatonna Public Schools, and the Owatonna Area Chamber of Commerce and Tourism partnered to survey the industry in Owatonna. The event was facilitated by RealTime Talent. Manufacturing Production, Engineering, Distribution & Logistics, Industrial Machine Mechanics, and Automation Robotics were identified as the primary career pathways of need. The most difficult to fill positions include: mechanics, production, maintenance technicians, machine operators, robot operators, programmers, and engineers. The most common shortcoming of entry level positions was skill level (22%). Participants expressed the perfect alignment between education and employment to include: English speaking, interpreter availability, educated individuals, applicants prepared to enter the job market, technical prep academy, and basic math. They expressed the need for Education supports to reduce barriers to the job market especially for underrepresented populations. This testament further supports Riverland's continuance and growth for special population support. The event ended with a survey of employer interest to engage in education (e.g. guest speakers, job shadowing, paid internships, apprenticeships/mentorships, teacher externships, sub-teaching, collaborative grant applications, etc.). Riverland will maintain and utilize the employer engagement interest survey. Work Based Learning will become a primary job responsibility for the new PS coordinator.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
5. Strategies to address need:					
1. Funding will be used to continue the partnership with St. Cloud State University's TEC Network to provide industry standard and innovative equipment, especially to our smaller district.					
6. Measurable Outcomes (report results in next APR):					
1. Increase the number of districts participating in the use of this equipment.					

7. 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.

Postsecondary - Regional data tells us the non-white population, specifically the Hispanic population is growing. Analysis of the SDPL Gap Report shows that only one-third of the total population that earn a PS Credential is Black or African American and Hispanic. In 2023, 220 out of the 434 total concentrators were Economically Disadvantaged Families (EDF). Of those 220, 63 were enrolled in Healthcare programs. Black students represented 32, while Hispanic students represented 77. In 2024, the number of EDF declined but so did the total concentrators (205/427). Healthcare programs had 53 students in this category. In 2024, Black students represented 26, while Hispanic students represented 71. A Bilingual Success Coach will help the college fill the gaps for non-white populations that lead to successful transitions to the workforce.

- 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.

The equipment used in the TEC Network is industry standard and innovative and aligns with our primary POS in manufacturing. Our target audience for this equipment will be our smaller, rural schools. They don't have the facilities or space to add this equipment to their classrooms on a permanent basis. Some of our smaller districts belong to SMEC (Southern Minnesota Education Consortium) This consortium school serves students within special education. This partnership will give these students within special populations including special education and students in poverty access to state of the art equipment utilizing the latest in computer design. Increased access to CTE courses has shown to increase 4 year graduation rates and by having state of the art equipment will help draw students to CTE programming.

Perkins-Funded Positions

Submit the following with your application materials:

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

Required Documentation

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

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

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:	Riverland
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Purpose of the CLNA Results and Priorities

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

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

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

The Riverland Consortium conducted the required Comprehensive Local Needs Assessment through the following process: The Riverland CLNA was developed by the Riverland team from input gained from the Riverland Dean's Council, faculty and teachers, area Educators, Business & Industry Representatives, Parents, Students, Perkins Executive Board, Perkins Operations Team, Adult Basic Education, Minnesota CareerForce, Minnesota Workforce Development: Austin, Albert Lea, and Owatonna Chambers of Commerce, and Secondary and Postsecondary CTE Advisory Committees, five Early Middle College Partners, Riverland's 29 Concurrent Enrollment partner high school administrators and other college and school administrators as needed. We used surveys and publicly available data such as Labor Market Indicators obtained from the Southeast Minnesota Planning Region 2023 Regional Profile Updated August 2023 compiled by the MN DEED Labor Market Information Office, the 2023 MN State CTE Regional Workforce Trends SE Region document, and an Owatonna Industry Summit conducted by RealTime Talent. As part of the CLNA process the consortium coordinators met with neighboring consortia.

The consortium has identified priorities based on the CLNA that will be supported by Perkins funding:

- Revise current and explore new POS. This will require industry summit(s), DACUM, curriculum writing, equipment and professional development to meet staff, faculty and teacher needs to address additional training and the upskilling required in POS.
- Services to provide career awareness, access, and support. Consortium priority will be to address performance and achievement gaps. We will focus on the identified gaps for all students, and especially for non-white, nontraditional, and special populations. This may include translation materials, targeted marketing, special events, and personnel. Funding will be provided to our small SMEC (Southern Minnesota Educational Consortium) Schools to help give access to our special populations with resources for their future careers. Activities include career exploration activities, college fairs, career fairs and is the conduit for job shadowing/internship/WBL experiences. These activities will help with our Post Program Placement and WBL indicators. The SMEC consortium serves many students identified as special populations from four of our smaller schools.

The consortium carefully analyzed all secondary and postsecondary programs and our CLNA findings supported that we need broader program availability at secondary to transition students into postsecondary programs for high wage, high skill and in-demand occupations.

The CLNA process identified a critical need to answer the high demand occupational POS in the SE MN region, to create awareness of and exploration in CTE careers for all age groups and diverse populations, and for professional development for teachers, faculty and staff to support the POS, especially noted was the need to "upskill" in areas where the industry standards have changed or are rapidly changing.

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

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations¹;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

¹ The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

Please indicate the key partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Jean Kyle	Post secondary Coordinator	Riverland Consortium
Lori Miller	Consultant for Postsecondary	Riverland Consortium
Ryan Stanley	Secondary Coordinator	Riverland Consortium
Matt Bissonette	Dean of Academics & Customized Training- Riverland Community College	Riverland Community College
Jamie Goebel	Superintendent/Principal Lyle Public Schools	Executive Board Member

Name	Title	Group Represented
Brad Meier	Owatonna Area Chamber of Commerce	Executive Board Member
Bryce Hoffa	Counselor	Executive Board Member
Justin Akkerman	Akkerman Inc.	Executive Board Member
Elain Hansen	Austin Area Chamber of Commerce	Executive Board Member
Jeff Elstad	Superintendent Owatonna Public Schools	Executive Board Member
Jeff Halverson	Executive Director of Careers, Technology, & Innovation- Albert Lea Public Schools	Executive Board Member
Jeff Irvin	Northern Country Coop	Executive Board Member
Jeff Tietje	K-12 Principal Glenville-Emmons Public Schools	Executive Board Member
Allyson Klankowski	Nursing Faculty- Riverland Community College	Executive Board Member
Krystal Brogan	Teacher/Operations Team Representative	Executive Board Member
Kyra Burkhart	Workforce Development Inc.	Executive Board Member
Kim Nelson	Dean of Academic Affairs; Agriculture, Transportation, Trades- Riverland Community College	Executive Board Member
Lori Routh	Nursing Administrator- Mayo Clinic Health System	Executive Board Member
Okechukwu Ukaga	Dean of Food & Agriculture- Riverland Community College	Executive Board Member
Chris Wolf	Dean of Academic Affairs: Nursing, Health & Wellness- Riverland Community College	Executive Board Member
Maryrose Eannace	Executive Consultant of Academic & Student Affairs- Riverland Community College	Executive Board Member

Name	Title	Group Represented

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

Table 1. Secondary State Determined Levels of Performance, Actual Performance Rate, and Improvement Plan Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1S1: Graduation Rate (4-year)	91.16%	55.14%	92.65%		55.18%	90.66%		55.27%	91.95%		55.44%		
2S1: Academic Proficiency: Reading/Language Arts	N/A*	9.20%	49.34%		9.27%	44.94%		9.42%	48.45%		9.71%		
2S2: Academic Proficiency: Mathematics	N/A*	9.01%	33.23%		9.04%	23.21%		9.10%	26.24%		9.22%		
2S3: Academic Proficiency: Science	N/A**	N/A**	N/A**		N/A**	N/A**		N/A**	29.81%		N/A**		
3S1: Post-Program Placement	63.12%	47.20%	62.74%		47.26%	53.71%		47.38%	52.04%		47.62%		
4S1: Nontraditional Program Concentration	49.02%	10.22%	41.23%		10.27%	33.81%		10.36%	33.41%		10.55%		
5S3: Program Quality: Work-Based Learning	16.48%	5.26%	10.52%		5.28%	19.20%		5.30%	18.69%		5.34%		

If the performance rate on an indicator falls below 90% of the established SDPL for the indicator/grant reporting year, an **improvement plan (IP)** is required.

Our 4 year graduation rate(1s1) for our consortium has hovered around 91% for the past few years. Our female concentrators numbers are right in line with the state average but our male numbers are below the average. Our number of concentrators overall have increased by 60 students between 2022 and 2023 which indicates our programs are growing.

Table 2. Postsecondary State Determined Levels of Performance, Actual Performance Rate, and Improvement Plan Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1P1: Postsecondary Retention and Placement	89.57%	82.12%	87.43%		80.28%	89.80%		80.28%	96.54%		80.28%		
2P1: Earned Recognized Postsecondary Credential	48.16%	60.97%	50.31%	Yes	61.25%	51.18%	Yes	49.30%	53.92%		49.30%		
3P1: Nontraditional Program Enrollment	11.94%	13.16%	11.89%		10.71%	10.76%		10.71%	15.56%		10.71%		

If the performance rate on an indicator falls below 90% of the established SDPL for the indicator/grant reporting year, an **improvement plan (IP)** is required.

Table 3. Participant and Concentrator Enrollment by Grant Reporting Year

Enrollment	Baseline (2020)	Grant Year 1 (2021)	Grant Year 2 (2022)	Grant Year 3 (2023)	Grant Year 4 (2024)
Secondary Participants	1,882	2,030	2,206	2,284	
Secondary Concentrators	2,074	2,009	1,971	1,920	
Postsecondary Participants	1,094	1,263	1,373	1,237	
Postsecondary Concentrators	380	487	508	434	

Additional information:

[Perkins V Accountability](#) (Scroll to “Accountability Resources” bar/section)

[Secondary Perkins Definitions](#) and [Postsecondary Perkins Definitions](#)

[Secondary Data Site](#) (requires system login/account to use)

[Postsecondary Data Site](#) (Power BI reports require Minnesota State system login/account to use)

Proposed Perkins V State Determined Performance Levels
Riverland
Grant Years 5-8 (2025-2028)

Table 1. Secondary State Determined Levels of Performance and Actual Performance Rate by Grant Reporting Year

Indicator Name	Perkins V Performance					Proposed SDPLs				
	Baseline (2020)	GY1 (2021)	GY2 (2022)	GY3 (2023)	GY4 (2024)	Baseline (2022+2023)	GY5 (2025)	GY6 (2026)	GY7 (2027)	GY8 (2028)
1S1: Graduation Rate (4-year)	91.16%	92.65%	90.66%	91.95%		91.31%	92.22%	↗92.49%	↗92.76%	↗93.03%
2S1: Academic Proficiency: Reading/Language Arts	N/A	49.34%	44.94%	48.45%		46.70%	46.71%	↗46.93%	↗47.16%	↗47.39%
2S2: Academic Proficiency: Mathematics	N/A	33.23%	23.21%	26.24%		24.73%	24.74%	↗24.99%	↗25.25%	↗25.51%
2S3: Academic Proficiency: Science	N/A	N/A	N/A	29.81%		N/A*	N/A*	N/A*	N/A*	N/A*
3S1: Post-Program Placement	63.12%	62.74%	53.71%	52.04%		52.88%	52.89%	↗53.28%	↗53.67%	↗54.06%
4S1: Nontraditional Program Concentration	49.02%	41.23%	33.81%	33.41%		33.61%	33.62%	↗33.91%	↗34.20%	↗34.49%
5S3: Program Quality: Work-Based Learning	16.48%	10.52%	19.20%	18.69%		18.94%	19.44%	↗19.94%	↗20.44%	↗20.94%

*The grade in which the Science assessment is offered to students in MN depends upon when students complete the Life Sciences requirements during high school. The timing of this course can vary from one school year to the next and from one district to another. Therefore, while MN reports the Science data to OCTAE, we are not required to set SDPLs for this performance indicator.

Table 2. Postsecondary State Determined Levels of Performance and Actual Performance Rate by Grant Reporting Year

Indicator Name	Perkins V Performance					Proposed SDPLs				
	Baseline (2020)	GY1 (2021)	GY2 (2022)	GY3 (2023)	GY4 (2024)	Baseline (2022+2023)	GY5 (2025)	GY6 (2026)	GY7 (2027)	GY8 (2028)
1P1: Postsecondary Retention and Placement	89.57%	87.43%	89.80%	96.54%		93.17%	93.29%	↗93.41%	↗93.53%	↗93.65%
2P1: Earned Recognized Postsecondary Credential	48.16%	50.31%	51.18%	53.92%		52.55%	53.20%	↗53.86%	↗54.51%	↗55.16%
3P1: Nontraditional Program Enrollment	11.94%	11.89%	10.76%	15.56%		*19.52%	19.74%	↗19.97%	↗20.19%	↗20.42%

*3P1 baseline increased due to implementation of the 2020 NAPE Nontraditional Occupations Crosswalk

1P1 Retention and placement increased over 7% from 2022 to 2023. The Earned Recognized Postsecondary Credential (2P1) was revisited and revised and is 4% above the SDPL. Actual performance in 2023 for Nontraditional Program Enrollment (3P1) had a 5% increase over 2022. Although the PS targets have been met and/or exceeded, we realize the demographics in our region and remain focused on ensuring all populations (specifically underrepresented populations) receive the supports needed to obtain the education and skills required to enter the workforce. The newly received Proposed Perkins V SDPL has a significant increase in 3P1 that PS will need to address in order to achieve the GY5 total of 19.74% and avoid an improvement plan.

As we dug deeper into the data, it is clear supports are needed for underrepresented and underserved populations by means of transition and navigational support and a liaison for student career awareness, access, course success, successful completion, and workplace transition.

PS Participants and Concentrators - Both the participant and concentrators have decreased in the past two years. Participant decrease of 136 and concentrator decrease of 74. Although 2023 was not as big a decline as 2022, it is still a decline. Assistance is needed to ensure connectivity of career awareness of the regional workforce needs as well as accessibility to training and success.

Analysis of the SDPL Gap Report shows that only one-third of the total population that earn a PS Credential is Black or African American and Hispanic. Furthermore, 25% of Black or African American and 20% Hispanic are Nontraditional Program Enrolled. In reviewing individual program data, the following programs need a focus on attracting and keeping female students: Ag, Transportation (Auto and Diesel), Construction (Carpentry and Electrician), Computer Technology, and Manufacturing. A higher male population could be sought in Healthcare programs (Nursing, Medical Assistant, Radiography and Massage Therapy).

Course Success Rates - Students of color are performing well in construction and manufacturing programs. Healthcare program success rates could use assistance. The addition of a Learning Specialist to support Nursing students saw a 10% increase in students of color course success rates. However, there is still room for improvement in both Nursing and Radiography. Radiography students of color had a 25% decrease in the past year.

Special Populations - In 2023, 220 out of the 434 total concentrators were Economically Disadvantaged Families (EDF). Of those 220, 63 were enrolled in Healthcare programs. Black students represented 32, while Hispanic students represented 77. In 2024, the number of EDF declined but so did the total concentrators (205/427). Healthcare programs had 53 students in this category. In 2024, Black students represented 26, while Hispanic students represented 71.

The increased focus on student supports in this grant application demonstrates Riverland is highly committed to course/program success, earning a credential, and providing the success mechanisms students need to be workforce ready.

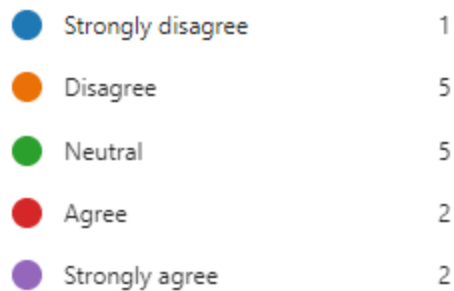
Secondary Survey Results: Teachers, Students, Parents/Guardians

Teacher Results:

We surveyed secondary teachers in order to gain their opinions on a variety of issues pertaining to Career and Technical Education programming. Based on the results we will be making some changes in process and procedures to better support our consortium's schools.

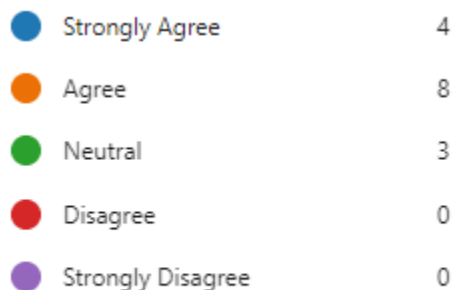
Breakdown of the data:

When asked: Our district provides teachers with ongoing and rigorous professional development for Career and Technical Education (CTE) teachers on a wide range of topics like standards-aligned curriculum, business partnerships, work-based learning opportunities, access and equity, postsecondary credit options, etc.



As a consortium we support our CTE teachers with Professional Development opportunities. As district professional development funds are becoming scarce for non-CTE teachers, Perkins funding becomes even more important for CTE educators so we do not have to compete for funding with the entire district. We will continue our strong support for our teachers to use Perkins to provide PD opportunities within the consortium.

When asked: *Our school/districts' Career and Technical Education (CTE) programs are promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is inclusive, non-discriminatory, and free from bias.*



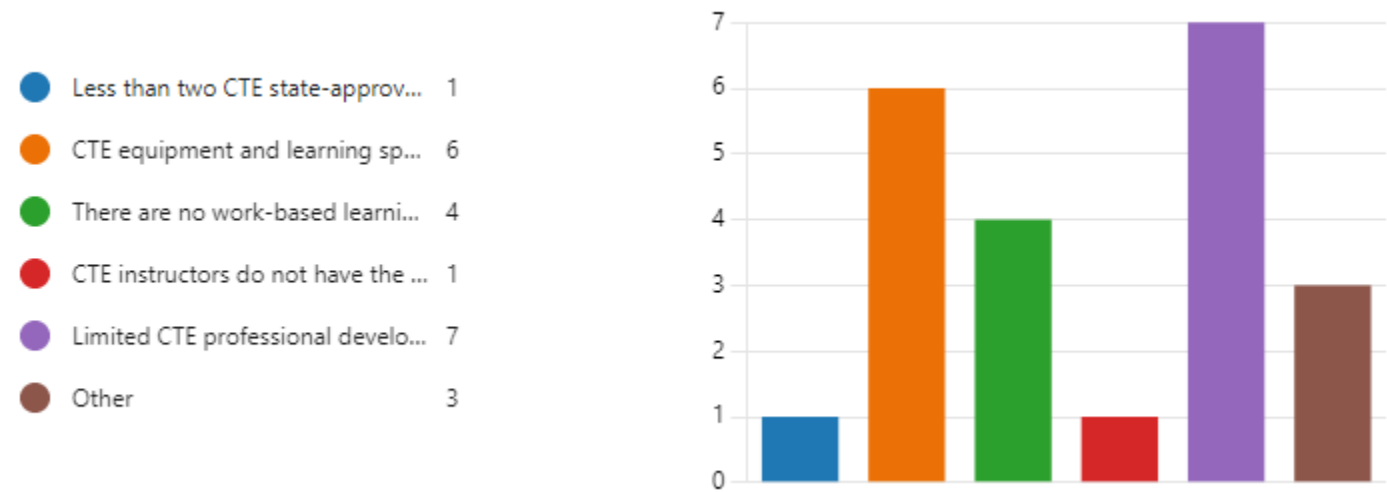
Teachers feel they are providing the same educational opportunity to all students in their districts. Providing these opportunities to all, including special populations, is a priority for the Riverland Consortium. We believe these programs are an essential and viable path for all students.

Most of our teachers believe their curriculum is aligned with CORE standards and relevant to support reading, math and science. All the teachers surveyed provide their students with performance-based assessments.

When asked: *What do you think are the barriers to student participation in Career and Technical Education (CTE) courses and programs of study at your school? (Select up to four)*

The top barrier that teachers see for participation in CTE courses was overwhelming “Class Schedule”. Our consortium has made steps in the past by offering a Carpentry Academy course as a “zero hour”. This course is also open to neighboring districts who do not have the facilities to provide this program. The consortium will continue to work with districts on class schedules in order to help facilitate an increase in our concentrator numbers. This will include continuing to offer concurrent courses as a block schedule to adhere to accreditation standards.

When asked: *What are your school’s areas of growth with regard to the Career and Technical Education (CTE) courses and programs of study offered, particularly for underrepresented populations, including by gender, race and ethnicity, and/or special population status? (Select up to three)*



The top answer was Limited CTE PD opportunities. We will need to dive a little deeper into this as there may be many factors influencing this answer. The other top answer was "CTE equipment and learning spaces need to be updated". We will work as a consortium to help update our consortium’s facilities with industry standard equipment.

Student Results:

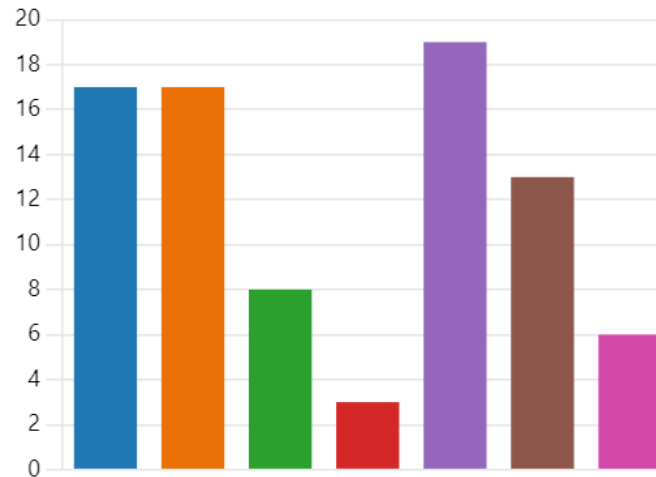
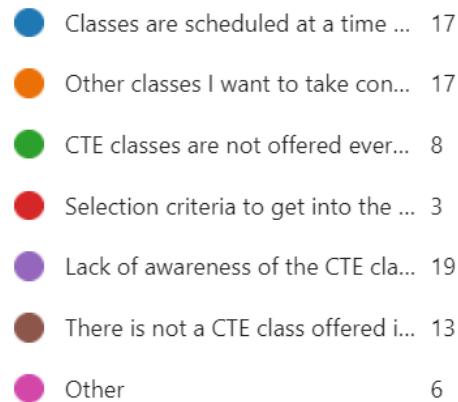
We surveyed students across the consortium. We had 89 responses, 70 resonances were from our smaller districts and 19 were from our larger districts. We had slightly more males take the survey than females. Only students taking CTE courses were surveyed.

One of the first questions we asked was “Does your school offer Career and Technical Education (CTE) courses?”



17. What are some challenges to taking Career and Technical Education (CTE) classes (Select up to four).

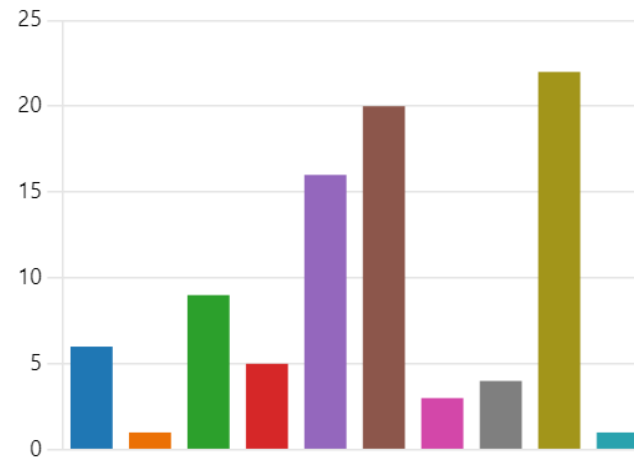
[More Details](#)



We can see from the data that either the students do not know they are currently in a CTE course or they are unaware that these courses are labeled Career and Technology Education. The consortium needs to do a better job of promoting our programs and educating what we are.

When students were asked, "Before registering for classes, I received information on Career and Technical Education (CTE) classes and programs in the following areas. (Select all that apply)."

Health Services	6
Family and Consumer Science	1
Agriculture/Natural Resources	9
Business/Marketing	5
Trades & Industry (Construction,...	16
Trades & Industry (Welding, ma...	20
Trades & Industry (Automotive t...	3
Work-based learning (internship...	4
None	22
Other	1

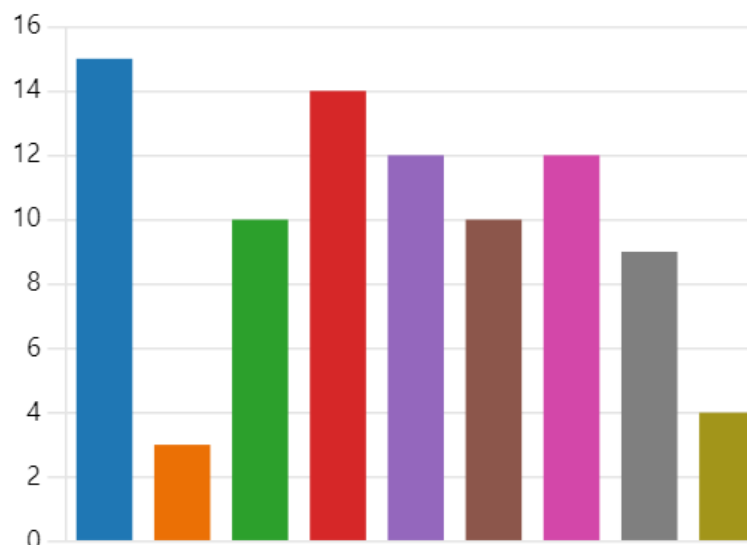


A surprising number choose none as an answer for this question. We will continue to work with our counselors and career pathway coordinators to help inform students of the opportunities within CTE.

13. Which additional Career and Technical Education (CTE) programs would you want to learn more about?

[More Details](#)

Health Services	15
Family and Consumer Science	3
Agriculture/Natural Resources	10
Business/Marketing	14
Trades & Industry (Construction,...	12
Trades & Industry (Welding, ma...	10
Trades & Industry (Automotive t...	12
Work-based learning (internship...	9
Other	4



As question 13 shows, students want more information on careers in Health Science. This continues to be our number one need in our region.




Parent/Guardian Results:

Most of the responses from parents came from two of our larger schools. We would have liked to receive a greater number of results from our smaller districts to compare and contrast the results. Here are some results that pertain to our future applications.

5. I have a good understanding of what Career and Technical Education (CTE) is.

[More Details](#)

 Insights




 Yes	39
 No	18
 I do not know	12

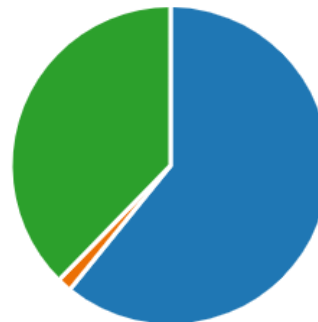


6. Does your student's schools offer Career and Technical Education (CTE) courses?

[More Details](#)

 Insights

 Yes	42
 No	1
 I do not know	26



As we can see from these results, we need to be better communicators with both our students and our parents on who we are and the opportunities that exist within CTE programs.

7. Does your student's school have opportunities to participate in work-based learning (ex. job shadowing, informational interviews, mock interviews, clinicals, internships, mentorships, CTE PSEO/concurrent enrollment courses etc.)

[More Details](#)

 Insights

Yes	43
No	4
I do not know	22



This result is not surprising given the majority of the data is coming from our two largest schools. Many of our smaller, rural schools do not have the same opportunities to provide WBL within their programs, just because of geography and funding.

10. All students at my child's school have equal access to Career and Technical Education (CTE) programs.

[More Details](#)

 Insights

Strongly disagree	9
Disagree	6
Neutral	28
Strongly agree	9
Agree	17

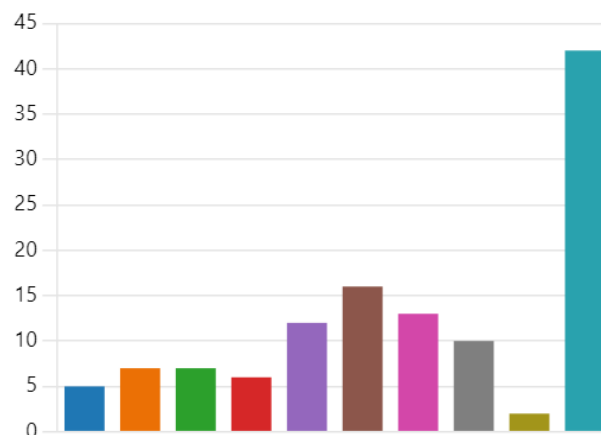


We need to delve more into this question and find out why parents/guardians do not feel strongly that all students have the same opportunities in CTE. As we work the next two years, more data needs to be gathered to make sure we are offering equal access to all students.

16. I have received information on Career and Technical Education (CTE) classes and programs in the following areas. (Select all that apply).

[More Details](#)

Health Services	5
Family and Consumer Science	7
Agriculture/Natural Resources	7
Business/Marketing	6
Trades & Industry (Construction,...	12
Trades & Industry (Welding, ma...	16
Trades & Industry (Automotive t...	13
Work-based learning (internship...	10
Other	2
None	42

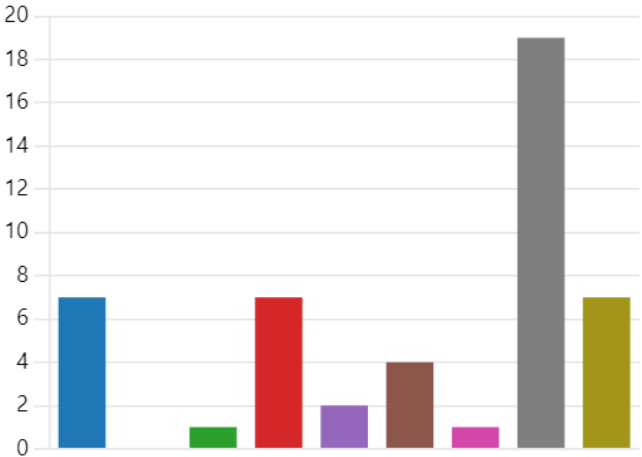


This is very similar data as compared to the student data on this question. We need to do a better job promoting our programs.

17. Which additional Career and Technical Education (CTE) programs would you like to learn more about?

[More Details](#) [Insights](#)

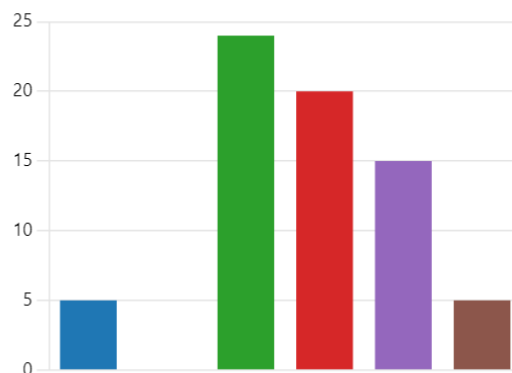
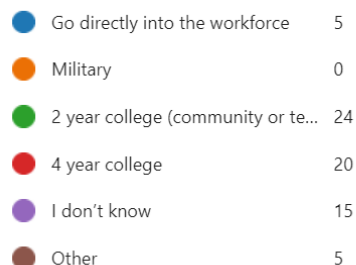
Health Services	7
Family and Consumer Science	0
Agriculture/Natural Resources	1
Business/Marketing	7
Trades & Industry (Construction,...	2
Trades & Industry (Welding, ma...	4
Trades & Industry (Automotive t...	1
Work-based learning (internship...	19
Other:	7



Parents and Guardians are asking for more information on WBL programs. This is a need in our consortium and we will be continuing to address this.

18. My child plans to do the following immediately after graduation (Select all that apply)

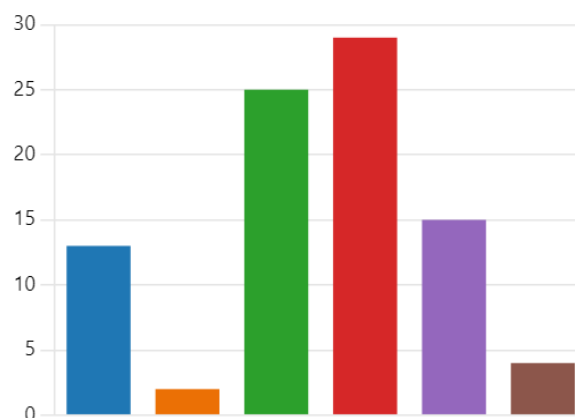
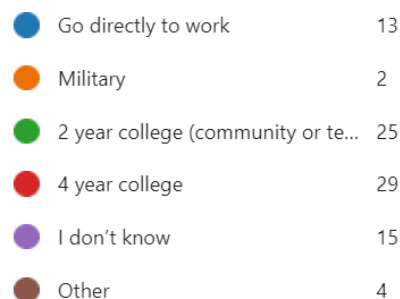
[More Details](#)



19. I plan to do the following immediately after graduation (Select all that apply)

[More Details](#)

[Insights](#)



In comparing these two results, it was surprising to find that the students(bottom) chose 4 Year college but the parents' greatest choice was 2 year Community college. This may have something to do with where each data set came from. The majority of the parents surveyed were from Austin where they have the Austin Assurance Scholarship. This opportunity has changed the trajectory of students' path. In Austin the majority of students pursuing a post secondary education will go to Riverland for free. The surrounding districts do not have this opportunity so the focus is on a 4 year track.

The data from these surveys will be used to help focus our attention on the needs of the participants within our consortium.

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

<div>PRIORITIZED NEEDS</div> <div>Element 1: Student Performance on Required Performance Indicators</div>
E1-Need A: Postsecondary student concentrators and course success rates require increased focus for non-white students, especially in healthcare. The data shows supports are needed for underrepresented and underserved populations by means of transition and navigational support and a liaison for student career awareness, access, course success, successful completion, and workplace transition.
E1-Need B Some Special Populations numbers are low in some areas, focus will be placed on English Learners and SPED populations.
E1-Need C More emphasis will be placed on educating people about who we are and how CTE programs can help guide students to rewarding careers.

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

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

Minnesota defines size, scope and quality at the consortium level as follows:

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)

- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in [DEED's Occupation in Demand index](#) and/or through the Comprehensive Local Needs Assessment

General Findings:

Southeast MN wages are competitive in Community & Social Service, Healthcare, and Protective Service. Healthcare Support, Protective Service, Production, Education, Training & Library, Food Preparation, Farming Fishing & Forestry, Physical & Social Science boast higher concentrations of employment in SE MN as compared to the state. The occupations with the most job openings in SE are shown in the table below.

Occupations with the Most Job Openings (60% of job vacancies)

(Source: SE MN Planning Region, Regional Profile August 2023)

	Openings	Median Wage	PS Education Required	License Required
Healthcare Practitioners & Technical	1328	\$31.77	92%	90%
Food Prep & Serving Related	4822	\$13.72	1%	4%
Sales & Related	2248	\$14.59	2%	18%
Production	1593	\$15.96	9%	10%
Transportation & Material Moving	1752	\$16.97	0%	50%

Some of the occupations in the graph above are low wage and do not require a postsecondary education. However, to address unemployment, poverty rates, and expanding diverse populations; the Riverland consortium chooses to focus on the regional in-demand occupations as they pertain to all age groups in awareness of, support during, and successful training including a specific focus on diverse populations. Healthcare and Social Assistance employs the highest number of BIPOC workers in the region, but 87.8% of the workers are white. Hence yet another reason for the consortium to focus on support mechanisms for underrepresented populations. This just makes sense when Healthcare and Social Assistance growth is projected at 44% of the total regional growth by 2030.

SE MN Regional in Demand Occupations Specific to Riverland Programs (Source: SE MN Planning Region, Regional Profile August 2023)

Vocational Training	Associates Degree	Bachelor's or Higher
Automotive Service Technicians & Mechanics \$48,274/yr	Registered Nurses \$86,697/yr	Elementary School Teachers \$63,367/yr
Nursing Assistants \$38,287/yr	Clinical Laboratory Technologists & Technicians \$60,703/yr	Accountants & Auditors \$70,366/yr
Hairdressers, Hairstylists, & Cosmetologists \$36,972/yr	Radiologic Technologists & Technicians \$80,182/yr	Software Developers \$104,831
Licensed Practical & Licensed Vocational Nurses \$52,969/yr	Police & Sheriff's Patrol Officers \$71,226/yr	
Medical Assistants \$49,832/yr	Computer Network Support \$73,341/yr	
Electricians \$66,736/yr		
Industrial Machinery Mechanics \$52,730/yr		
Computer User Support Specialists \$63,467/yr		

Southeast MN is well-known for its high concentration in healthcare at 27.3% of total employment. The next largest industry is Manufacturing. The consortium has supported and will continue to support these programs of study. The consortium may also support the in-demand occupations from the chart above where the data indicates support is needed.

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

PRIORITIZED NEEDS

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

E2-Need A:

Healthcare - developing and enhancing partnerships with high schools, providing course success coaches, curriculum writing for new pathways

Occupations with the Most Job Openings (60% of job vacancies) (Source: SE MN Planning Region, Regional Profile August 2023)

	Openings	Median Wage	PS Education Required	License Required
Healthcare Practitioners & Technical	1328	\$31.77	92%	90%

Southeast MN is well-known for its high concentration in healthcare at 27.3% of total employment. To address unemployment, poverty rates, and expanding diverse populations; the Riverland consortium chooses to focus on the regional in-demand occupations as they pertain to all age groups in awareness of, support during, and successful training including a specific focus on diverse populations. The Healthcare industry employs one of the highest numbers of BIPOC workers in the region, but 87.8% of the workers are white. Hence yet another reason the consortium chooses to focus on support mechanisms for underrepresented populations. This just makes sense when Healthcare growth is projected at 44% of the total regional growth by 2030. It is imperative we continue and grow supports for this population.

E2-Need B

Agriculture - partnering with industry to create new and strengthen pathways from high school to college, hosting an industry summit and developing new curriculum and pathways

One field that cannot be overlooked in the counties that Riverland resides is Agriculture. Mower county is ranked 10th (market value \$413,225,000) and Freeborn county is ranked 15th (market value \$363,999,000) of products sold in the state in 2017 (newest information available in the DEED 2023 report). The new college President and Ag Dean have expressed interest in further supporting regional agriculture in the areas of precision ag and ag robotics as well as landscape health, animal health, and human health. Riverland will be a part of a new venture (FAARM) with the University of MN, Mayo, and The Hormel Institute. Preliminary exploration is in the very early stages. A consultant will be hired to conduct an industry summit. Connections with the high schools and diverse populations will be explored as the pathways are built. Animal systems may include swine, cattle, and poultry. At this time we are unsure of what pathways may emerge but we plan to fund the exploration with Perkins. Secondary will provide funding for all our districts to tour, network, and work side by side as this project gets underway. The goal would be to have our secondary Agriculture teachers have a voice and provide input for this implementation; they are the experts from our region and the initial influence on the future Agriculture workforce.

E2-Need C

Manufacturing - industry tours and guest speakers for students to network with future employers. Equipment updates to bring secondary labs to industry standards. Increase access to equipment for smaller districts that may not have the resources to house new and innovative equipment. Foster existing concurrent education opportunities with Riverland Community College. Increase teacher retention by creating professional development opportunities in the field of welding. Manufacturing is the second largest industry in our region. In May 2023, Riverland, Owatonna Public Schools, and the Owatonna Area Chamber of Commerce and Tourism partnered to survey the industry in Owatonna. The event was facilitated by RealTime Talent. Manufacturing Production, Engineering, Distribution & Logistics, Industrial Machine Mechanics, and Automation Robotics were identified as the primary career pathways of need. The most difficult to fill positions include: mechanics, production, maintenance technicians, machine operators, robot operators, programmers, and engineers. The most common shortcoming of entry level positions was skill level (22%). Participants expressed the perfect alignment between education and employment to include: English speaking, interpreter availability, educated individuals, applicants prepared to enter the job market, technical prep academy, and basic math. They expressed the need for Education supports to reduce barriers to the job market especially for underrepresented populations. This testament further supports Riverland's continuance and growth for special population supports. The event ended with a survey of employer interest to engage in education (e.g. guest speakers, job shadowing, paid internships, apprenticeships/mentorships, teacher externships, sub-teaching, collaborative grant applications, etc.). Riverland will maintain and utilize the employer engagement interest survey. Work Based Learning will become a primary job responsibility for the new PS coordinator.

E2-Need D

IT careers are on The SE MN Regional In Demand Occupation list as shown in the General Findings section above. The consortium will review partnerships with external partners (high schools, ALC, ABE, etc.) to develop and enhance pathways. This will include curriculum writing to develop new pathways (e.g. AI, IOT, Cybersecurity, etc.).

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

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

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

PRIORITIZED NEEDS
Element 3: Progress towards implementation of CTE Programs of Study
E3-Need A: To increase our support of Manufacturing careers by offering the consortium training to “upskill” in the area of welding. Equipment funding will also be a priority to increase the access to concurrent programming in Albert Lea with the purchase of industry standard welding equipment. We will continue to fund the opportunities for students with industry certifications such as OSHA 10 and ServeSafe certifications.
E3-Need B The secondary is due for Program approval in November of 2025. Funds will be allocated for analysis of current programming, implementation of new programs, and completing the approval process. We will be partnering with our other regional consortia as we are all due for program approval.
E3-Need C With the advent of the FAARM research facility slated to come to Mower County, we have a unique opportunity to partner and expose our Agriculture students to advanced research through field trips, networking, and training. “Through this collaboration with Riverland, FAARM also envisions providing a range of educational offerings for learners of all ages — K-12, post-secondary technical and associate degrees, baccalaureate and graduate degrees, and outreach education to the broader public.”
E3-Need D Continue to work closely with Secondary and Post secondary Advisory boards in program implementation, curriculum development, and support of programs. Many of our secondary teachers sit on the PS advisory committees as voting members and gain insight into their own program direction based on networking with industry professionals.

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

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

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

PRIORITIZED NEEDS	
Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	
E4-Need A: Increase the number of teachers within the consortium to gain WBL endorsement.	
E4-Need B The consortium sees the need to “upskill” educators within the field of Manufacturing. We will continue to support this endeavor by providing welding training in partnership with St. Cloud State University. Our target audience is Tier 1 and Tier 2 teachers looking for credits toward a degree program or advancement within the tiered licensure system.	
E4-Need C Professional development opportunities are necessary to remain current on industry standards and best practices in curriculum, equipment/technology, and student supports. This includes local, regional, state and national PD opportunities.	

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

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

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

PRIORITIZED NEEDS

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

E5-Need A: Access and Supports

The Riverland CLNA results indicate a tight labor market with a growing scarcity of workers listed as the most significant barrier to the future economic growth in SE MN. The age groups in the region are basically split into thirds (under age 25, age 25-54, over age 55). Between the years 2011-2021 there has been a decrease in the white population (-1.5%) but an increase in all the other populations: Black or African American (+66.9%), Asian (+42.6%), some other races (+99.2%), two or more races (+167.8%), and Hispanic or Latino (+29.7%).

Educational Attainment by Race for Population 25+ in SE MN (Source: SE MN Planning Region, Regional Profile August 2023)

Orange background indicates over 50% of a specific population hold a high school diploma or less.

	Less than HS	HS Graduate	Some College or Associates	Bachelor or Higher
White	4.8	28.2	33.6	33.3
Black or African American	28.5	32.5	22.1	16.9
Asian	21.3	17	11.6	50.1
Some other race alone	33.4	29.7	21.2	15.7
Two or more races	17.6	24.2	29.	29.1
Hispanic or Latino	30.6	27.7	23.1	18.7

As the above graph indicates, high school students cannot be the only target market as there is a projected -4.4% (-741) labor market shortage in this age group. The workforce in SE MN is changing and becoming more diverse especially in the areas of age and race. In 2021 the unemployment rate was highest for Black or African American (9.0%), Some other race (7.9%), and Hispanic or Latino (6.9%). For those with less than a high school diploma aged 25-64, the unemployment rate is double at 4.7%. The poverty rate in SE MN (9.1%) is slightly lower than that of MN (9.2%), but in SE MN Black or African American well exceeds that of MN at a rate of 31.4% to 25%. All other populations are relative to the statewide statistics. The regional workforce is aging while the number of teenage workers has reduced. The consortium will continue expanding CTE concurrent enrollment opportunities as well as enrich the CTE connections with our ALC and Early/Middle College partners. Engaging Credit for Prior Learning (CPL) and Work-Based Learning (WBL) will be vital to engage the 25+ workforce to obtain some college and skill training as will the continuance of the Bridges to Careers initiative with CareerForce and ABE. The addition of a Bilingual Success Coach in this grant will further increase equal access opportunities.

Consortia: Riverland Carl Perkins Consortium (7519-54)
1S1: 4-Year Graduation

	Numerator	Denominator	Actual	Performance Gap (Ss group-GTtl)	SDPL Gap (Ss group-Target)
Grand Total	685	745	91.95%		36.68%
Gender					
Male	382	423	90.31%	-1.64%	35.04%
Female	303	322	94.10%	2.15%	38.83%
Ethnicity					
American Indian					
Asian	36	42	85.71%	-6.24%	30.44%
Black	35	39	89.74%	-2.21%	34.47%
Hawaiian/Pacific Islander	2	3	66.67%	-25.28%	11.40%
Hispanic	97	112	86.61%	-5.34%	31.34%
White	493	523	94.26%	2.31%	38.99%
Multi	22	26	84.62%	-7.33%	29.35%
Special Populations					
Special Education	71	91	78.02%	-13.93%	22.75%
Economic Disadvantaged	259	303	85.48%	-6.47%	30.21%
Non-traditional	370	485	76.29%	-15.66%	21.02%
Single Parents					
Out of Workforce					
English Learners	28	41	68.29%	-23.66%	13.02%
Homeless	7	9	77.78%	-14.17%	22.51%
Youth in Foster Care	4	6	66.67%	-25.28%	11.40%
Parent in Active Military					
Migrant					

E5-Need B

When looking at special populations, we have some work to do in the areas of Special education and English Learners. Both areas have been improving from 2022. In 2022 graduation rate for Special education was 73.98% and has seen an increase of more than 4% in one year. There was an even sharper increase in the graduation rate for English Learners of almost 16%!

Reading: We still have some work to do with English learners passing the MCA reading exam. In comparing SDPL gap numbers from 2022 to 2023, we saw an increase of almost 7%. We are still in the red but this is a substantial increase from the year prior.

Math: Our black students and our english learners are both more than 10% our grand total. While these numbers are relatively low, both areas saw an increase in CTE concentrators.

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:	\$162,063.27	\$27,068.16	\$189,131.43
Postsecondary Allocation:	\$219,302.81	\$27,068.16	\$246,370.97
Total Consortium Allocation:	\$381,366.08	\$54,136.32	\$435,502.40

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	
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.								X		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X								
Support integration of academic skills into CTE programs and programs of study.				X						
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.										
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.	X		X				X			

Riverland

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
			AFNR, Manufacturing	
185 Other Salary Payments (licensed or certified)	Welding Training		\$5,829.52	\$5,829.52
				\$0.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$5,829.52	\$5,829.52
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$0.00	\$0.00
820 Dues, Membership, Licenses and Certain Fees	St. Cloud State TEC Network		\$20,000.00	\$20,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$20,000.00	\$20,000.00
				\$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)				\$1,238.64
2024-2025 Proposed Budget		\$0.00	\$25,829.52	\$27,068.16

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

SECONDARY Narrative for Perkins V Application

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

1. Consortium and district Coordinators, substitutes
2. \$57,517.00
3. Narratives 1, 10
4. CLNA Elements 1-5

*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.*

1. Field Trips, Collge Days, CTSO Activities, Professional Development
2. \$80,591.62
3. Narratives 2, 5,6, 8, 9
4. CLNA Elements 1-5

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.

1. Supplies, Exams and Online Curriculum
2. \$15,300
3. Narratives 2, 4
4. CLNA Elements 2, 3

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.

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.

1. 5% of the grant2. \$9,893.29

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.

1. Welding Training/ TEC Network Membership
2. \$27,068.16
3. POS
4. CLNA Element 2, 3, 4

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
Staff	Community and Work Based Learning Coordinator (PS Coordinator)						\$21,143.00				\$52,857.00	\$74,000.00
Staff	Learning Specialist - supports for Special Pops & Clinicals					\$17,500.00				\$17,500.00		\$35,000.00
Staff	Learning Specialist - supports for Special Pops					\$6,170.25				\$6,170.25		\$12,340.50
						\$7,281.15				\$7,281.16		\$14,562.31
												\$0.00
												\$0.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$30,951.40	\$21,143.00	\$0.00	\$0.00	\$30,951.41	\$52,857.00	\$135,902.81
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Professional Development	National and Professional Development								\$10,000.00			\$10,000.00
Curriculum Development	POS Development		\$33,400.00									\$33,400.00
Program Development	New POS Development (Develop new Ag programming - e.g. summit)		\$30,000.00									\$30,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$63,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$73,400.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$10,000.00	\$10,000.00
2024-2025 Proposed Budget		\$0.00	\$63,400.00	\$0.00	\$0.00	\$30,951.40	\$21,143.00	\$0.00	\$10,000.00	\$30,951.41	\$62,857.00	\$219,302.81

[illegible]

Riverland

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
			AFNR, Manufacturing	
Staff	Bilingual Success Coach (this position also funded in Basic budget)	\$27,068.16		\$27,068.16
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$27,068.16	\$0.00	\$27,068.16
				\$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		\$27,068.16	\$0.00	\$27,068.16

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.		
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.

2. \$74,000

3. N6 (\$21,143) and N10 (\$52,857)

4. CLNA E1-5

1. Staff, Learning Specialist - supports for Special Pops & Clinicals

2. \$35,000

3. N5 and N9

4. CLNA E1, E5

1. Staff, Learning Specialist - supports for Special Pops

2. \$12,340.50

3. N5 and N9

4. CLNA E1, E5

1. Personnel, Bilingual Success Coach 50% of position

2. \$14,562.31

3. Gaps

4. CLNA E1, E5

Note: \$27,068.16 of this position is in the Reserve budget.

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.

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.*

1. Professional Development for staff and faculty to attend National and Professional Development

- 2. \$10,000
- 3. N8
- 4. CLNA E4

1. New Program/Curriculum Development

- 2. \$33,400
- 3. N2
- 4. CLNA E2

1. New Program Development

- 2. \$30,000
- 3. N2
- 4. CLNA E2

*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.*

1. Administrative/Indirect Cost (basic) 2. \$10,0003. N104. CLNA E1

*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.*

1. Personnel, Bilingual Success Coach 50% of position

2. \$27,068.16

3. Gaps

4. CLNA E1, E5

Note: \$14,562.31 of this position is in the Basic budget.

Consortium Plan: Budget Summary 2022-2023

<div> <div>Riverland</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	\$54,625.00		\$54,625.00
	Postsecondary		\$63,400.00	\$63,400.00
	Total	\$54,625.00	\$63,400.00	\$118,025.00
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$2,925.00		\$2,925.00
	Postsecondary		\$0.00	\$0.00
	Total	\$2,925.00	\$0.00	\$2,925.00
Narrative 5: Special Populations	Secondary	\$3,500.00		\$3,500.00
	Postsecondary		\$30,951.40	\$30,951.40
	Total	\$3,500.00	\$30,951.40	\$34,451.40
Narrative 6: Work - Based Learning	Secondary	\$3,000.00		\$3,000.00
	Postsecondary		\$21,143.00	\$21,143.00
	Total	\$3,000.00	\$21,143.00	\$24,143.00
Narrative 7: Early College	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 8: Support for Professionals	Secondary	\$34,591.62		\$34,591.62
	Postsecondary		\$10,000.00	\$10,000.00
	Total	\$34,591.62	\$10,000.00	\$44,591.62
Narrative 9: Performance Gaps	Secondary	\$3,000.00		\$3,000.00
	Postsecondary		\$30,951.41	\$30,951.41
	Total	\$3,000.00	\$30,951.41	\$33,951.41
Narrative 10: Governance	Secondary	\$60,421.65		\$60,421.65
	Postsecondary		\$62,857.00	\$62,857.00
	Total	\$60,421.65	\$62,857.00	\$123,278.65
Narrative 11: Reserve Funds	Secondary	\$27,068.16		\$27,068.16
	Postsecondary		\$27,068.16	\$27,068.16
	Total	\$27,068.16	\$27,068.16	\$54,136.32
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$9,893.29		\$9,893.29
	Postsecondary		\$10,000.00	\$10,000.00
	Total	\$9,893.29	\$10,000.00	\$19,893.29
PLAN TOTALS	Secondary	\$189,131.43		\$189,131.43
	Postsecondary		\$246,370.97	\$246,370.97
	Total	\$189,131.43	\$246,370.97	\$435,502.40

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$162,063.27	\$27,068.16	\$189,131.43
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$219,302.81	\$27,068.16	\$246,370.97
Budget Over /Short	\$0.00	\$0.00	\$0.00

[illegible]

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

STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Riverland

College: Riverland Community College

College President's Name (Print): Dr. Kathleen Linaker



Signature

4/23/24

Date

email: kathleen.linaker@riverland.edu

Phone: 507-433-0607

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature

Date

email: _____

Phone: _____

(Duplicate as needed)



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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Albert Lea Area Schools

District Number/Type: # 241

Superintendent's Name – (Print): Ron Wagner

 _____
Signature _____ Date 4-23-24

email: ron.wagner@alschools.org

Phone: 507-379-4802

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

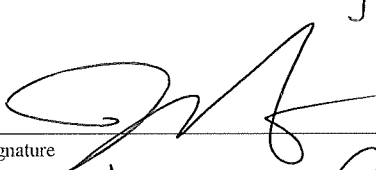
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Consortium Name: _____

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

District Name: <u>Austin Public Schools</u>	
District Number/Type: <u>ISD # 492</u>	
Superintendent's Name -- (Print): <u>Joey Page</u>	
Signature 	Date <u>4/26/24</u>
email: <u>Joey.page@austin.k12.mn.us</u>	
Phone: <u>507 460 1900</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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Consortium Name: _____

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

District Name: <u>Grand Meadow Public School</u>	
District Number/Type: <u>0495</u>	
Superintendent's Name – (Print): <u>Paul W. Beesel</u>	
Signature <u>Paul W. Beesel</u>	Date <u>4/24/24</u>
email: <u>pbeesel@gm.k12.mn.us</u>	
Phone: <u>507-857-1120</u>	

(Duplicate as needed)



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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Kingsland Public Schools

District Number/Type: 2137 - 01

Superintendent's Name - (Print): Scott Klavetter

Scott A. Klavetter _____

Signature _____ Date 4/23/24

email: klavetter.scott@kingsland2137.org

Phone: 507 - 346 - 7276

(Duplicate as needed)

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

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Consortium Name: _____

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

District Name:	<u>LeRay - Ostrander School District</u>
District Number/Type:	<u>ISD 499</u>
Superintendent's Name - (Print):	<u>Jennifer Backer-Johnson</u>
Signature <u>Jennifer Backer-Johnson</u>	Date <u>4/23/24</u>
email:	<u>jbjohnson@leray.k12.mn.us</u>
Phone:	<u>507-324-5741</u>

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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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.
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12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Dwatonna

District Number/Type: 0761-01

Superintendent's Name – (Print): Jeff Ekstad

Jeff Ekstad 4.23.24
Signature Date

email: jelstad@isd761.org

Phone: 507-444-8601

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
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.
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Consortium Name: _____

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

District Name: <u>SOUTHLAND</u>	
District Number/Type: <u>ISD 500</u>	
Superintendent's Name – (Print): <u>SCOTT HALL</u>	
Signature <u>Scott Hall</u>	Date <u>4-23-24</u>
email: <u>shall@isd500.k12.mn.us</u>	
Phone: <u>907-582-3283</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Glenville - Emmons</u>	
District Number/Type: <u>2886-01</u>	
Superintendent's Name – (Print): <u>Brian Shanks</u>	
Signature <u>Brian Shanks</u>	Date <u>4-25-24</u>
email: <u>shanksb@gcschools.com</u>	
Phone: <u>(507) 448-2889</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name:

Riverland

College: _____

College President's Name (Print): _____

Signature

Date

email: _____

Phone: _____

District Name:

Lyle Public School

District Number/Type:

0497-01

Superintendent's Name – (Print):

Jamie Goebel

Signature



Date

4/23/24

email:

jgoebel@lyle.k12.mn.us

Phone:

507-325-2201

(Duplicate as needed)